

Development of Strategic Individual Competences

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In today's world, the word "competence" is widely used in human resource management. Individual's work results and finally business success depend on his/her knowledge and skills i.e. competence. Changing business management paradigm and increasing role of individual in organization rise radical changes in priorities identifying the need of competences and their development. A competence can be defined as the entirety of knowledge, abilities, skills and attitudes, which are necessary for an individual to work effectively in particular working environment. This can be professional, social and conceptual competences. Professional competence in the long-term perspective is very dynamic due to fast changing technologies, but on the other hand, it can be easily defined and acquired quickly. Particularity of the professional competence is determined by the individual's functional labour activity, whereas social and conceptual competences are general competencies that are necessary for an individual despite his position in the company. As a rule, namely these competences become strategically significant in the rapidly changing business world, especially while talking about managers, which enable the organization to acquire advantage due to the human factor. However the research conducted by Drejer (2000) shows that traditionally education system is orientated to the formation of professional competencies, named as "tough"; whereas the attention to the "soft" competences (social, conceptual) is not significant. Development of these strategic essential competences falls on enterprises and individual.

Analysing the development of strategic individual competences in individual as well as organization level the priorities of competence formation and development are changing recently – the development of employees' competence based on the organizational needs is being changed into the development of competence with the priority to individual's needs. Successful development of strategic individual competences in individual level is based on the principal attitudes, integrating the perception of the need of individual competence development, deep inner motivation to educate himself or herself and preparation to the changes, bethinking of the role of organization modelling the guideline of strategic competence development and promoting the application of effective methods to develop competences.

The article deals with development of strategic individual competences on organizational as well as individual level.

Keywords: competence, development.

Introduction

Scientific problem. Success of human resource, integrating into the multicultural European labour market with different teaching and education systems, different traditions in human resource management, first of all, depends on individual competence. As the research shows (Drejer, 2000), education system is traditionally orientated into the formation of professional competences, called as "hard" competences, while "soft" competences (personal, social, emotional) are being regarded much less. However, exactly these competences are strategically relevant in the changing business world and make presumptions to develop entrepreneurship. It is necessary to notice that business success is not determined by the amount of individual competences but by the particular relevant (most important) competences and their development. Therefore companies, on their own or with the help of hired advisers, should prepare the scheme to develop strategically important competences of their employees and to allow them improve. Traditional education methods often deal with the development of professional knowledge, while today's situation requires much wider approach.

On the other side, the narrow perception of possibilities to develop individual competences has been noticed in individuals themselves. Global tendencies in business changes force company executives as well as particular individuals to note the competence development questions. So it is very important to analyse the possibilities of the development the strategic individual competences in organizational as well as individual levels.

Novelty. The theoretic aspects of the scientific literature on competences as well as their development are widely researched. The main two trends of this topic can be defined. The first includes the methodological basement of competences, the researches of their structure and models (Boyatzis, 1982, 2002; Spencer, Spencer, 1993; Collin, 1982, 1997). The second is related with the researches of models on competence development and education systems in organizational frames (Bristow, Bucner, Folkman, McKinnon 2005; Byham, Smith, Pease, 2002; Drejer, 2000). Besides, it can be noticed that these trends mostly deal with the problems of employees' competence development in the context of organizational needs, while individual needs to develop competences are attributed to the minor role.

Whereas the topic of strategic individual competence development in scientific as well as practical aspect is relatively new trend in the researches on this topic. In this aspect the accent from a particular organization is moved to

the individual who is developing his or her competences for successful integration in the long perspective job performance. The attitude is dominated that strategic individual competences are universal and not depending on the performance area (Thompson, 1998; May, 1999), guaranteeing long success (Drejer, 2000) and that they can be developed (Bennis, Nanus, 1997; Berger, Berger 2003; Maxwell, 1999; Simmon, 1996; Schuler, 1998).

The object of the research – the development of strategic individual competence.

The goal of the research – to analyse the possible usages of different methods developing strategic individual competences.

The methodology of the research. The analysis of scientific literature, the methods of summarizing as well as logical analysis was used preparing this article.

Presumptions of strategic individual competence formation and development

The concept of competence is usually applied to define the whole of individual abilities and knowledge, oriented to effective performance in particular working environment. It is emphasized that individual working results as well as the whole business success depend on it. In this case the main point is organization itself and its needs, and an individual is important only as a worker with the needed competence. Logical structures of competences appear in the scientific literature including “hard”, professional competence, which is determined by the area of organization performance, on the other hand, “soft” competence, which is defined by personal features of an employee, his or her behaviour, necessary for good job performance (Boyatzis, 1982, 2002; Spencer, Spencer, 1993; Collin, 1997). It can be:

- professional competence;
- social competence;
- conceptual competence.

Professional competence – it is special professional knowledge and skills, good understanding of processes and technologies, market and competitors or production and service areas (Grote, Kauffeld, Frieling, 2006).

Social competence can be defined as ability to communicate and work with people. It involves individual features and ability to adapt in the social environment (Heyse, Erpenbeck, 2004).

Conceptual competence involves systematic thinking, ability to model different situations using experience and knowledge as well as high understanding of occurred processes (Heyse, Erpenbeck, 2004).

On the one hand, looking from the long perspective, professional competence is very dynamic because of the fast changing technologies. On the other hand, it is not difficult to define it and it can be gained quickly. The particularity of professional competence is determined by the area of individual functional activity. Social and conceptual competences are common competences necessary to any individual not depending on his or her position in organization.

This viewpoint requires talking about organization competence, where knowledge and experience are approached as organization values, not individual. Therefore it causes

organizations to invest more and more into the development of personnel competences to ensure possessing necessary people with proper competences. Though nowadays the high development of personnel education is noticed, still it appears as a more spontaneous process, determined by organization needs, mostly related with the development of employees’ qualification, but not combined with the personal employees’ purposes.

Whereas the appearing changes of business environment essentially change the priorities of competence formation and development. If the development of employees’ competences was mainly analysed in the frames of organization, nowadays it is more and more turning to individual needs. This situation is determined by two essential points:

1. The change of business management paradigm.
2. The change of a worker himself and his role in organization.

Firstly, clear change of business management paradigm has been noticed. Earlier clear orientation into past events and their extrapolation in company’s performance was noticed emphasizing the avoidance of risk and hierarchic organization, while nowadays organizations work in unstable conditions where the foreseeing the future, openness to the changes and organizational flexibility are necessary. In such conditions clear and stable competence schemes become inflexible and their adaptability to the changes of fast performance as well as well-timed development become too difficult. As it was mentioned above, teaching and education systems in organization are traditionally oriented into professional competence formation, while personal, social competences are valued much less. But having changed business management paradigm, exactly these competences become strategically important in business world, especially talking about executives. Therefore it is relevant to be oriented towards the required individual competences as well as foresee competences for the future success. It is not enough to meet the requirements for individuals, but they have to know much more for today’s situation.

On the other hand, the priority changes of competence formation and development are influenced by employees themselves. Today’s employees:

- are able orient in nowadays environment,
- know their value,
- are informed about the offers of other companies,
- want to share the profit, flexible working hours, laptops, cars, telephones, etc. (Dalton, 2000).

It is emphasized that employees, especially the best ones, demonstrate loyalty to their career, but not to the employer or the company. The relationship among employers and employees has essentially changed. Nowadays employees do not expect as well as do not want to work all their life in the same company.

Different research on labour market shows that the change of employees is currently increasing and their loyalty is decreasing in Lithuania as well as in the whole world. According to the adviser of Grynshore consultant group from North Carolina (Herman, 2000), people move from company to company once in two or four years and this situation is not improving.

According to the “TNS Gallup”, a global market information and an insight group, only every ninth worker in Lithuania is satisfied with his work and loyal to the company he works for. It was estimated during the “TNS Gallup” survey when 1130 employees from Lithuania, Latvia and Estonia were asked some questions. The results of the survey show that the biggest problem for the employers is the loyalty of employees and the lack of motivation to work qualitatively. There are only 11 per cent of loyal, motivated and satisfied employees in Lithuania, while the world average is 19 per cent (Tamošaitytė, 2006). In 2006 even 16 per cent of Lithuanian employees changed their permanent job (it is 4 per cent more than in 2005). In the period of 2002 – 2006 the number of employees orientated to their career and seeking for better employment increased from 12 per cent to 15 per cent (Gylienė, 2007).

One of the reasons of such changing situation is that people became more mobile. Earlier people sought the job nearer to their homes, though now better transport situation, available cars, opened countries borders let people work in other towns or even countries (Winning, 2002). Other reason, according to Herman (2000), is partly related with mass redundancy in 1980 when employers and employees lost their close contact. To change job became psychologically easier.

In such situation “hard” competences, depending on organizational performance area, decrease, but “soft” competences (personal, social, emotional) become more important for employees. However it cannot be claimed that an individual must have all possible “soft” competences, because success depends on the particular relevant competences, but not on their amount. So the need appears to define universal strategic individual competences, not depending on performance area, as well as to assess the possibilities of their development in two levels: organization and individual. The optimal result is possible to gain combining the development of strategic individual competences in both levels.

In 2007 the research was done to define strategically relevant individual competences where 879 respondents from 8 European countries took part. This research pointed out the main strategic competences and their expressions, and the Catalogue of Strategic Individual Competences was formed presenting the strategic individual competences, describing individual abilities in leadership, strategic thinking, tendency and cooperation areas.

Possibilities of strategic competence development on an organizational level

According to Senge (1990), though an organization is improving when a particular individual is improving still single improvement does not guarantee the improvement of the whole organization. Additional conditions in organization are necessary. Employees have to be developed in the frames of daily organization life, improving their competence, ability to adapt to the changes, developing their knowledge, skills, experience and foreseeing and correcting their possible mistakes (Håland, E., Tjora, A. (2006). The development of strategic individual competences in organizational frames become the essential

requirement for efficient executives, who have to improve their skills in such traditional areas of management as planning, organizing, managing and control as well as to invest into the improvement of their own personal features. Executives with strong leader’s features are able to manage dynamic changes and to realize goals and visions with the help of their employees.

Though there are no doubts about the importance of executives’ competence development, yet competences have to become the ability of the whole organization, not only the exclusive feature of a few summit executives. Organizations must develop and motivate not only the strongest persons for high positions in organization, but all employees as well (Oliver, S., Kandadi, K.R. (2006). In the changing conditions executives not always are able to become positive initiators, because only the employees themselves know what can help work more efficiently and what can satisfy company’s customers who they deal with (Splitter, 2005). Otherwise, organizations will be strong in technique, but weak in trend and cohesion (Lawler, 2001). The efficient development of strategic individual competences in companies and organizations become the competitive advantage in the case of human resource as well as economics.

So companies, with the help of advisers or on their own, have to prepare the plans of competence development for their employees and allow them improve. Traditional methods of development have existed for a long time already, have been proved and have appeared clear enough, therefore they are directed towards the development of professional knowledge, pointing out the main standard features. While nowadays’ situation requires wider view, the creation of strategic competence development programs is very complicated process with inherent specificity. The development models that have appeared in the scientific literature (Bristow, 2005; Byham, Smith, Pease, 2002) compound some points into the whole:

- analysis of the present situation;
- goals of the strategic individual competence development program;
- choice of the best development way.

Having described the present situation, the efficient goals of the program can be formed and the best ways of development can be chosen. The present situation can be described by individual himself, his mentor, the adviser or all of them. Firstly, the position of a company or organization has to be assessed what can help define the best strategic competences for organization and the worst ones which obstruct to seek for organization goals and to implement its vision.

Secondly, strategic individual competences have to be evaluated indentifying advantages and disadvantages. This defines competence trends to be changed and the skills to be improved. An individual together with his mentor or adviser has to define particular and timely personal goals to make the program more lively and effective.

When the program goals are defined, the best way of development from self-help to formal studies can be chosen. The choice of the best way depends on many factors where the main is the individual’s goal. The higher person (it is related with his position and responsibilities in

a company) with his competence and experience wants to develop his particular competences, the more difficult and delicate is the development process.

Possibilities of strategic individual competence development on an individual level

As it was mentioned above, one of the goals of strategic individual competence development is to emphasize an individual in the particular organization frames, developing his universal, independent of the performance area competencies, which answer his personal career goals. Such emphasizing lets individual ensure successful integration at work in long perspectives.

Also the orientation to the development of strategic individual competences expresses the responsibility for competence development distribution between organization and individual himself. The responsibility for strategic individual competences falls on an individual. The attitude that strategic individual competences need to be developed appear in many scientists' works (Bennis, Nanus, 1997; Berger, Berger 2003; Maxwell, 1999; Simmon, 1996; Schuler, 1998; Malik, 2003).

The development of strategic individual competences is very complicated process because of the direct relations with personal motivation for competence development. The development of strategic individual competences is the question of regulated system as well as the attitude. Siebenhuner (2007) points out the importance of individual attitude and values, which influence on the individual development process and the common ability to improve. Therefore the interaction between the realizing own weakness and self-improvement will not exist if the relevant aspect – self-motivation – will not appear.

The successful development of strategic individual competences is based on the principal attitudes, integrating the realization of personal competence need, strong inner motivation to improve and preparation to the changes:

1. self-knowledge;
2. self-motivation;
3. self-improvement.

Self-knowledge.

Self-knowledge is closely related with objective self-evaluation. People, who evaluate themselves precisely, know their strong and weak points, peculiarities of behaviour, wishes. They are open to innovations, ready to experiment and risk. This knowledge let them be open to feedback and new opportunities, motivate them to learn.

Self-motivation

The interaction between the realizing own weakness and self-improvement will not exist if the relevant aspect – self-motivation – will not appear. To improve oneself everyone has to enjoy his work and be able to undertake responsibilities. The need of achievement is very important for self-motivation, which appears as healthy ambition to meet high standards. Ambitious people are oriented to results, open to challenges, active in searching for new performance ways.

Self-improvement

It is needed to know that strategic individual competences are the complex of skills, which can be systematically

developed for many people. Still to read and accept development competences are not enough.

The individual, who knows his weak points and is motivated, has to be ready for the changes as well as to make them and change himself. Any development plans or programmes will not be effective without particular development actions.

Methods of strategic individual competence development

In the process of strategic individual competence development different development ways can be applied beginning from formal to informal. All development methods can be put into such groups:

1. Formal studies.
2. Training and seminars.
3. Learning in a workplace.
4. Coaching.
5. Self-studying.

All these development methods can appear in organization level as well as individual. Each of them will be discussed further.

Formal studies

This learning method is oriented to knowledge development and is recommended mostly for young people with little life and work experience. But limitation of this method is that knowledge does not guarantee expression of competences in individual's performance. Though formal studies will not answer the purpose without other methods oriented to behaviour changes.

Training and seminars

This learning method involves the participation of an individual in learning programmes, retreating of the permanent job. This way is very popular for its usual form, little time input and comparatively low financial investment. It is usually 1-3 days' group teaching, intended for one workers' group or for representatives from different company's groups. Yet this kind of seminars is less effective because the development of special different competences is much longer and complex process. Short learning seminars can be effective as motivation means for beginners. They can also be applied as the method of strategic individual competence development if the training is oriented to the development of particular skills (for example, feedback, fluent mind-enunciation, etc.).

Learning in a workplace

This method is especially effective developing strategic individual competences, because it lets develop necessary competence for special assignment or in everyday's work. As Jensen (2005) points out, working tasks (their complexity, variety, whole of controlled actions) have especially large potential. This ensures permanent, not fragmentary development process. Development in a working place involves such learning points, as particular task realization, participation in special projects, special traineeship and temporal duties, requiring higher competence which is necessary to improve. A very important factor for successful realization of this method is help or encouragement. The results of the research made by Ellinger (2005) showed that in informal learning environment encouragement to take risk, to spread the knowledge and

other positively motivate all the learning process in organization. However, some executives, especially those who directly say what to do and when to do, are against the learning.

Coaching - consultative training method

This method is the most effective way for strategic competence development and is considered as the process stimulating increase of efficiency, improvement and achievement (Alexsander, Renshaw, 2005). According to International Coach Federation (ICF), coaching – is the process of individual and team improvement of skills, instruments, knowledge and possibilities increasing work productivity and efficiency. The purpose of such learning is to help people develop their creative outlook on problem solving, improve their self-confidence as well as reliance on the organization and work. Extraordinary attention in coaching process is paid to:

- Thoughts about experience, motivating individual to form theories about the happening things in his context and their meaning for him as a leader.
- Understanding the organization and environment and individual's own answer to present situation, testing.
- Opening to individual's emotions and intuition.
- Experiments, creating such situations where the action and mind go next to each other and let try new situations.

Coaching lasts for about twelve months and helps individual understand himself as well as the surrounding people, environment and organization as well as try new management ways, find his own style.

Three different coaching levels have been defined:

- *development coaching* – it is about a-year-work with people, who seek for maximum efficiency at work and have steady need and purpose to improve;
- *practice coaching* – it includes consultations, which help find gaps in knowledge level, find potential to improve knowledge and skills (lasts for about 6 months);
- *skill coaching* – it is help for people who want to improve particular competence (lasts according to the need).

Skill development is the simplest way because during this process people learn to gain a particular skill. Development coaching is the most difficult method involving business development as well as personal development. Though coaching can be applied to everyone, it appears the most efficient working with high position executives.

Self-studying

The most informal development way is self-studying, based on one's own analysis of the performance as well as searching for the more effective performance forms, studying special literature, self-help training. In the scientific literature there are series of books devoted to self-help. It is mostly the autobiographies of well-known executives and the stories of advisers about their or other people's experience. The authors give concrete advice how to seek for set changes improving features and skills for efficiency. Self-studying is one of the most effective methods developing strategic individual competences, however its duration and efficiency depend on individual himself and his openness to changes, because only he himself is responsible for picking the knowledge and applying it in practice.

Though all methods can be used to develop strategic individual competences, their choice has been limited. An individual himself or with the help of the advisor, who assessed the need of his competence development, chooses the method to include into the plan of his strategic individual competence development. However formal studies and coaching require specific conditions for development, so these methods in strategic individual competence development and their usage are limited. Other three learning methods – self-studying, learning in a workplace, training and seminars – in strategic individual competence development are combined with strict usage of logic and expedience.

The efficiency and limitation of strategic individual competence development are shown in table 1.

1 table.

Methods of Strategic Individual Competence (SIC) Development

Level of SIC development	Method of development	Efficiency of the used method	Limitation of the used method
Organizational level	Learning in a workplace	Ensures permanent, not fragmentary development process	Individual must be a member of organization, limited usage of self-studying
	Coaching	Involves business development as well as personal improvement	Most effective working with high position executives in organization
	Training and seminars	Is effective as a motivation mean for beginners	Exclusive competence development is much longer and complicated process
Individual level	Formal studies	Is oriented to knowledge development and recommended for young people	Entire knowledge does not guarantee competence expression in individual's work, it should be compound with methods oriented to behaviour changes
	Training and seminars	Is effective if training is oriented to the development of particular skills	Exclusive competence development is much longer and complicated process
	Self-studying	Individual can improve his competences independent of external organization conditions and own working experience	Efficiency depends on individual's motivation and openness to changes

The most important complex of methods is self-studying which involves four main methods:

1. tasks for self-studying;
2. exercises for self-help;

3. exercises for new behaviour formation (individual's openness to changes related with his competence level);
4. studies of special literature.

Underlying attention is paid to this group of methods because strategic individual competences are those which individual must have independent of organization performance. In this case the methods should be chosen in such way that individual could improve his competences independent of external organization conditions as well as his own working position. Firstly self studying tasks and exercises for new behaviour formation are recommended for strategic individual competence development. Improvement actions based on them depend on an individual's motivation to change. Exercises for self-help should be compound into strategic individual competence development plan only in such case when a person can create necessary organization conditions (such as affinity group, time, place, etc.) for his improvement. Exercises for self-help in particular cases can be included as development methods in a workplace, especially when they are implemented in organization's particular workplace imposing new activity forms during internal organization learning process.

Studies of special literature are meaningful additional method which is compound into strategic individual competence plan according to individual's option to improve his knowledge and to expand the amount of information.

Methods of learning in a workplace compound with self-studying are the most effective way of development. In this case new gained skills at once can be checked and used in organization performance. As the character of organization performance influences particularity of improving competences and strategic individual competences are universal, independent of organization performance, so it is meaningful to implement only universal improvement methods in a workplace which can be adapted in any organization conditions. Such development ways in a workplace as particular tasks or charges, participation in special projects, special traineeship and temporal duties can be implemented into strategic individual competence development plan according to individual's needs and possibilities made by individual himself.

Training and seminars, the same as studies of special literature, are purposeful to implement into strategic individual competence development plan only in that case when it is seeking to consolidate the particular competence assimilation.

Conclusions

Contemporary business world changes very rapidly, therefore, it is essential to be oriented not only towards present day requirements for individual competence but one also should foresee what competences would determine success in the future that is to say strategic competences.

1. The changes of business paradigm and employees' role in organization determine that the application of "hard" competence depending on particularity of organization performance for fast performance changes and timely development become too complicated for an individual, in the aspect of his career purposes, as well as for organization to ensure its flexibility for changes. Success is determined not by the amount of individual competences, but by the possession of relevant (most important) competences. These are universal, independent of organization

performance, strategic individual competences, allowing individual to ensure successful integration into his working performance for long perspectives.

2. The changes of business environment essentially influence on the priorities of competence formation and development. Later employees' competence development was analysed in the frames of organization needs. Nowadays the priority is noticed to be moved into individual needs. Therefore strategic individual competence development is being analysed as the process appearing in two levels: organization and individual. Optimal result is possible combining strategic individual competence development in both levels.

3. Successful strategic individual competence development in individual level is based on principal attitudes integrating realization of personal individual competence development need, strong inner motivation for self-help and openness to changes. Development in organization level has to be oriented to competence as capability of the whole organization. It is necessary to teach and motivate the most important people for high positions on organization as well as all employees. Integrating both levels of strategic individual competence development the most effective development method is supposed to be learning in a workplace combining it with self-studying when new skills at once can be checked and used in organization performance.

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Individo strateginių kompetencijų ugdymas

Santrauka

Žmogiškųjų išteklių sėkmė, integruojantis daugiakultūrinėje Europos darbo jėgos rinkoje, turinčioje skirtingas mokymo ir švietimo sistemas, nevienodas tradicijas žmogiškųjų išteklių valdymo srityje, visų pirma priklauso nuo individo kompetencijų. Tradiciškai mokslo sistema skirta dalykinėms kompetencijoms, vadinamoms „kietosiomis“, formuoti; o „minkštosios“ kompetencijoms (asmeninėms, socialinėms, emocinėms) skiriamas mažesnis dėmesys. Tačiau būtent pastarosios kompetencijos yra strategiškai aktualios sparčiai besikeičiančiam verslo pasauliui ir sudaro prielaidas verslumui ugdyti. Būtina pažymėti, kad verslo sėkmę lemia ne individo kompetencijų gausa, bet tam tikrų esminių (svarbiausių) kompetencijų turėjimas bei jų ugdymas. Mokslinėje literatūroje teoriniai tiek kompetencijų, tiek jų ugdymo aspektai nagrinėti plačiai. Vis tik galima pastebėti, jog šios tyrimų kryptys dažniausiai ribojasi su darbuotojų kompetencijos ugdymo problemomis organizacijos poreikių kontekste, individo kompetencijų ugdymo poreikiams paliekant antrai vietą. Strateginių individo kompetencijų ugdymo problematika tiek

moksliniu, tiek praktiniu požiūriu yra palyginti nauja kryptis šios srities tyrimuose. Dėmesys kreipiamas į individą, ugdantį kompetencijas, leidžiančias užtikrinti sėkmingą integraciją darbinėje veikloje ateityje.

Kompetencijos sąvoka dažniausiai vartojama, siekiant apibrėžti individo gebėjimų ir žinių visumą, orientuotą į efektyvią veiklą konkrečioje darbinėje aplinkoje. Šiuo atveju svarbiausia yra organizacija ir jos poreikiai, o individas svarbus tik kaip darbuotojas, turintis reikalingas kompetencijas. Mokslinėje literatūroje pateikiamos logiškos kompetencijos struktūros, apimančios ir „kietąją“, dalykinę kompetenciją, kurią sąlygoja organizacijos vykdomos veiklos pobūdis, ir „minkštąją“ kompetenciją, kuri apibrėžiama darbuotojo savybėmis, elgsena, būtina gerai atlikti darbą. Tai gali būti dalykinė, socialinė ir konceptualioji kompetencija. Dalykinė kompetencija apibrėžiama kaip darbinės veiklos srities specialiosios žinios ir sugebėjimai, procesų ir technologijų, rinkos ir konkurentų ar gamybos ir aptarnavimo sričių išmanymas. Socialinė kompetencija gali būti nusakoma mokėjimu bendrauti ir dirbti su žmonėmis. Tai individo savybės ir sugebėjimas adaptuotis socialinėje aplinkoje. Konceptualioji kompetencija apima sisteminių mąstymą, gebėjimą modeliuoti situacijas pasitelkiant įvairias žinias ir patirtį, aiškų veikiančių procesų suvokimą. Dalykinės kompetencijos specifika lemia individo funkcinės veiklos sritis. Tačiau ilgalaikės perspektyvos požiūriu dalykinė kompetencija yra labai dinamiška dėl sparčiai kintančių technologijų. Kita vertus, ji yra nesunkiai apibrėžiama ir gali būti greičiausiai įgyjama. Socialinė ir konceptualioji kompetencija yra bendrosios kompetencijos, kurios individui reikalingos, nesvarbu, kokias pareigas jis eina organizacijoje. Paprastai būtent šios kompetencijos tampa strategiškai svarbios verslo pasaulyje, ypač kalbant apie vadovus. Jos leidžia organizacijai įgyti pranašumą dėl žmogiškojo veiksnio ir jų ugdymas turi strateginę reikšmę įmonės sėkmei.

Todėl organizacijos, siekdamos užsitikrinti, kad jei būtinumas, turės reikiamų asmenų su tinkamomis kompetencijomis, yra priverstos vis daugiau investuoti į personalo kompetencijų ugdymą. Tačiau kol kas tai labiau stichiškas procesas, apimantis daugiausia įmonės poreikių sąlygotą darbuotojų ugdymą, dažniausiai kvalifikacijos kėlimas susijęs su veiklos būtinybe ir nėra pakankamai derinamas su individualiais darbuotojų tikslais. Šiuo metu pastebimas verslo sąlygų kitimas iš esmės keičia ir kompetencijų formavimo bei ugdymo prioritetus. Todėl įteigiami anksčiau darbuotojų kompetencijos ugdymas dažniausiai buvo analizuojamas atsižvelgiant į organizacijos poreikius, šiuo metu vis labiau pastebima, kad prioritetai teikiami individo poreikiams. Tokią situaciją sąlygoja du esminiai momentai.

Pirmiausia, pastebimas aiškus verslo vadybos paradigmos kitimas. Anksčiau organizacijų veikloje buvo aiški orientacija į praeities įvykius ir jų ekstrapoliavimą, akcentuojamas rizikos vengimas, hierarchinė organizacija. Šiuolaikinės organizacijų veiklos sąlygos, besiremiančios ateities numatymu, atvirumu pokyčiams, organizacijos lankstumu, yra itin nestabilios. Tokiomis sąlygomis aiškos ir stabilios kompetencijų schemos tampa nelanksčios, jų pritaikymas spartiems veiklos pokyčiams ir savalaikis ugdymas tampa pernelyg sudėtingas. Todėl būtina orientuotis ne tik į šiandienos keliamus reikalavimus individo kompetencijai, bet ir numatyti, kokios kompetencijos lems sėkmę ateityje.

Antra, kompetencijų formavimo ir ugdymo prioritetų pokyčiams didelę įtaką daro ir patys darbuotojai. Akcentuotina, jog darbuotojai, o ypač geriausi iš jų, šiais laikais lojalūs savo karjerai, bet ne darbdaviui ar įmonei. Esant tokiai situacijai, mažėja „kietųjų“, t. y. nuo organizacijos veiklos specifikos priklausančių, ir didėja „minkštųjų“ (asmeninių, socialinių, emocinių) kompetencijų svarba darbuotojui. Tačiau klaidinga būtų teigti, kad individas privalo turėti visas įmanomas „minkštąsias“ kompetencijas, nes sėkmę lemia tam tikrų esminių kompetencijų turėjimas, o ne jų kiekis. Todėl atsirado poreikis, viena vertus, apibrėžti strategines individo kompetencijas, kurios būtų universalios, nepriklausančios nuo veiklos srities, iš kitos pusės, nustatyti šių kompetencijų ugdymo galimybes dviem lygmenimis: organizacijos ir individo. Tik derinant strateginių individo kompetencijų ugdymą abiem lygmenimis įmanomas optimalus rezultatas.

Nors organizacija mokosi tik tuomet, kai mokosi atskiras individas, tačiau pavienis mokymasis negarantuoja, kad bus pasiektas visos organizacijos mokymasis. Tam reikalingos papildomos organizacinės sąlygos. Darbuotojai turi būti ugdomi atsižvelgiant į kasdieninį organizacijos gyvenimą, didinant jų kompetenciją, sugebėjimą prisitaikyti prie pokyčių, suteikiant žinių, lavinant įgūdžius, patirtį, numatant ir taisant galimas klaidas. Strateginių individo kompetencijų ugdymas organizacijoje tampa esminiu reikalavimu efektyviems vadovams, kurie turi ugdyti planavimo, organizavimo, vadovavimo ir kontrolės įgūdžius (tradicinės organizacijos valdymo sritys), bet tobulinti savo asmenines savybes. Ugdant strategines individo kompetencijas, organizacija ir pats individas yra atsakingi už kompetencijos ugdymą. Strateginių individo

kompetencijų ugdymas yra labai sudėtingas procesas dėl tiesioginių sąsajų su asmenine individo kompetencijų ugdymo motyvacija. Strateginių individo kompetencijų ugdymas – tai ne tiek reglamentuotos sistemos, kiek požiūrio klausimas. Sėkmingas strateginių individo kompetencijų ugdymas yra grįstas principinėmis nuostatomis, harmoningai sutelkiančiomis individo asmeninį kompetencijų ugdymo poreikio suvokimą, stiprią vidinę motyvaciją save ugdyti ir pasirengimą keistis.

Strateginių individo kompetencijų ugdymo procese gali būti taikomi įvairūs ugdymo būdai: formalieji ir neformalieji. *Formaliosios studijos* yra orientuotos į žinių plėtrą ir rekomenduojamos daugiausia jauniems asmenims, turintiems mažai gyvenimiškos ir darbo patirties. Tačiau šio metodo trūkumas tame, kad vien žinios kompetencijos raiškos individo veikloje dar negarantuoja. *Mokymai ir seminarai* apima individo dalyvavimą mokymo programose atitraukus nuo pagrindinio darbo. Vis tik tokio pobūdžio mokymo seminarai yra mažai efektyvūs, nes išskirtinių kompetencijų ugdymas yra daug ilgesnis ir pakankamai sudėtingas procesas. *Mokymasis darbo vietoje* yra itin efektyvus ugdant strategines individo kompetencijas, nes jis leidžia ugdyti reikalingą kompetenciją atliekant konkrečius pavidimus ar užduotis kasdieniniame darbe. *Konsultacinis ugdymo metodas* (angl. „coaching“) laikomas efektyviausiu strateginių kompetencijų ugdymo būdu ir traktuojamas kaip procesas, stimuliuojantis efektyvumo, tobulėjimo ir pasiekimų didinimą. Nors šis būdas tinka visiems, jis yra efektyviausias, dirbant su aukščiausiojo lygio vadovais. *Savarankiškas mokymas* yra pats neformaliausias ugdymo būdas.

Tai saviugda, pagrįsta savo veiklos analize ir savarankišku efektyvesnių veiklos formų ieškojimu, specialios literatūros studijomis, saviugdų patimais.

Nors visi minėti metodai gali būti taikomi ugdant strategines individo kompetencijas, tačiau jų pasirinkimas turi tam tikrus ribotumus. Kokį metodą įtraukti į strateginių individo kompetencijų ugdymo planą renkasi pats individas arba tai daro kartu su konsultantu, vertinusių jo kompetencijų ugdymo poreikį. Tačiau formalioms studijoms ir konsultaciniam ugdymo metodui reikalingos specifinės ugdymo sąlygos, todėl ugdant strategines individo kompetencijas šie metodai ir jų panaudojimas yra riboti. Pats efektyviausias ugdymo būdas yra mokymo darbo vietoje metodai derinant juos su savarankišku mokymusi. Pagrindinis dėmesys šiai metodų grupei skiriamas todėl, kad strateginės individo kompetencijos yra tos kompetencijos, kurias individas privalo turėti nepriklausomai nuo konkrečios organizacijos veiklos. Tai yra šiuo atveju metodai turi būti parenkami taip, kad žmogus kompetencijas galėtų ugdyti nepriklausomai nuo išorinių organizacijos sąlygų, savo darbinės padėties. Tobulinimo darbo vietoje metodai, derinant juos su savarankišku mokymusi, leidžia naujai įgytus įgūdžius iš karto patikrinti ir naudoti veikloje. Kadangi organizacijos veiklos pobūdis dažniausiai daro įtaką ugdomų kompetencijų specifikai, o strateginės individo kompetencijos yra universalios ir nepriklauso nuo veiklos srities, todėl strateginėms individo kompetencijoms ugdyti prasminga parinkti tik universalius tobulinimo darbo vietoje metodus, kurie gali būti adaptuoti bet kokioms organizacinėms sąlygoms.

Raktažodžiai: *kompetencija, ugdymas.*

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