

## THEORETICAL ASPECTS OF ESTIMATION OF PERSONAL CHARACTERISTICS AND PROFESSIONAL COMPETENCIES OF COMPANY PERSONNEL

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### ABSTRACT

Competent approach to the assessment of the personnel of the enterprise is based on the fact that competences do not deny knowledge, skills and abilities, although in principle they differ from them. From knowledge, they are distinguished by existence in the form of activity, and not just in information about it. From skills are distinguished by their transfer of influence on various objects. From skills by awareness, allowing an employee to act not only in the familiar, but also in a new, non-standard environment. Thus, competences can't be formed without knowledge, skills and abilities that are important not as an end in itself, but as a means of achieving competencies. The article is about the concept of a competence approach to assessing the personnel of an enterprise. This concept is the basis for meaningful changes that ensure the compliance of the modern enterprise with the demands and capabilities of the information society. In addition, the algorithm for the formation of the competency evaluation model of personnel is outlined. Also the categories of personal characteristics of employees' assessment are given.

**Keywords.** Competence approach, competence, competency model, evaluation of employees, personal characteristics.

### INTRODUCTION

The concept of the competence approach to the assessment of the personnel of the enterprise is now widely spread. This concept is the basis for meaningful changes to ensure the compliance of the modern enterprise with the demands and opportunities of the information society, in which the majority of workers are engaged in the production, storage, processing and sale of information, especially in its higher form – knowledge.

### METHOD

The purpose of evaluating the personnel of an enterprise from the perspective of a competence approach is to develop the ability of workers to independently solve various problems in many spheres and types of human activity. This ability is based on the use of social experience, the element of which is the personal experience of employees. At the same time, the competence approach assumes that new approaches to the selection of criteria and indicators will be used to make it possible to evaluate certain enterprise processes (production, information and others). The competence approach initially arose in the field of personnel management and preparation of managers of different levels. That is, where there is one important feature - workers already have the necessary training and knowledge, and we only need to teach them to constantly update and effectively activate the existing knowledge.

In many ways the success of the professional activity of an employee of an enterprise depends on the level of his information culture. A high level of information culture provides the ability to collect the facts necessary for solving a particular tasks, analyze them, put forward hypotheses of the solution, make

necessary generalizations and comparisons with similar or alternative solutions, establish statistical patterns, draw reasoned conclusions, apply the results to identify and solve new problems.

The categorical basis of the competence approach is directly connected with the idea of purposefulness and goal-orientedness of the enterprise processes, in which competencies set the highest, general level of skills and abilities of employees. The content of processes is determined by a four-component model: knowledge, skills, experience of creative activity and experience of value relations. According to that, competence correlates strongly with the cultural prototype. So, for example, cultural and recreational competences are seen as a manifestation of European culture, while Russian culture is more closely related to spiritual competencies and general cultural activities.

Competent approach to the assessment of the personnel of the enterprise is based on the fact that competences do not deny knowledge, skills and skills, although fundamentally different from them. The difference between competent approach and knowledge is the existence in the form of activity, and not just information about it; from abilities - transfer of influence on various objects; from skills - awareness, allowing the employee to act not only in the familiar, but also in a new, non-standard environment. Thus, competences can't be formed without knowledge, abilities and skills that are important not as a final goal, but as a means of achieving competencies.

The development of a competence approach in science is, first of all, associated with the name of D. McClelland [1], who proposed in 1959 to use the concept of "competence variables" to describe the qualities of an employee's personality. The goal of D. McClelland's research was to find the behavior necessary for the ideal performance of a particular job. He created a list of tests that allowed him to predict the effectiveness of performed work.

The approach to assessing the qualities of the employee's personality, proposed by D. McClelland, was significantly different from the approaches that existed at that time. By carrying out a multitude of studies, the psychologists tried to formulate the tasks necessary for the successful performance of a particular work. They developed special tests to measure the skills of employees and carried out an assessment. D. McClelland, in turn, used a completely opposite approach. He sought to study directly the process of work of a person and to determine what served the effective performance of this work and that concerned the personal qualities of the employee, his skills and behavior. In 1976, D. McClelland was able to form the competencies necessary for the ideal work. All developments of the scientist were tested in the large and well-known corporations. Thanks to this, in 1989, the competence approach began to be applied in US business schools.

One of the early followers of D. McClelland was R. Boyatzis [2], who was able to connect the concept of competence with the efficiency of labor. R. Boyatzis defined competence as "a set of characteristics that separate effective work from unsatisfactory or inefficient". R. Boyatzis, improving the results of the work of D. McClelland, sought not only to identify the list of competencies necessary for an ideal job, but also to distinguish important competences for the work and at the same time not affecting its effectiveness. He did it in 1982. The list consisted 19 competencies: 12 of them were defined as differentiating competences (affecting efficiency), and 7 as threshold competencies (necessary for work, but not affecting efficiency). After this achievement, the competence approach received public recognition. In the following, the list of competences has constantly expanded and changed. This trend has been preserved to this day.

At the present time the Council of Europe has adopted a list of key competences that young Europeans should possess [3]: 1. Political and social; 2. IT literacy; 3. Communicative culture; 4. Ability to live in a poly-cultural world; 5. Ability to learn all your life. The list describes a set of requirements for the employee, which will enable him to work fruitfully. On the base of this, we state that the formation of competencies is oriented toward professional activity. In the course of the TUNING program, which

involved more than 100 universities from 16 countries that signed the Bologna Declaration, universal (instrumental, systemic, interpersonal) and special (general professional competences, subject-specific competences) competence groups were singled out [4]. In the "Concept of the Federal Targeted Program for the Development of Education for 2016-2020" it is proposed to distribute competence in the spheres. For example, competence in the field of independent cognitive activity. At the same time, competence can be more specific. For example, solving non-standard problems [5].

Gazizov A.R. [6], [7] offers to understand under the information and technological competence of the organizers of the educational process in the university:

1) knowledge, skills and experience in the use of ICT tools in organizational and managerial activities for the goal-setting and planning of the educational process, in the development of instructional and regulatory legal materials, in monitoring the implementation of the goals, tasks and plans of the university departments;

2) technological activities for the collection, storage, storage and processing of information received;

3) information and analytical activities on the analysis of the information array on the organization of the educational process.

Thus, the competence of an employee is the desire and ability shown by him in practice to realize his knowledge, skills, experience, personal qualities for successful creative activity in the professional and social sphere. At the same time, the employee is aware of the social importance and personal responsibility for the results of this activity, the need for its continuous improvement.

## DISCUSSION

In modern conditions, staff is becoming one of the key components of the successful operation of the enterprise. In conditions of high competition and instability of the external environment, the efficiency of the enterprise's activity directly depends on the knowledge, abilities and skills of its employees. It depends on the personnel in many ways how stable the company will be in the market. This, in turn, draws attention to the issue of assessing the personnel of the enterprise. In theory and practice, there are many approaches and methods for assessing the personnel of an enterprise. One of the approaches that is particularly popular is the competence approach. With its help, one can answer the question how, in the constantly changing conditions of the external environment, to maintain the achieved level of efficiency of the enterprise and develop it further. The competence approach, in a sense, can be considered as base for developing a system for achieving common business goals and personnel management.

In order to effectively manage the activities of an enterprise within the framework of a competence approach, it is important to understand that, firstly, what staff competencies are key to the successful performance of its functions, and secondly, how relevant a specific set of competencies can be in the future. The point is that with the development of the activities of enterprises and the economy, the requirements for staff should also be refined and modified.

From the point of view of the competence approach, the assessment of the personnel of the enterprise takes place with specification and consideration of many factors. So, the competence approach allows to take into account [8]:

1) Economic effect - increasing the financial performance of the enterprise.

2) The psychological effect - the modeling of specific labor behavior, increasing satisfaction with the results of labor on the part of management and on the part of employees.

According to foreign studies, the competence approach is used for various processes of personnel management of the enterprise. For example, in the selection, evaluation and certification of personnel, the formation of the personnel reserve, the rotation of personnel, the formation of a corporate culture.

One of the main difficulties of introducing a competence approach to the overall system of enterprise management and, in particular, to the personnel assessment system of an enterprise is the emergence of resistance from the staff. This is due to the fact that most often the introduction of the competence approach is perceived by the staff as imposing a new system of attitudes and norms, imposing restrictions. Reducing resistance from staff and increasing confidence in new management developments is possible with an effective system of informing staff - explaining the benefits of implementing a competence approach for each individual employee and the enterprise as a whole.

The model of staff evaluation competencies. The competence approach of evaluating the personnel of an enterprise is reduced to comparing the quality, level of complexity and efficiency of labor with the existing benchmark characteristics-competencies relative to a particular post. Therefore, it is very important that the enterprise has a set of such competencies that can accurately describe the requirements for knowledge, skills, abilities, capabilities and behavior within a specific post or group of related posts. This set of competences is called the competency model.

The content of the competence approach to the assessment of the personnel of the enterprise consists in the development and practical application of models of personnel competencies, the application of this model in the assessment, selection, training and career development of personnel. Correctly compiled competence model, which in the future is modernized in accordance with certain changes, is one of the effective ways to streamline the behavior of employees. The application of competency models in all the above procedures will allow them to be carried out and also to make an effective management decision that will help to increase labor productivity and the profit of the enterprise.

According to Kalyuzhnaya V.V.: "The competence model is a set of key competencies necessary for an employee to successfully achieve the company's strategic goals, with specific indicators of their manifestation in professional activity" [9].

In accordance with Vetoshkina T.A.: "Competence model is a complete set of competences and behavior indicators necessary for the successful performance of the employee's functions, which manifest themselves in appropriate situations and at any given time, for a particular enterprise with its individual goals. .. "[10].

There are two options for creating a competency model. First is related to the use of already existing models. To date, there are many similar models that have been developed and tested for known foreign companies in different periods of time. The second method is more labor-intensive and involves the development of a new competency model. In this case, the enterprise can develop a model of competencies independently or with the involvement of external counterparties.

According to the research, in most cases the application of the competence approach to assessing the personnel of the enterprise produced positive results. However, there are cases when the application of the competence approach had no effect. The main reason for this, as shown by additional studies, was the use of already prepared models of competencies that were not adapted to the conditions of the activity of a particular enterprise.

Most researchers identify three main blocks or types of competency models: corporate, managerial and professional. The corporate model includes the competencies that every employee of an enterprise should own, regardless of the position he holds. The corporate model of competences is formed on the base of the

general corporate culture of the enterprise, on the base of the code of corporate ethics, certain corporate documents. The management model combines competences for managers of different levels, which are necessary for effective management activities. Competencies in the management model are in most cases identical for managers working in various fields of activity. The professional model includes competences for a particular post or group of posts. The professional model of competencies is one of the most difficult and labor-intensive for development. This is because this model includes the largest number of competencies. It should be borne in mind that with respect to each new post, the model of professional competencies should be developed separately.

Thus, it is possible to formulate a number of features and advantages of using a competence approach to assess the personnel of an enterprise:

- 1) Within the framework of the competence approach, a person is understood as a person with unique knowledge, values, behavior, having specific needs and motivations that together provide effective performance of a particular job.
- 2) The competence approach allows to create professional requirements and behavioral requirements for the employee, depending on his position.
- 3) The competence approach, first of all, is aimed at accounting for the personal effectiveness of each employee. This allows to use the methods of strategic development of personnel more effectively.
- 4) With the help of the competence approach, it is possible to present a theoretical and methodological substantiation of the results of activity of economic entities of different levels: personnel, enterprises, types and spheres of activity, industries and the economy as a whole.
- 5) Competence approach allows to support vertical and horizontal mobility of personnel through career development and rotation.
- 6) The competence approach allows comprehensive consideration of the interests of the personnel management system, business, as well as the tasks of the modern education system.
- 7) The competence approach has the strategic importance for the enterprise, since its competent use can contribute to increasing the efficiency of production activities, creating competitive advantages and increasing the level of competitiveness of the enterprise as a whole.
- 8) The effectiveness of the use of the competence approach is largely determined by the level of specialists involved in the development of the competency model. This must be taken into account in the first place, since otherwise the introduction of competency models can have a negative effect.

It should be noted, that the competence approach of evaluating the personnel of an enterprise is closely correlated with changes in the content and nature of work and in the system of vocational training and education. The competence approach is mainly aimed to create favorable conditions for the integration of education, training and business systems.

Personal characteristics of staff. Personal characteristics of employees can be divided in two categories:

1. Personal characteristics that are innate. They develop at the stages of the formation of man himself. These are aspects of human life that are formed individually. They are constantly developing and influencing relations in the family, everyday life and friendly contacts, on working processes. The personal characteristics include:

- 1) Ability to work in a team. This is important when the collective, as a whole, is set up to achieve the final goal.
  - 2) Justice and honesty. This is a pledge of the right attitude and the ability to demand the same attitude to yourself.
  - 3) Ability to listen to someone else's opinion, take advice and recommendations. It should be understood that the decision can be wrong. A view from the outside is capable of assessing the situation most effectively.
  - 4) Adequate perception of criticism from outside. We should not think that the criticism is negative. This can be a method to show the real results of an enterprise's operations and raise their level. Such criticism for the most part brings positive results.
  - 5) Ability to defend decisions and interests. In production disputes, based on evidence and facts, it is important to correctly communicate and show the indicators of efficiency of your professional activity.
  - 6) Principle. This quality helps to defend a personal position in professional discussions.
  - 7) Ability to keep one's word. This skill indicates the responsibility of the employee and gives an opportunity to rely on his candidacy.
  - 8) Manifestation of tact. This is an ability that allows you to build optimal relationships in the team.
  - 9) Resoluteness and perseverance. These qualities allow us to defend our personal position and convince the management of the correctness of the decisions made.
2. Professional characteristics. They are acquired in the process of work and come with experience. The professional characteristics include:
- 1) Self-confidence. This acquired quality gives a clear awareness of the impeccable performance of their duties. It is the basis for further decision-making.
  - 2) Excellent knowledge of the features and technology of work, ways to improve it. Appears with experience, thanks to the employee's personal interest in production changes.
  - 3) Ability to choose the right tools and real methods for achieving the best results.
  - 4) Creativity. Definition of the approach to the adjusted production process from the non-standard side.
  - 5) Stress-resistance. Ability to exercise restraint in relation to the situation or actions of employees.
  - 6) Planning your own effective workflow and coordinating it with the work of the entire workforce.
  - 7) Emotional balance. Lack of a vivid reaction to what is happening and keeping calm in conflict issues.
  - 8) The desire for victory. Regular desire to achieve the best performance in relation to other workers occupying the same positions in the enterprise.
  - 9) Distribution of powers and responsibilities. Ability to prioritize assigned tasks and delegate some authority to subordinate employees with subsequent control.
  - 10) A clear and rigid solution to operational issues. In the process of well-established work, non-standard situations arise that require timely resolution.

## CONCLUSION

The described approach helps to adjust the process of labor activity of the personnel, to create a comfortable environment in the work collective and significantly increase the production indicators of the enterprise.

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