EMPLOYEE COMPETENCES DEVELOPMENT IN CONTEMPORARY ORGANIZATIONS

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Abstract

Development of employee potential is currently one of the key tasks carried out in modern organizations. The goal of the paper is to determine on the basis of the research the factors which influence the will of employees to learn and develop their competences and to indicate the categories of employee motivation towards professional development. The Author turns the attention to the pro-development readiness of employees and the possibility to improve competences in the context of organizational needs. Teaching methods, tools and forms of employee potential development in the working environment have been indicated in the paper as well

Key words: *competences, employee potential, development, learning*

1. INTRODUCTION

Modern organizations that operate in the global market can use knowledge of employees to become innovative, implement fast changes, be competitive and ensure satisfaction of their customers. These organizations have to face challenges and adjust to continuous transitions in their business environment. Nowadays, a substantial role is played by the labour market, which has been thoroughly reorganized. It is now represented by multinational and multicultural labour resources. Therefore, the managers in enterprises and organizations, both national and international, have to face new challenges connected with encouraging employees to be active and development of their competencies that guarantee a success in the market and the achievement of the goals set by the enterprise. It is employees' qualifications and skills and their commitment to the performance of the tasks that helps organizations thrive. The decision on the degree of employees' involvement is usually made by managers. Mangers find people with adequate level of qualifications and it largely dependent on them whether the motivation system will be able to maintain and integrate the employee with the enterprise.

World concepts of management of human resources emphasize the importance of people for the achievement of enterprise goals. People are considered as capital, whereas any expenditure on human capital are approached as investments. As intangible assets, competencies of managers and employees represent one of the most critical determinants of survival, growth and development of enterprises. Development of enterprises is a prerequisite for reaching the competitiveness in the market. Therefore, employees' competencies and qualifications and their effect on competitiveness have been extensively explored by many researchers.

The aim of the paper is to identify the determinants of the readiness of people for development and improvement of competencies in the context of the organization's needs in the labour environment and to reveal the importance of employees' motivation for learning and development of competencies.

2. THE CONCEPT OF COMPETENCIES

Employees' competencies are the most valuable capital of any enterprise. More and more often, modern organizations realize that knowledge, abilities, skills and experiences of employees contribute to the achievement of the strategy and objectives of the enterprise, meeting customer goals or facing the challenge of competitive market conditions. Competence management systems promote a modern approach to employees by taking into consideration their knowledge, skills and personality.

Therefore, the concept of competencies incorporates all the employees' characteristics (knowledge, abilities, experience, aptitudes, ambitions, values and beliefs, action styles), which, if used by the employees, ensure the implementation of the enterprise strategy (Rostkowski, 2004).

The professional potential of an employee is mostly determined by an accurate and reliable assessment of competencies. Professional competencies are defined as a set of behaviours which can be used for the achievement of specific effects at a specific workplace. A competent person is equipped in adequate attitudes and motivation to use their skills which are composed of knowledge, abilities and personality traits. Knowledge is developed based on qualifications and experience learnt during formal education. Only the effective and constant use of skills transforms them into competencies.

Studies have divided competencies into managerial and employee competencies. Managerial competencies understand to mean the ability to effectively, efficiently and ethically manage the enterprise, whereas employees competencies include internal motivation, abilities, aptitudes, education, knowledge, experience, health and other psychophysical traits (Oleksyn, 2010, as cited in: Rajchelt, 2014). Competencies determine enterprise competitiveness in the market (Sanchez, 2008). The competencies which are often claimed to be the most critical to competitiveness include fast learning and adaptation to new conditions, striving for innovation and tolerance of making mistakes (Attia & Hooley, 2007).

Table below presents the examples of competencies expected from managers and ordinary employees.

Competencies expected from managers	**Competencies expected from employees**
Ability to function in the international environment	Ability to learn new qualifications and show mobility
Team work, team management	Knowledge of information technology
Creativity and entrepreneurship	Speaking foreign languages
Knowledge management and information brokerage	Ability to function in the international environment
Interpersonal communication, self-presentation	Using mobile technologies
Speaking foreign languages	Interpersonal communication, self-presentation
Knowledge of information technology	Team work, team management
Using mobile technologies	Creativity and entrepreneurship
Ability to learn new qualifications and show mobility	Solid mathematical background
Protection of intellectual property	Knowledge management and information brokerage
Solid mathematical background	Protection of intellectual property

Table 1. Competencies in the modern economy

Source: Matusiak, KB & Kuciński, J & Gryzik, A 2009

Defining the competencies represents the first stage to design the systems of competencies. A level of detail in the competence model depends of the enterprise's expectations with regard to the effects of model implementation, and time and financial expenditures available in the enterprise. A profile of competencies required for a work position is composed of the most important competencies with specification of the level to be achieved for each competence. An effective competence system allows for the evaluation of human potential in the enterprise. In order to perform its role, competencies have to show the most extensive area of the employee's characteristics which are essential to the implementation of the enterprise's strategy. Therefore, the effectiveness of the competence system has an effect on correct identification and definition of competencies and the development of the competence model.

3. PROCESSES AND FORMS OF LEARNING

People represent valuable assets of any enterprise and investment in human resources leads to generation of value added. The main method to make such investments is to implement programs for learning and development. Employees' competencies, their commitment to organizational learning or openness to changes have a positive effect on the improvement in enterprise functioning.

Learning is a continuous process, which not only strengthens current abilities but also leads to the development of skills, knowledge and attitudes to prepare people for greater responsibility. While encouraging employees to learn, enterprise's managers use two models (Baron & Armstrong, 2012):

- process-based model, which is aimed to make it easier for individuals to plan actions concerning the scope of learning and providing them with useful materials for learning,
- content model, where decisions on the areas of knowledge and skills to be improved by training are taken in advance, and next the program is planned, training methodologies are chosen and the contents are presented in the form of the problems using various teaching methods.

According to J. Schrader and F. Berzbach, learning has at least several aspects. On the one hand, it relates to the internal change that occurs in human psyche, but on the other hand, it describes the activities taken by the individual, with their goal being to stimulate specific internal processes. There is also the third aspect typical of adult learning: modification of behaviour, being a consequence of the above mentioned factors. In education of adults, the three aspects of learning (activity, processes and effects) are extended by the fourth, intentionality (von Rein Ekkehard, 2009). Studies have shown that educational skills and abilities of adults are not ended with the onset on adulthood, and, if adequately refreshed, can be maintained at a high level even at older age. These people are characterized by a more advanced mental and physical development and have greater experience than younger individuals, are more responsible, characterized by internal balance, extended need for independence and willingness to improve qualifications.

It is worth to stress innovative solutions for organizational learning, such as just-for-you-learning or just-in-time-learning. These learning programs are used to develop the specific knowledge at a specific time to meet individual needs of the learner, adjusted to their expectations in terms of time, place and form of learning.

This concept has its origins in the world of manufacturing. In the manufacturing industry, efforts are made to lessen inventory costs and reduce wastage by perfectly synchronizing the manufacturing and distribution of products to the exact time when these are needed. One of the principal goals of this methodology is to provide real-time performance support. The aim is to help an employee perform his or her job optimally. The benefits of using this solution are as follows (http://info.shiftelearning.com/blog/just-in-time-learning):

- It enhances worker productivity, improves accuracy, provides easy access to up-to-date and comprehensive information, facilitates learning on the go.
- It speeds up the learning process. People learn better and faster when they have to learn. That’s why we tend to learn better on the job. It is not only because we apply the learning almost right away, but knowing that we have to learn to hold on to our jobs adds a powerful motivational thrust that speeds up the learning process. Just-in-time learning enhances relevance and relatability by providing easy to access content. When learners identify a knowledge gap, they are compelled to look for solutions. When we provide just-in-time learning, they have the solutions that will help them fulfil their goals. They are more motivated to learn.
- It improves learner access to knowledge. Now with just a few of clicks of the mouse, we have a lot of information through modern technology and the Internet. We just have to type what we want to know, and search engines will pull up only the most relevant pieces of information from the virtual world.

- It creates more engaged employees. Employees have identified a gap in knowledge and are eager to learn. Just-in-time learning embodies relevance. Learners learn exactly what they need to address specific knowledge gaps and apply it right away. They are more motivated.
- It optimizes knowledge retention. A lag between learning and application causes a loss of knowledge and skill. Pieces of information tend to get buried under layers of new memory that we form every day. More critical than what we do before learning is what we do afterward. This post-learning stage is known as the "sustain" phase where ideally, cascading levels of integrated performance-support solutions are provided to employees just when they need to apply the knowledge.

There is a variety of more or less formal forms of learning. These include in particular (Baron & Armstrong, 2012):

- formal training programs or courses aimed at personnel learning,
- detailed programs of mentoring, coaching and workplace learning,
- formal framework of education that involves individual development planning and career planning,
- teams for comprehensive quality improvements, groups of vocational improvement or active learning designed to meet continual learning leading to continual improvement,
- connecting less organized forms of development, which ensure that the learning process occurs through collecting experiences,
- experiences that are initiated and planned by employees, also including the use of knowledge carriers and searching for a coach or mentor,
- new vocational tasks and team work or activities as a response to other challenges connected with performed work which provide opportunities for learning and personal development,
- unexpected experiences and contacts, with the learning process being an "accidental by-product", which does not necessarily have to be consciously acquired by the employee.

4. DETERMINANTS OF DEVELOPMENT-ORIENTED READINESS FOR LEARNING AND IMPROVEMENT OF COMPETENCIES BY EMPLOYEES IN THE CONTEXT OF THE ORGANIZATION'S NEEDS

The problems of identification of the determinants of the readiness of adults for learning are of key importance, both from the standpoint of the comprehensive practice and theory of adult education. Two types of stimuli that affect development behaviour of employees can be distinguished (Różański, 2014):

- external factors are the social determinants such as environmental traditions, intensification of industrialization and urbanization processes, vocational self-controllability, social relations formed based on team work,
- internal factors, such as psychological determinants that affect human attitudes toward learning.

According to Stefan M. Kwiatkowski, the most important determinant of a human motivated to learn and develop is their striving for the achievement of the vocational or developmental goals and extending their knowledge and interests (Kwiatkowski, 2001). According to Malcolm Knowles, the direction of adult learning is closely related to the content and strength of the work-related needs, material status, family status, striving for success, need for being noticed and play an important social role (Knowles & Holton & Swanson, 2009). According to Ewa Solarczyk-Ambrozik, sociopolitical situation and the market economy substantially modify employees' orientation towards education and learning. One of the most important factors that affect development orientation is employers (institutions, workplaces) that support employees over the process of improving work performance. In

the case of adults, the fundamental importance during educational activity is from knowledge, experience rationality, pragmatism, improved ability to concentrate, logical and abstractive thinking, ability to focus on concrete goals and anticipation of benefits of learning. Therefore, educational opportunities of adults are usually presented in the context of social roles, especially vocational work (Solarczyk-Ambrozik, 2004).

Analysis of the development attitudes reveals their three types. The first type is a global attitude of a person that involves attitudes and orientation towards education, manifested in the context of e.g. educational lifestyle. This orientation occurs regardless of the situation in the environment, determined more by the internal "life philosophy" and continuous striving for meeting the cognitive needs. The second type is an attitude reflected by the activity connected mainly with professional development, defined as readiness for learning and development in the work environment. The third type means situational readiness for learning, occurring during concrete educational events, e.g. training courses (Różański, 2014).

The problems of development of employee competencies inspired the authors of this study to conduct a survey to further explore this field of research. The survey concerned Polish enterprises of the Częstochowa region. The aim of the research procedure was to identify the major determinants of actions towards vocational development taken by employees. The outcome of the survey was to determine the category of employees' motives for improvement and effective performance of the tasks.

5. EMPLOYEES' MOTIVATION: CATEGORIES OF MOTIVES FOR VOCATIONAL DEVELOPMENT

Each effective work depends on such factors as willingness, abilities and skills. Internal motivation of employees is also essential for vocational development. It is connected with the first factor of the effective work, whereas the second factor is connected with employees' competencies. Support of the managers who should set goals and results to be expected, share knowledge, talk with employees about problems and motivate them for the effective work, is also critical. The motivation system should be aimed to motivate people in the organization and include an array of varied financial, non-salary and non-material motivators.

An interesting concept that explains motives for taking educational activity of employees in an organization was presented by Anna Wach-Kąkolewicz. The author, based on the literature review concerning the problem of motivation for work and learning, proposed the typology that takes into consideration the internal and external groups of factors (motives) of vocational development of employees. In the case of the external motivation, the researchers pointed to two basic items: expectations of the employer towards the employee, situation in the labour market and situation in the organization, with planned changes that can result in reduction of employment. With regard to the internal motivation, the employee starts learning because of their own interests stimulated by the cognitive curiosity, "when the process of learning, cognition and extending knowledge is pleasant and involving" (Wach-Kąkolewicz, 2008).

Based on the authors' own study, the fundamental determinants of educational activity of employees concerning their development attitudes are presented in Tables below. The motives of employees concerning vocational development were divided into internal and external motives (see Tables 2 and 3).

Category of motivators	**Importance according to the employee**
Internal motivators	
Specific needs and interests	2
Willingness to extend knowledge and interests	3
Need for self-control	1
Educational aspirations	3
Striving for success	2
Need for being noticed and play an important social role	3
Self-assessment, improved life quality and self-confidence	2
Extending the range of interests stimulated by cognitive curiosity	3
Achievement of financial, prestige and moral benefits	4
Satisfactory salary, pay rise, improved financial status	5
Opportunities for learning and vocational development	4
Opportunity for realization of ideas	3
Autonomy, freedom of acting and decision-making	2

Table 2. Category of internal motivators (source: author's own elaboration)

During the survey, various types of motivators were presented for assessment by the employees in the enterprises studied The respondents assessed various types of motivators on a scale of 0 to 5, where 0 was the least significant for the employee and 5 denoted the most important motivator for the employee. The tables present mean rounded values of the priority of each motivator.

Category of motivators	**Importance according to the employee**
External motivators	
Demand for information related to the performed work	5
Meeting the needs related to the performed work	3
Striving for the achievement of professional and developmental goals	4
Improving work performance	4
Increased expectations of the employer towards the employee	3
Competitiveness in the labour market/ standing of the enterprise	3
Fear for reduction in employment	4
Reinforcing the authority	2
Improvement in working conditions	3
Opportunities for developing professional career and being promoted	5
Identification with the organization as a good employer	2
Climate at the workplace	3
Prestige and appreciation	3
Trust of the employer and other employees	3

Table 3. Category of external motivators (source: author's own elaboration)

The fourth table contains the actions taken by the employer in order to motivate employees for the improvement and vocational and personal development, also in the context of the importance of individual elements for the employee.

Category of motivators	**Mean importance according to the employee**	**The use in the enterprises studied**
Convenient working time, working at home	4	11%
Medals, diplomas, decorations, public praises	2	9.5%
Promotion to higher position	4	70%
Higher salary	5	86.5%
Benefits, bonuses, financial rewards	5	92%
Education, trainings, language courses at the expense of the employer	5	57%
Company car	5	43%
Company phone	4	88%
Company computer hardware	4	28%
Additional insurance packages, health benefits, medical care	5	24%
Gift vouchers, Christmas gifts, tickets for cultural events, membership cards for sports and recreation facilities	3	62%
Subsidized holiday for families	4	15%
Reimbursement of commuting costs	3	13.5%
Trips and integration events	3	51%
Company products	2	19%

Table 4. The measures taken by employers to motivate employees for improvement and development

Source: author's own elaboration

The survey showed that enterprises implement various policies to motivate their employees. In bigger enterprises with reinforced market position, motivation systems are composed of the high number of well prepared and managed motivators. Employees in such enterprises often have very good financial conditions and substantial freedom of decisions and opportunities for realization of their own concepts and ideas. By contrast, there are companies that rest their systems on substantially reduced motivators, pay poor salaries to their employees who are afraid of being made redundant and use authority based exclusively on the manager's orders. Most of the enterprises studied, however, fall between these two extreme models.

The motivation system can represent a constantly changing set of documents, procedures or customs within the adopted organizational culture. The system is connected with the effect of managers on employees through their knowledge, aptitudes, beliefs, attitudes towards employees and it also concerns the mutual effect of employees on each other. One of the methods to motivate is remuneration. Employees are motivated by higher salaries (mean degree of importance is 5), bonuses and other additions for the salary (5). However, one should not forget about non-salary motivators. These include: prestige and appreciation (3), climate at the workplace (3), trust and opportunity for realization of ideas (3) or opportunities for learning and vocational development (4). The respondents also indicated the factors connected with their personal needs and feelings, such as striving for the achievement of professional and developmental goals (4), improving work performance (4), opportunities for developing professional career (5). The least important stimuli from the standpoint of employees were the need for self-control (1), striving for success (2) or reinforced authority (2). Asked

about the types of most frequent motivating actions in enterprises, the respondents indicated the benefits, bonuses and financial rewards (used in 92% of the enterprises studied), pay rises (86.5%) and promotion to higher positions (70%).

The survey showed that a number of factors should be taken into consideration during motivating and rewarding employees. Managers have to take into consideration both internal and external determinants referred to the specific nature of the enterprise, its objectives, mission, vision, and customers' needs and expectations. The motivational stimuli analysed in the study increase employees' commitment and drive, thus contributing to the improved efficiency and quality of work and encourage employees to improve their own educational and professional qualifications. Motivation systems should be designed individually. The structure of the motivators should be the focus of the analyses and modifications made to optimize them. The enterprises that are able to adequately motivate their employees rest their systems on the analyses of the needs and expectations of their employees by updating the set of motivators on regular basis.

6. METHODS, TECHNIQUES, TOOLS AND FORMS TO SUPPORT TEACHING AND LEARNING

Employees usually specify their expectations connected with participation in the course, which consequently translates into building specific attitudes. This has a significant effect on the efficiency of learning and acquisition of training contents. The results, which represent the outcome of the learning process, can vary depending on the use of various methods and techniques of teaching and learning. Employees' expectations typically differ in their expectations concerning the support for the learning process by lecturers. The support can be limited only to technical tips concerning e.g. learning "technology", but, on the other hand, employees can expect emotional support in the form of e.g. various incentives used in the teaching and learning processes. Employees are characterized by significant traits and aptitudes which determine the necessity of using a specific learning methodology. Obviously, this is connected with the choice of the educational methods.

Learning is most frequently identified as formal education carried out, for example by a university. Teachers who run classes while organizing the teaching process can use various methods and techniques by means of which it possible to achieve particular educational goals. The portfolio of forms, techniques and methods is very wide. Particular tools can be used in different ways at each educational level. However, more stress is put on independence and growing involvement of learners in the teaching process organization. Studying involved not only being present in classes resulting from the schedule, but it also consists in exploring the issues discussed in the course of formal teaching through consolidation and broadening the previous knowledge during informal and non-formal education.

At Polish universities there are several organizational forms of classes. The most popular of them include: lectures, subject classes, laboratory classes, seminars and projects. Each form of carrying out didactics has its specificity, offers various possibilities, requires the teacher to possess different skills and different way of preparing for classes. The way of running classes is also largely influenced by the number of students in the group, their level of knowledge and expectations towards classes (Kaszuba-Perz & Perz, 2010, Kucęba & Jędrzejczyk & Kulej-Dudek & Butryn & Kuropka, 2017).

Employees of the Czestochowa University of Technology conducted in 2016 studies at the mother university, the aim of which was to identify applied forms and methods in the teaching processes. The studies were conducted within the project “The acceleration method of development of transversal competences in the students’ practical training process”, carried out in cooperation with Poznan University of Technology (Poland), Wroclaw Economic University (Poland), Western Chamber of Industry and Commerce in Gorzow Wielkopolski (Poland), Centria - ammattikorkeakoulu (Finland), JEDU Jokilaaksojen koulutuskuntayhtymä (Finland), Univerza v Mariboru (Slovenia) and Univerzita Mateja Bela v Banskej Bystrici (Slovakia) (Kucęba & Jędrzejczyk & Kulej-Dudek & Butryn & Kuropka, 2017).

The portfolio of practical teaching methods in formal education contains: problem-solving methods, activating methods, demonstrating methods, programmed methods and practical methods. The group of problem-solving methods includes methods such as: brainstorming, observation, panel discussion, problem lectures, metaplan, management training, business narrative and case study. The group of activating methods used in formal practical education in Poland includes: case study, staging, management training and business narrative. The portfolio of practical teaching methods in formal learning also contains, as it has already been noted, demonstrating methods such as: shows, psychodramas, management training, business narrative and educational simulation games. Currently, it is very common for formal practical education processes to widely employ diverse programmed methods, which are not merely limited to using a handbook or a computer. Polish institutions of higher education make an extensive use of e-learning solutions (both off-line and on-line). E-learning platforms are often created in the MOODLE environment. In the case of practical methods, summarized also in the portfolio of practical teaching methods in formal learning, classes run adopt various forms. They include practical classes, laboratory classes, production classes, project methods, seminars, simulation, management training and business narrative (The report, 2016).

7. CONCLUSION

Key managerial and employee competencies have a substantial impact on enterprise's competitiveness. Enterprises' development is connected with the change of objectives. Consequently, the expected configuration of employee competencies also changes. Therefore, the enterprises should also appreciate the potential of changes which is inherent in the employees. The increase and development of competencies, resulting in the increase in employees' commitment, can be a constant element of the competitive advantage. Therefore, it is important that employees should be motivated for improving their qualifications and offered best possible opportunities for both personal and vocational development. Large enterprises invest in a variety of the motivational methods whereas the varied array of services helps them meet individual employees' needs. The choice and structure of motivators are determined by various factors, such as legal status, financial capabilities of the organization, personal beliefs and preferences of managers, age structure of employees, employee expectations and efficiency and importance of motivators. However, it should be remembered that the importance of individual motivators is changing: some of them cease to be important while the role of others is increasing. Therefore, managers should examine the needs and expectations of employees and take them into account in the updated motivation system of the enterprise.

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