

THE MODEL OF SUPPORT AND PROMOTION SYSTEM FOR DEVELOPMENT OF THE STAFF COMPETITIVENESS IN MODERN ENTERPRISE AS LEARNING ORGANIZATION

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Abstract. Since Latvia is member of the European Union, the importance of our society's competitiveness and each its member's competitiveness is becoming even more important as the society of Latvia and each individual lives in a social space and the space of the global economy. Latvia must ensure the development of a knowledge based, democratic and socially integrated society. The development of competitiveness of Latvian society and the national economy must be ensured. It has been already acknowledged that an effective means for promoting competitiveness is lifelong and lifewide education, therefore enterprises and other various institutions are becoming *learning organizations* that promote the professional development and competitiveness of their staff in the context of *knowledge society* in general. The competitiveness of an enterprise to a great extent is dependent on the support and promotion system of the staff competitiveness. The aim of the article is to make public the results of theoretical research, describing the worked out *Model of Support and Promotion System for Development of the Staff Competitiveness in Modern Enterprise as Learning Organization*. The designed model as such is a system of cooperation that contains four basic components of the interaction: personnel management, career counselling, mentoring and specialist's competitiveness which is a central component in this model.

Keywords: specialist's competitiveness, model of the support and promotion system, enterprise as learning organisation.

Introduction

At the end of the 20th century and in the beginning of the 21st century increasing attention in social sciences is paid to the concept of *competitiveness* and its different contexts. Also more emphasis is put on the issue of a necessity to foster the development of competitiveness. The evidence to the aforesaid is the fact that the term of *competitiveness* is used in all levels of documentation, and also many scientists that represent different branches of science, including education sciences, have devoted their research to the substantiation and study of competitiveness, and also supporting and promotion of personality's/ specialist's competitiveness in close connection with enterprise/ organization competitiveness.

The ecological and synergetic paradigms in social sciences, including education sciences, enables to study a personality and/or organization as a self-developing, self-organizing and self-evaluating system that functions in various sphere and learns to live, plan and forecast; constructs and accumulates its own experience; that is able to choose and to be responsible for the consequences of its own actions under the conditions of modern changes. The synergetic approach

enables to draw a conclusion that nowadays an individual and/or a organization as open (dissipative) system must learn to live and change in the interaction with the changeable environment (Katane, 2007a; Katane, 2007b).

As we can see, in the old paradigm the competitiveness more often is related to the personality's success and victories over its competitor, sometimes it is related to an image of a harsh fighter, who has no mercy towards the enemy, competitor and who considers any means useful for achieving the goals. It is possible to draw the following conclusions from the substantiation of *the new paradigm of competitiveness*: crisis shall be attributed to all, even to the most successful entrepreneurs, the most advanced society and economy; however, to be competitive means to be able to adapt to new conditions, to overcome difficulties and to achieve more than before — before the crisis. In the new paradigm the ability to change, to live and to develop in the changeable environment is particularly important. The development of an entrepreneur's (businessman's) competitiveness nowadays is related not only to the features characteristic to a leader, but, first of all, to the socio-psychological and moral characterizing indicators, the interaction of a personality with society, attitude towards other people, oneself, duties, moral and ethical values. There are three spheres of the development of a specialist's competitiveness: 1) activity sphere; 2) the sphere of interaction with the environment, including the interaction with social environment - other people; 3) the sphere of a personality's self-development, including the self-awareness and self-determination.

The aim of article is publishing results of theoretical research: the worked out model of support and promotion system for development of the staff competitiveness in modern enterprise as learning organization.

Results of Theoretical Research

During last years the research of this article's author took place in collaboration with Gita Katana (chief specialist of corporation "Balta" in Latvia) and PhD. Ineta Kristovska (pro-rector of University College of Economics and Culture).

Several trends of theoretical research serve as the methodological substantiation for the creation and improvement of the *Model for Development and Promotion of Staff Competitiveness in Modern Enterprise as Learning Organization*.

- **Career Counseling** (Bloch, 2004; Katane, Pençe, 2009; Goodman, Hoppin, 2007; Kuijpers, Schyns, Scheerens, 2006; Scott, Marshal, 2005; Толочек, 2005 etc.).
- **Concurrentology, including substantiation of the concepts: personality's competitiveness and /specialist's competitiveness** (Floren, 1998; Katane, 2010; Katane, 2011a; Katane, 2011b; Katane, Kalniņa, 2010; Katane, Īriste, 2013; Peters, Waterman, 2004; МИТИНА, 2003; Шаповалов, 2003 etc.).
- **Knowledge Society** (Gross, 2010; Harvey, 2010; Katane, 2007b; Sterling, 2001 etc.).

- **Learning Organisation** (DeGeus, 1988; DeGeus, 1999; Garratt, 2000; Katane, Laizāne, 2012b; Leithwood, Aitken, 1995; Senge, 1990; Voulalas, Sharpe, 2005).
- **Management Sciences, including Personnel Management** (Atkinson, 1964; Caune, 2005; Dāvidsone, 2009; Forands, 2004; Katane, Kristovska, Katana, 2013, Katane, Laizāne, 2012b etc.).
- **Mentoring** (Achinstein, Akopova, 2006; Daloz, 1986; Katane, 2007c; Katane, Laizāne, 2012a; Katane, Laizāne, 2012b; Konstantinova, Rivža, 2007 etc).

The research methods: analysis and evaluation of scientific literature, modeling.

Since Latvia is member of the European Union, the importance of our society's competitiveness and each its member's competitiveness is becoming even more important as the society of Latvia and each individual lives in a social space and the space of the global economy. Latvia must ensure the development of a knowledge based, democratic and socially integrated society. The development of competitiveness of Latvian population and the national economy must be ensured. It has been already acknowledged that an effective means that would promote competitiveness is lifelong and lifewide education, therefore enterprises and other various institutions are becoming *learning organisations* that promote the professional development and competitiveness of their staff and *knowledge and information society* in general (Figure 1).

The competitiveness of an enterprise as learning organisation and the competitiveness of its staff in general to a great extent is dependent on: 1) ability, and especially the ability of its management group, to provide answers to the following questions: what this enterprise *knows-how* and *knows-why* to do best; what is different in this enterprise comparing with others; why customers choose exactly the products or services of this enterprise; what is the competitiveness of staff in this enterprise; 2) the developed model of the specialist's competitiveness support and promotion system (Figure 1).

From these statements it follows *that the competitiveness of the whole society, economy and each enterprise can be ensured developing the competitiveness of each individual as a personality and professional specialist.*

This means that support and promotion of the specialists' competitiveness development is the interaction system which functions in two level contexts: 1) modern enterprise as learning organisation; 2) *knowledge and information society* (Figure 1).

We research an enterprise as self-developing, self-organising, self-evaluating and open system of business, professional development, professional support and promotion, and also educational environment. This means that an enterprise as a **learning organisation** is viable system that is open for new information, able to study the processes going on in the surrounding environment, including transformational processes, can learn from the experience of others, ready to

draw conclusions necessary for ensuring its viability and sustainability on the basis of obtained new information and new experience, and on the basis of these conclusions changes continuously. There have been advantages of *viable, sustainable and competitive organisation* described in the scientific literature, enabling them to become the *learning organisations or knowledge organisations*, because there has been studies the experience of such organisations. On the basis of the analysis of this scientific literature, there were *seven basic principles* identified that enable a enterprise to become a learning organisation: 1) the analysis and evaluation of environment; 2) the vision and aims; 3) cooperation; 4) taking upon the initiative and risks; 5) the control of study process; 6) recognition and enhancement; 7) the continuation of professional development, including specialists' competitiveness.

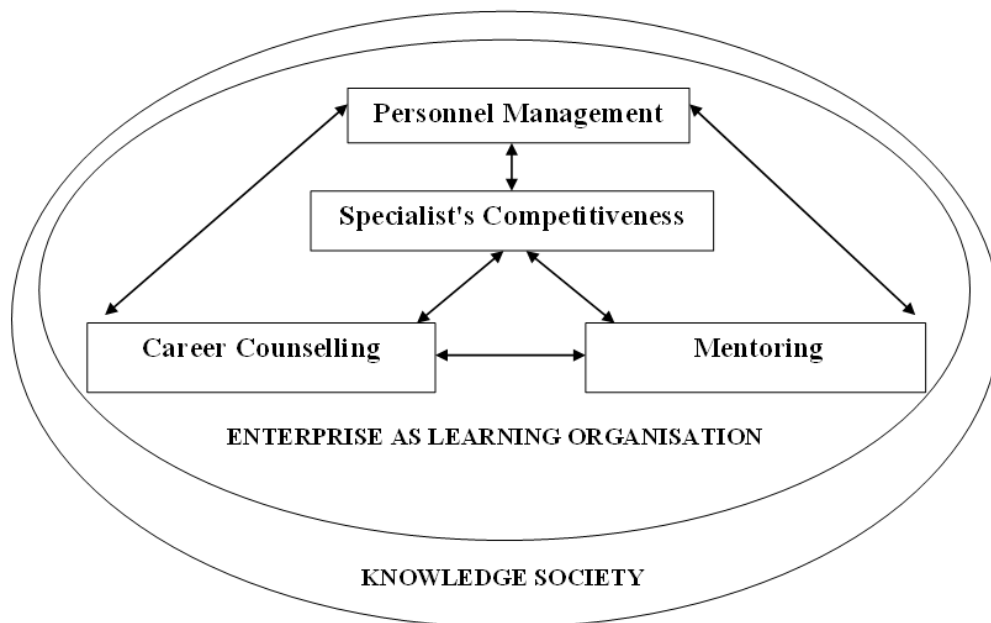


Figure 1 The model of support and promotion system for development of the staff competitiveness in modern enterprise as learning organisation (Author's design)

In developed model, *knowledge society* is a very broad and multidimensional concept that, according to its meaning, is very closely related to ensuring an open and multifunctional social and educational environment, where education is the important means for promotion of society's sustainable development, respecting the interests and needs of whole society and supplying *a lifelong and lifewide education* for all target groups.

The author of this article have included components of *personnel management, career counselling* and *mentoring* in this model, that during mutual interaction create the system of promotion and support for the development of *specialist's competitiveness* in an enterprise as learning/ knowledge organisation. The aim of this system is to provide appropriate and friendly environment for the professional development of specialists, therefore the specialist of an enterprise

with his/her competitiveness is placed in the centre of the model, that emphasises the aim that directs the functioning of the whole system: to cooperate with each specialist in the enterprise in order to support and promote his/her professional development, including competitiveness' development (Figure 1).

In order to support and promote the development of specialist's competitiveness in an enterprise, in the beginning it is important to answer the following questions: What is competitiveness? What is the methodological basis for the promotion and assessment of competitiveness? Answer to these questions can be given studying results of research performed in the field of *concurrentology*. It is possible to observe two tendencies in the substantiation of a specialist's competitiveness. These tendencies are related to the liberally rational and humanistic paradigms in education: 1) scientists of economics and other disciplines, on the basis of regularities, categories, conceptions, theories of economics, try to use transfers for the development of the definitions of a specialist's competitiveness; 2) the representatives of pedagogy and psychology sciences develop the substantiation of *a personality's competitiveness* and/or *a specialist's competitiveness* on the basis of humanistic and ecological approach in education. The competitiveness of a specialist is related to his *marketability and employability in the labor market*.

The double pointed arrows that can be seen in the model between the components of the system show that in each organisation (enterprise) there must be a cooperation between the representatives of personnel management, career counselling and mentoring, who working as a team can fulfil the main aim of this system of cooperation and perform their functions.

The system of promotion and support for the development of specialist's competitiveness in learning organisation (an enterprise) must provide openness and accessibility of information about the development strategy of the enterprise, personnel policy in the enterprise, must help to identify the opportunities for the career advancement, emphasizing the sphere of motivation for the advancement of the career, must provide psychological support during the process of shaping and stabilizing self-esteem, self-respect that is adequate to professional competences and the level of abilities. The process of adopting and exchanging the best experience in the enterprise must be maintained, also programmes for professional development and further education must be planned and offered to employees both in the enterprise and also showing opportunities outside it.

The Model of for Development of the Staff Competitiveness in Modern Enterprise as Learning Organization consists of two parts: 1) the figure of system organising the support and promotion of specialist's competitiveness in the organisation (Figure 1); and 2) description of support and facilitation

functions in the framework of three various areas - system's components (Figure 2; Addition: Table 1).

To achieve successful functioning of the system, within the model of system of promotion and support for the development of specialist's competitiveness in an organisation (enterprise), the author of the article have devised a detailed description of functions performed by each component of the system. (Addition: Table 1).

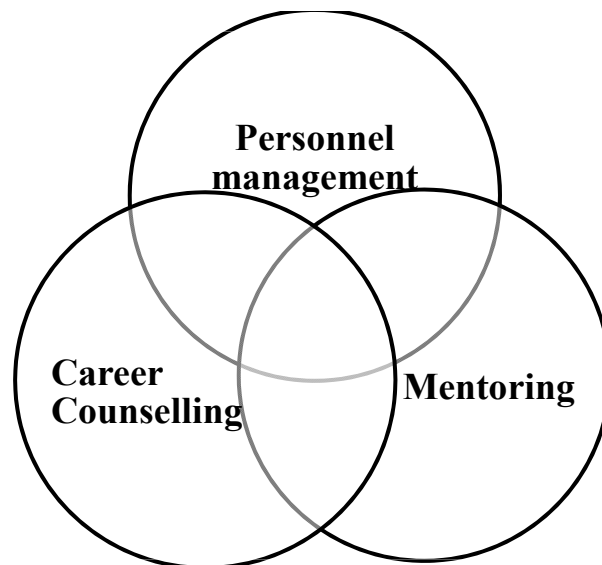


Figure 2 Segments of components in the system of promotion and support for the development of specialist's competitiveness in a learning organisation (Author's design)

As it can be seen in Figure 2, the functions of personnel management, career counselling and mentoring differ due to the specificity of each sphere, but also mutually complement each other, showing that the functional segments of these spheres partially overlap.

Conclusions

The ecological and synergetic approaches enable to draw a conclusion that nowadays an individual and/or a organization as open (dissipative) system must learn to live and change in the interaction with the changeable environment. Therefore we research an enterprise as self-developing, self-organising, self-evaluating and open system of business, professional development, professional support and promotion, and also educational environment. This means that an enterprise as a learning organisation is viable system that is open for new information, able to study the processes going on in the surrounding environment, including transformational processes, can learn from the experience of others, ready to draw conclusions necessary for ensuring its viability and sustainability on the basis of obtained new information and new experience, and on the basis of these conclusions changes continuously.

The competitiveness of enterprise to a great extent is dependent on each employee's as specialist's competitiveness, therefore it is important to promote the specialists' competitiveness development in enterprises.

The promotion and support system for the development of specialists' competitiveness in an enterprise (organization) must provide openness and accessibility of information about the development strategy of the enterprise, personnel policy in the enterprise, must help to identify the opportunities for the career advancement, emphasizing the sphere of motivation for the advancement of the career, must provide psychological support during the process of shaping and stabilizing self-esteem, self-respect that is adequate to professional competences and the level of abilities. It is important to develop support and promotion system for development of the staff competitiveness in modern enterprise as learning organisation in the context of knowledge society.

The Model of Support and Promotion System for Development of the Staff Competitiveness in Modern Enterprise as Learning Organization consists of two parts: 1) the figure of system organising the support and promotion of specialist's competitiveness in an enterprise as learning organisation in the context of knowledge society; 2) the detailed description of support and promotion system's components - areas, there are various functions in each component.

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Addition
Table 1

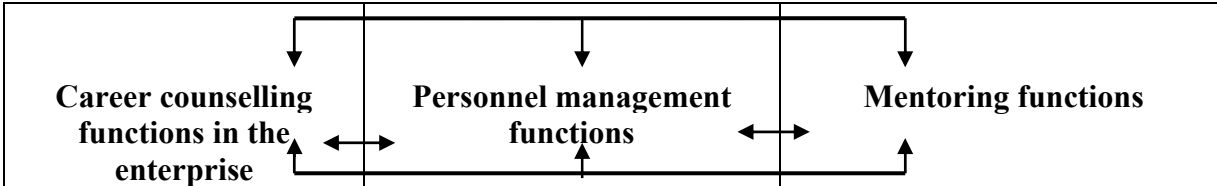
The functions of the system for the support and promotion of staff competitiveness

Career counselling functions in the enterprise	Personnel management functions	Mentoring functions
Information is provided about the situation in the labour market, the trends in the development of the labour market, the requirements of the labour market, opportunities for acquisition of education in Latvia and abroad	Devising and implementation of enterprise development strategy and/ or conception in the regional, national and international level	Creation and provision of optimal conditions for the exchange of experience in the enterprise
Information is provided about personnel management policy in the enterprise, the system of monitoring, control, assessment, promotion of staff professional performance and the system of remuneration in the enterprise	Planning of human resources, staff selection and recruitment	Integration of new specialists in the enterprise and promotion and fostering of successful professional performance

Continuation of the Table 1

Career counselling functions in the enterprise	Personnel management functions	Mentoring functions
Provision of individual consultations about career advancement opportunities in the enterprise, motivation and encouraging	Administration of staff, record keeping	The support and strengthening of new specialists' motivation
Assistance in career planning-guidance, incl. promotion of lifelong career planning	Provision of information exchange, incl. both vertically (between the supervisor and the subordinates) and horizontally (between employees)	Encouraging new specialists to grow professionally, providing welfare, personality development and the quality of learning
Career counselling; individual and group counselling	Monitoring and control of staff performance in the enterprise	Support and promotion of lifelong education for enterprise staff in different age groups
Provision of career education in the enterprise	Assessment of professional performance	To plan, supervise and coordinate the process of education and further education, turning the enterprise into an organisation that is learning.
Organising of competition, election for a post and/or candidates for the post	Fostering of staff's professional development	Popularisation of the best work experience, incl. personal experience, in the enterprise
The creation of professional profiles for the staff in the enterprise and candidates for vacancies	Fostering and support for professional education and further education	Expansion of cooperation between enterprises (employers) and providers of education
Assessment of professional suitability	Development and implementation of remuneration system in the enterprise	Introduction of generation renewal traditions, their promotion, development and maintaining of cooperation culture
Organisation and monitoring of trial work	Implementation and control of rules set in the statutes of the enterprise	Provision of experience exchange between specialists of different age in order to provide professional development
Helping staff to acquire an ability of staying in the position	Regulation of mutual relationship among the staff within the limits of enterprise statutes	Protection and support for the monitored

Continuation of the Table 1

 <p>Career counselling functions in the enterprise</p>	<p>Personnel management functions</p>	<p>Mentoring functions</p>
<p>Assessment of staff competitiveness and measures and support for its improvement</p>	<p>Provision of conditions in the enterprise that are necessary for professional performance, incl. care about safety at work, safe working environment in the enterprise</p>	<p>Initiation of different improvements and changes in the enterprise</p>
<p>Cooperation with psychologist in the enterprise or outside it, incl. organisation of psychologist's consultations for the staff</p>	<p>Provision of social care and health care for the staff</p>	<p>Maintaining and continuing of enterprise's culture traditions</p>
<p>Prevention of occupational burnout and provision of psychotherapy for those who are in need of it</p>	<p>Motivation, furthering of loyalty, promotion of positive attitude towards the work</p>	<p>Expanding of opportunities for staff's leisure time activities, involving into education of interest or non-formal education</p>
<p>Work on the improvement of career consultation methodology, approbation and implementation of new methods in the enterprise</p>	<p>Making staff feel stability</p>	<p>Openness towards dialogue and cooperation; provision of psychological and professional support to the monitored</p>
<p>Cooperation with the management of the enterprise, mentors of the enterprise and other specialists</p>	<p>Provision of gradual renewal of generations in the enterprise</p>	<p>Performing of mediator's functions in case of necessity between: 1)the employee and the monitored; 2) the monitored and colleagues</p>
<p>Development and coordination of a group for career support and provision of professional growth of enterprise staff.</p>	<p>To ensure the exchange of experience, involvement of enterprise staff into different projects, also international</p>	<p>Fostering of cooperation between different specialists in the enterprise</p>

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