The Support and Promotion of the Staff Competitiveness Development in Modern Enterprise

The aim of the article is to make public the results of theoretical and empirical research, the model "System of promotion and support for the development of specialist's competitiveness in an enterprise (organisation)" and its expertise results. The article surveys the basis of the concept of staff's competitiveness, a special place given to the description of the designed model, the aim of which is to provide the support and promotion of the staff's competitiveness in an enterprise, as well as the analysis and assessment of results obtained during the expertise of the model. The designed model as such is a system of cooperation that contains four basic components of the interaction.

Keywords: career counselling, mentoring, model, staff competitiveness, staff management, the system of support and promotion.

Straipsnyje pateikiami teorinių ir empirinių tyrimų rezultatai, remiantis ekspertiniu „Specialistų konkurencingumo vystymo palaikymo ir skatinimo sistema įmonėje (organizacijoje)“ modelio vertinimu. Straipsnyje pagrįste apžvelgiama personalo konkurencingumo koncepcija, ypatingas dėmesys skiriamas modeliui, kuris atskleidžia personalo konkurencingumo palaikymo ir skatinimo aspektus įmonėje (organizacijoje). Analizuojamą modelį sudaro keturi pagrindiniai tarpusavyje sąveikaujantys komponentai.

Raktiniai žodžiai: karjeros konsultavimas, mentoriavimas, modelis, personalo konkurencingumas, personalo valdymas, palaikymo ir skatinimo sistema.

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

Irena KATANE – Dr. paed., assoc. professor, Latvia University of Agriculture (Institute of Education and Home Economics), Latvia. Entrepreneur. Address: Liela 2, Jelgava, LV 3001, Latvia. Tel.: 00 371 29110582. E-mail: irena.katane@inbox.lv.

Ineta KRISTOVSKA – Dr. oec., Dr. phil., assoc. professor, vice-rector, the University College of Economics and Culture, Latvia. Address: Lomonosova 1, Riga, LV 1019, Latvia. Tel: 00 371 28451054. E-mail: ineta.kristovska@eka.edu.lv.

Gita KATANA – Bc. oec., Insurance Company „Balta”, Latvia. Address: Raunas 10 / 12, Riga, LV 1039, Latvia. Tel.: 00 371 25449954. E-mail: gita.katana@balta.lv.

represent different branches of science have devoted their research to the substantiation and study of competitiveness.

Since Latvia is member of the European Union, the importance of our society'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 growth of competitiveness of Latvian population and the national economy must be ensured. It has been already acknowledged that an effective means that would foster competitiveness is lifelong education, as enterprises and institutions are becoming organisations that continue learning that would promote the development of knowledge society in general.

The competitiveness of an enterprise to a great extent is dependent on its ability, and especially the ability of its management group, to provide answers to the following questions: 1) what this enterprise knows how to do best; 2) what is different in this enterprise comparing with others; 3) why customers choose exactly the products or services of this enterprise; 4) what is the competitiveness of staff in this enterprise.

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.*

The aim of article is publishing results of theoretical and empirical research in the field of *human resource management in modern enterprise and concurrentology*, including the model *"System of promotion and support for the development of specialist's competitiveness*

in an enterprise (organisation)" and its expertise results.

The research methods, which are used in the article, include the theoretical methods (analysis and evaluation of scientific literature, modeling) and empirical methods (expertise, Friedman Test using SPSS 17.0 software).

Methodological basis for the assessment of specialist's competitiveness

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 assessment of competitiveness? Answer to these questions can be given studying results of research performed in the field of concurrentology.

In modern social sciences many authors have developed the scientific substantiation for the competitiveness of both a personality and a specialist, offering their point of view concerning this problem under research. The article based on the results of theoretical and empirical research (Katana, 2012; Katane, 2010; Katane, 2011a; Katane, 2011b; Katane, Kalniņa, 2010) covers the examples that, according to the author's point of view, should be directly related to the description and evaluation of the competitiveness of staff as a personality and a specialist in modern enterprise.

For example, J. Bogdanova (1992) defines competitiveness as a stage of an individual's general and professional development that could be characterized by the personality's qualities.

According to A. Kurakov (2004) and V. Shapovalov (2003), competitiveness has its levels and their indicators: 1) the competitiveness is characterized by identifying and describing the totality of an individual's features, qualities, including general competences; 2) competitiveness is characterized by describing the totality of a specialist's features, different qualities, including professional competences, within the context of the advantages of professionalism and competitiveness in the labor market. Both scientists point out that competitiveness is a socially oriented system, comprising abilities, features, qualities that 1) characterize the potential possibility for the individual to achieve success in studies, professional or non-professional sphere of life; 2) determine the adequate behavior of an individual under the dynamically changing conditions, and 3) ensure inner harmony, self-confidence and trust in others. The systematization of the features of competitiveness is not only a theoretical objective, but also the practical one in conformity with the criteria of socio-cultural development and each individual's self-development, which could serve as the self-assessment and self-development of the competitiveness of an individual as a personality and a professional.

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 in the labor market* (Katane, 2011a).

For example, L. Mitina (2003) finds that there are at least 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. L. Mitina (2003) and S. Shirobokov (2000) points out that a specialist is competitive if he / she is *a marketable specialist* in the labor market, able to self-actualize under the changing social environment, including the environment of professional activities / work environment. L. Mitina (2003) emphasizes an idea that a competitive specialist is able to align his / her career aims with the aims of his / her colleagues, all organization; respects professional ethics, therefore is respected and welcomed, and thus 'marketable' among both: clients and colleagues and / or co-operation partners. S. Shirobokov (2000), having studied the competitiveness of students as the prospective specialists at universities, emphasizes an idea that a specialist's competitiveness, first of all, is related to the concepts a specialist's marketability in the labor market, a specialist's authority and 'marketability' in community. The scientist, having compared the quality of the professional education of specialists in Russia and USA, defines *competitiveness as relying only on one's own abilities and initiative that enables an individual to overcome the psychological barrier, depression, pessimism; the competitiveness*

enables an individual to find a way out of problems (Митина, 2003; Ширококов, 2000).

The research, performed in social sciences at the level of tendencies, enabled to identify three methodological approaches in the studies of the competitiveness of a personality and a specialist. They are as follows (Katane, 2010; Katane, Kalniņa, 2010): 1) the scientists study and describe the manifestation of the competitiveness of a personality / a specialist in action; 2) the competitiveness is substantiated as a totality of the qualities of a personality / a specialist; 3) the competitiveness is substantiated, studied and evaluated as a complex multicomponent structure. This means that there are three approaches in the studies of competitiveness (Katane, 2010; Katane, 2011b): functional approach, biometric approach and structural approach.

For example, the USA scientist K. Hansen (2008), specialist of the career support system, has developed a conception of a quintessential career, where she substantiates several functional indications of a competitive personality: communicative skills (verbal and written communication); teamwork / interpersonal skills and abilities; leadership skills; observation of professional ethics; good capacity for work, including endurance, effort, self-motivation, diligence, healthy ambitions, initiative, venture, positive attitude towards work; driver's skills; logic, intelligence, competence in education and / or professional activities; organizational skills; business skills, which are used by people to start their own business, including the ability of self-determination, project administration skills and abilities, the talent for marketing oneself as a specialist; self-confidence; critical thinking

and the skill to deal with problems; flexibility; analytical skills; the skill to use the new technologies, programming (computer language) and / or foreign language skills; persuasion skills, the skill to offer / sell one's ideas; creativity in dealing with problems.

The authors of the bestseller "In Search of Excellence: Lessons from America's Best-Run Companies" T. Peters and R. Waterman (2004) diagnosed the interdependence between the culture and success in the performance of a company. Taking as the basis the successfully run USA companies, describing them and evaluating their management practice, the scientists identified a series of values and confidence in success, existing in the culture of an organization, which guaranteed the success of these companies. On the basis of this research, T. Peters and R. Waterman (2004) developed a model of a competitive personality's activities, identifying several principles: confidence in the rightness of an action; connection with a consumer; stimuli and external motivation, autonomy and venture; confidence in human resources as the main source of efficiency and labor productivity; management (you should know what you are managing); not being involved in what you do not know; simple and insignificant in number the structure of management; the complexity of flexibility and at the same time firmness in the organization. There was developed a complex of methodology, which ensured an opportunity to discriminate and differentiate the main characteristic features of competitiveness, according to their levels, by using the graphical methods. This research methodology concerning the specialist's competitiveness was applied as a complex, when diagnosing, which particular

personality's qualities determine the level of competitiveness. The scientists identified several types of a competitive specialist, which differed a little.

Several scientists, on the basis of structural approach in the studies of competitiveness, have developed and substantiated the multicomponent structural models of a specialist's competitiveness.

For example, the USA scientist G. Floren (1998) in her book "*Disclosure of Information: Actualize Yourself*" identifies the following components in the structure of competitiveness: the component of communication skills; the component of social openness and flexibility; the component of inner resources and integrity; the component of self-organization and self-regulation; the component of self-development and learning competences (the context of lifelong learning).

Competitiveness is an integrative totality of a individual's qualities (personality's and specialist's qualities) that ensures its viability, including the development and self-actualization, under the conditions of changing environment. *The basis for the personality's competitiveness is experience.* The competitive personality is characterized by the following qualities / features: 1) the characterizing indicators of a personality orientation and self-conception, including the determination and an action oriented towards success; the readiness to overcome difficulties and to take a risk; persistence, adequate self-assessment and daring to take a risk; 2) well-developed self-regulation, including volition, stress endurance, self-reflection, including *analytical-evaluating* and *systemic thinking*; *personality's flexibility* (flexibility in thinking, emotional sphere, behavior), the ability to make a decision; the responsibility for the made decisions and their

consequences; 3) different competences, including professional competences and creativity as an ability, *oneself- (ego-) and environment- (eco-) oriented friendly thinking, attitude and behavior*: observation of moral and ethical principles, the principles of environmental, including social environment (community), balance and sustainability, readiness for the cooperation with other people; 4) readiness to change oneself in order to maintain the balance with the changing environment, readiness to start changes in the environment on the basis of environment-friendly attitude and action (Katane, 2011b; Katane, Kalniņa, 2010).

The results of our research testify that nowadays the paradigm of personality and staff competitiveness is changing. The old paradigm based on the principles of biological competitiveness is substituted by a set of new viewpoints and concepts in relation to competitive staff as personalities and experts in the field, who are able to compete first of all with themselves, their own imperfections and are continuously working on personal development and growth, who are able to find partners among potential competitors and are in demand in the labour market. Not only success indicates competitiveness, rather an ability to overcome crises, finding inner potential for the development and opportunities provided by the professional environment and labour market, thus finding inner potential for the development and perspectives for the future. The importance of positive experience in the development of staff's competitiveness is placed at the forefront, as well as their ability to align and counterbalance their personal aims of career development with the development aims of the whole enterprise.

The model of development and promotion of specialist's competitiveness in an enterprise and the results of its expertise

Several trends of theoretical research serve as the methodological substantiation for the creation of *The Model for Development and Promotion of Specialist's Competitiveness*.

- *Concurrentology* (Floren, 1998; Hansen, 2008; Katane, 2010; Katane, 2011a; Katane, 2011b; Katane, Kalniņa, 2010; Peters, Waterman, 2004; Кристовска, 2012; Митина, 2003; Шаповалов, 2003; Ширококов, 2000, etc.).

- *Management Sciences* (Atkinson, 1964; Boitmane, 2008; Caune, 2005; Dāvidsone, 2009; Forands, 2004, 2007; Kaņējeva, 2011; Katane, Kristovska, 2011, Katane, Laizāne, 2012; Kristovska, 2011a; Kristovska, 2011b; Kristovska, Lice, 2009, etc.).

- *Career Counseling* (Baltušīte, Katane, Penke, 2008; Bloch, 2004; Goodman, Hoppin, 2007; Kuijpers, Schyns, Scheerens, 2006; Scott, Marshal, 2005; Толочек, 2005, etc.).

- *Mentoring* (Achinsteins, Akopova, 2006; Daloz, 1986; Katane, 2007; Katane, Baltušīte, 2007; Katane, Kruglija, 2009; Katane, Laizāne, 2012; Konstantinova, Rivža, 2007; Kristovska, 2011; Tūliki, Tūla, Jari, 2005, etc.).

The devised model consists of two parts: 1) the picture of system organising the support and facilitation of specialist's competitiveness in the organisation (Figure 1); and 2) description of areas where support and facilitation functions are provided in the system and the detailed description of the functions Figure 2.

The authors of the 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 organisation (enterprise), and the aim of this system is to provide appropriate and friendly environment for the professional growth 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 growth and development of competitiveness.

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 an organisation (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

Fig. 1. System of promotion and support for the development of specialist's competitiveness in an enterprise (organisation)

Fig. 2. Segments of components in the system of promotion and support for the development of specialist's competitiveness in an organisation

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.

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 authors of the article have devised a detailed description of functions performed by each component of the system (Table 1).

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.

The developed model was also assessed by competent experts. To carry out the assessment of the devised model, the following materials were sent for the expert assessment: 1) expert's work sheet; 2) the model of specialists' competitiveness development and promotion in an organisation. Assessment was carried out

Table 1

The functions of the system for the support and promotion of specialist's competitiveness

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

without consultations or discussions between the experts. The assessment was made individually, independently and anonymously. Experts assessed the model in the scoring system of 10 points, where "1" meant a very low rating, but "10" – a very high rating.

Owing to the assessment method applied by the experts, we obtained results

that are integrated in Table 2. In this table both the rating given by the experts and descriptive statistics are given.

Descriptive statistics of the obtained assessment shows that all experts gave high (8), very high (9) and extremely high rating (10) respectively to each criteria model. And the lowest rating, that was given, were 8 points, but the

Table 2

Results of Expertise

N	Criteria for Evaluation	Evaluations of Experts							Σ	$Ev_{coeff.}$	R	Min	Max	A	Me	Mo
		A	B	C	D	E	F	G								
1	Criterion A	10	8	10	10	9	10	9	66	0.94	3.5	8	10	2	10	10
2	Criterion B	10	10	10	10	9	10	8	67	0.96	1.5	8	10	2	10	10
3	Criterion C	10	10	9	10	8	10	8	65	0.93	6.5	8	10	2	10	10
4	Criterion D	9	8	10	10	9	10	9	65	0.93	6.5	8	10	2	9.5	10
5	Criterion E	9	10	9	10	9	10	9	66	0.94	3.5	9	10	1	9.5	10
6	Criterion F	9	10	10	10	8	10	8	65	0.93	6.5	8	10	2	10	10
7	Criterion G	8	10	10	10	9	10	8	65	0.93	6.5	8	10	2	10	10
8	Criterion H	10	10	10	10	9	10	8	67	0.96	1.5	8	10	2	10	10
	Σ	75	76	78	80	70	80	67	Explanation of abbreviations: Min (minimal value), Max (maximum value), A (amplitude), Me (median), Mo (mode), Σ (sum of expert evaluations), $Ev_{coeff.}$ (evaluation coefficient), R (rank)							
	Min	9	8	9	10	8	10	8								
	Max	10	10	10	10	9	10	9								
	A	1	2	1	0	1	0	1								
	Me	9.5	10	10	10	9	10	8								
	Mo	10	10	10	10	9	10	8								

highest – 10 points evaluating 1) both the assessment of each expert; 2) and expert assessments that correspond to each criteria of the assessment (Table 2).

Judging from the sums in the assessments of experts (Table 2; vertically), it can be concluded, that the highest ratings were given by experts D and F, scattering of the ranking in their assessment is – amplitude 0, as all criteria of the model have received the highest rating “10” ($\Sigma = 80$), but expert G has given the lowest rating in comparison to others ($\Sigma = 67$), whose minimum assessment was 8 points (high rating), but the highest rating – 9 (very high rating). The values of median and mode show that this expert has mainly given 8 points, the value of amplitude as scattering ratio is “1”.

Analysing the received expert assessments and viewing the criteria of model assessment (Table 2; horizontally), it can be concluded that the advantages of the devised model are the following:

- The correspondence of model to the aim of its development, namely, for

the support and promotion of organisation's staff competitiveness (Criterion B; $\Sigma = 67$; $\Sigma_{max} = 70$; $Ev_{coeff.} = 0.96$);

- Real and practical possibility to devise a system for the support of staff competitiveness in an organisation applying this model, and providing cooperation and team-work between specialists of different kinds and levels (Criterion H; $\Sigma = 67$; $\Sigma_{max} = 70$; $Ev_{coeff.} = 0.96$);

- The universality of the model, namely, wide application in different kinds of organisations (enterprise / institution / different government agencies) for the promotion and support of staff competitiveness (Criterion A; $\Sigma = 66$; $\Sigma_{max} = 70$; $Ev_{coeff.} = 0.94$);

- The scope and sufficiency of personnel management functions, included in the model, (Criterion E; $\Sigma = 66$; $\Sigma_{max} = 70$; $Ev_{coeff.} = 0.94$);

- The relation of model to the theory and practice of management (Criterion C; $\Sigma = 65$; $\Sigma_{max} = 70$; $Ev_{coeff.} = 0.93$);

- The transparency and understand ability of the model (Criterion D; $\Sigma = 65$; $\Sigma_{\max} = 70$; $Ev_{\text{coeff.}} = 0,93$);

- The scope and sufficiency of career counselling functions included in the model (Criterion F; $\Sigma = 65$; $\Sigma_{\max} = 70$; $Ev_{\text{coeff.}} = 0,93$);

- The scope and sufficiency of mentoring functions included in the model (Criterion G; $\Sigma = 65$; $\Sigma_{\max} = 70$; $Ev_{\text{coeff.}} = 0,93$).

During the next stage of data processing and the analysis of results, we performed the secondary processing of the data, using Freedman Test and SPSS 17.0 software program.

The following hypotheses were set:

H_0 : there is a causal relationship between the evaluations of different experts.

H_1 : there are differences between the evaluations of different experts.

The following data was obtained (Table 3).

As Chi-Square criteria: $\chi^2 = 3.93 < \chi^2_{0,05;7} = 14.07$, but $p - \text{value} = 0.787 > \alpha = 0.05$, then we can't deny H_0 . It can be concluded that ***there is a causal relationship between the expert evaluations.***

Conclusions

Processes of globalization and integration nowadays put forward an imperative demand for the society to ensure

sustainability for its economic environment and itself, as well as competitiveness in the changing circumstances. In modern social sciences many authors have developed the scientific substantiation for the competitiveness of both a personality and a specialist, offering their point of view concerning this problem under research.

Nowadays the paradigm of personality and staff competitiveness is changing. The old paradigm based on the principles of biological competitiveness is substituted by a set of new viewpoints and concepts in relation to competitive staff as personalities and experts in the field, who are able to compete first of all with themselves, their own imperfections and are continuously working on personal development and growth, who are able to find partners among potential competitors and are in demand in the labour market. Not only success indicates competitiveness, rather an ability to overcome crises, finding inner potential for the development and opportunities provided by the professional environment and labour market, thus finding inner potential for the development and perspectives for the future. The importance of positive experience in the development of staff's competitiveness is placed at the forefront, as well as their ability to align and counterbalance their personal aims of career development with the development aims of the whole enterprise.

Table 3

Results of Friedman Test (SPSS 17.0)

N	Obtained values	
1	N	7
2	χ^2 (Chi-Square)	3.934
3	df (n - 1)	7
4	Asymp. Sig.	0.787

There are three methodological approaches to the substantiation of a personality's competitiveness and also to the substantiation of a specialist's competitiveness: functional approach, biometric approach and structural approach.

The competitiveness of enterprise to a great extent is dependent on each employee's as specialist's competitiveness. The development of a competitive specialist is dependent on the mindset of the person and also on the totality of assumptions about what competitiveness is, what is a competitive personality and a competitive specialist. Two interrelated approaches can be identified in the substantiation and research of human competitiveness: the competitiveness of a personality (research performed by scientists in the field of psychology and pedagogy); competitiveness of specialists (research performed by scientists in different fields of social sciences). In the scientific literature there are some attempts to transfer the substantiation for the competitiveness of commodity used in field of economics devising the substantiation for the specialist's competitiveness.

The development of theoretical substantiation for the concept of support and promotion of staff competitiveness enabled us to conclude that in an enterprise there must be both personnel management, career counselling and mentoring; 2) there are numerous and different functions for the three components of the model.

Experts have highly rated the model of specialist's competitiveness development and promotion system; in all eight criteria of assessment the range of rating was from 8 to 10 points (the highest possible score were 10 points). There is unanimity among expert assessments.

The advantages of the devised model are the following: 1) the correspondence of the model to the aim of its development, namely, for the support and promotion of the staff competitiveness; 2) real and practical possibility to devise a system for the support of staff competitiveness in an organisation applying this model, and providing cooperation and team-work between specialists of different kinds and levels; 3) the universality of the model and wide application in different kinds of organizations and enterprises (enterprise / institution / different government agencies), the amount of personal management, career consultation and mentoring functions are sufficient as they uncover the wide spectrum of functions in the support and promotion of staff's competitiveness; 4) the scope and sufficiency of personnel management functions included in the model; 5) the relation of the model to the theory and practice of management; 6) transparency and understand ability of the model; 7) the scope and sufficiency of career counselling functions included in the model; 8) the scope and sufficiency of mentoring functions included in the model.

References

1. Achinstein, B., Athanases, S. R. (2006). *Mentors in the making* // New York: Tachers College Press.
2. Atkinson, J. W. (1964). *An introduction to motivation* // Oxford, England: Van Nostrand.
3. Baltušite, R., Katane, I., Penke, D. (2008). Ekoloģiskās un humānistiskās pieejas aspekti karjeras izglītībā // Zinātnisko rakstu krājums *Mājturības un karjeras izglītība Latvijas laukiem Eiropas Savienības kontekstā*. Jelgava:

- LLU TF IMI, p. 5-40. ISBN 978-9984-784-64-9.
4. Bloch, D. P. (2004). Spirituality, Complexity, and Career Counseling // In *Professional School Counseling*. USA, ASCA, p. 343-350. Internet access: <<http://www.johnhawkinslpc.com/PDF/Spirituality/Career%20Counseling.pdf>>, [Accessed Juny 12, 2013].
5. Boitmane, I. (2008). *Personāla atlase un novērtēšana* // Rīga: Lietišķās informācijas dienests, p. 186. ISBN 978-9984-826-00-4.
6. Caune, J. (2005). *Konkurētspējīgās priekšrocības radīšanas, attīstīšanas un pārņemšanas metodika Latvijas uzņēmumos*. Promocijas darbs. // Rīga: LU, p. 188.
7. Daloz, L. (1986). *Effective teaching and mentoring* // San Francisco: Jossey-Bass, p. 256.
8. Dāvidsone, G. (2008). *Organizāciju efektivitātes modeļi* // Rīga: SIA O.D.A. ISBN 978-9984-792-68-2.
9. Goodman, J., Hoppin, J. (2007). *Adult Career Counseling: New Clients, New Strategies* (ACAPCD-10) // Alexandria, VA: American Counseling Association. Internet access: <<http://counselingoutfitters.com/vistas/ACAPCD/ACAPCD-10.pdf>>, [Accessed May 6, 2013].
10. Floren, G. L. (1998). *Marketable skills and attitudes* // MiraCosta College, California. Internet access: <<http://www.miracosta.edu/home/gfloren/market.htm#Careers>>, [Accessed November 9, 2012].
11. Forands, I. (2004). *Personāla vadība* // Rīga: Latvijas izglītības fonds, p. 189. ISBN 978-9984-955-81-0.
12. Forands, I. (2007). *Menedžmenta autoritātes* // Rīga: Latvijas Izglītības fonds, p. 212. ISBN 978-9984-955-84-1.
13. Hansen, K. (2008). Emphasizing your Transferable and Marketable Skills in Your Cover Letter. Internet access: <http://www.quintcareers.com/cover_letter_transferable_skills.html>, [Accessed September 11, 2012].
14. Katana, G. (2012). *Personāla konkurētspējas attīstības atbalsts un veicināšana uzņēmumā* // Rīga: EKA, p. 74.
15. Katane, I. (2011a). Methodological Bases for Evaluation of Specialist Competitiveness // In Proceedings of the 10th International Scientific Conference *Engineering for Rural Development*, Vol. 9 (May 26-27, 2011). Jelgava: LLU, p. 524-529. ISSN 1691-3043 Internet access: <http://tf.llu.lv/conference/proceedings2011/Papers/097_Katane.pdf>, [Accessed March 9, 2013].
16. Katane, I. (2011b). Philosophic Methodological Bases for Evaluation of Educator's Competitiveness // In Proceedings of the 17th Annual International Scientific Conference (May 18-20, 2011). *Science for Rural Development*, Vol. 2. Jelgava: LLU, p. 218 - 224. ISSN 1691-4031. Internet access: <<http://www.llu.lv/getfile.php?id=44019>>, [Accessed March 24, 2013].
17. Katane, I. (2010). Competitiveness of Personality as a New Concept in Modern Education and Pedagogy // In Proceedings of the 9th International Scientific Conference *Engineering for Rural Development* (May, 27-28, 2010). Jelgava: LLU, p. 324-334. ISSN 1691-3043. Internet access: <http://tf.llu.lv/conference/proceedings2010/Papers/62_Katane_Irena.pdf>, [Accessed March 18, 2013].
18. Katane, I. (2007). Systemic ecological approach in teacher education: Ecological didactic model of students' pedagogical practice // *Journal of Teacher Education for Sustainable Development*, Vol. 2 (7), p. 40-54. doi: 10.2478/v10099-009-0004-7.
19. Katane, I., Baltušīte, R. (2007). Ecological Approach for the Formation and Development of Prospective Teachers' Readiness for the Professional activities at Latvian Schools // *Transformations in Business & Economics*, Vol. 6, No 2. (12), p. 114-132. ISSN 1648 - 4460.
20. Katane, I., Kalniņa, I. (2010). *Skolēnu konkurētspējas attīstība neformālās komercizglītības vidē* [Monogrāfija]. Jelgava: LLU TF IMI, p. 331. ISBN 978-9984-48-028-2.
21. Katane, I., Kruglija, S. (2009). Ecological perspective on the prospective teachers' education in the context of sustainable education // In the Scientific Articles Issue *The 7th International JTEFS / BBCC Conference "Sustainable Development. Culture. Education"*. Daugavpils: Daugavpils Universitāte. p. 75 - 89. ISBN 978-9984-14-438-2.
22. Katane, I., Laizāne, A. (2012). Cross-School Mentoring as a Facilitator of Sustainable Development of Rural Schools in Latvia // In Proceedings of the International Scientific Conference *Rural Environment. Education. Personality*. (March 21-22, 2012). Latvia, Jelgava: LLU, p. 43-50. ISSN 2255-808X.
23. Konstantinova, E., Rivža, B. (2007). *Mentoringa kustības rokasgrāmata* // Jelgava: Latvijas Lauksaimniecības universitāte. Internet access: <http://www.llsa.lv/mentoringa_gr.pdf>, [Accessed January 17, 2013].

24. Kristovska, I. (2011a). Activities of staff and its team-leader for upgrading the competences of distance learning adult students // *Vadyba. Journal of Management* 2011, Vol. 19, No 2, Klaipėda, West Lithuania Business College, p. 7-13. ISSN 1648-7974.
25. Kristovska, I. (2011b). Pieaugušo individualajām vajadzībām atbilstošu kompetenču veidošanās iespējas tālmācībā // Pieaugušo izglītība. Rīga: RaKa, 2011.
26. Kristovska, I., Lice, M. (2009). Distance Learning as a tool, providing the value of Latvia's human capital in labour market of Europe // In Proceedings of the EDEN 2009 Annual Conference „Innovation in Learning communities. What did you invent for tomorrow?”. ISBN 978-963-87914-3-61.
27. Kuijpers, M. A. C. T., Schyns, B., Scheerens, J. (2006). Career Competencies for Career Success // *The Career Development Quarterly*, 55, 168-175. Internet access: <http://www.utwente.nl/igs/tccr/tccr%20publicaties/kuijpers_schyns_scherens2006.pdf>, [Accessed October 4, 2012].
28. Peters, T., Waterman, R. (2004). *In Search of Excellence: Lessons from America's Best-run Companies* // New York: Harper Business Essentials, p. 400.
29. Scott, J., Marshall, G. (eds.). (2005). *Oxford Dictionary of Sociology: Third Edition* // NY: Oxford University Press, p. 720.
30. Tūliki, J., Tūla, L., Jari, R. (2005). *Mentoringa daudzās sejas* // Rīga: SIA Lietišķās informācijas dienests, p. 196.
31. Богданова, Е. Л. (1992). Конкурентоспособность работников на предприятии. Методологический аспект. // *Социологические исследования*, 11, p. 11-13.
32. Кристовска, И. И. (2012). Проблемы трудоустройства работодателей в Латвии // М-лы XXI международной научно-практической конференции (г. Минск, 15 мая 2012.г.) / Редкол.: Н.В.Суша и др.; Минский ин-т управления.-Минск: Изд-во МИУ, 2012, ISBN 978-985-490-813-7, p. 8-9.
33. Кураков, А. (2004). Конкурентоспособность как необходимое условие развития личности // *Развитие личности*, 2, с. 195-207.
34. Митина, Л. М. (2003). *Психология развития конкурентоспособной личности* // Москва: МПСИ, p. 400.
35. Толочек, В. А. (2005). *Современная психология труда* // Москва: ПИТЕР, p. 479.
36. Шаповалов, В. И. (2003). Формируем конкурентоспособную личность // *Школьные технологии*, 3, p. 38-44.
37. Широкобов, С. (2000). Оценка качества подготовки конкурентоспособного специалиста в России и Соединенных Штатах Америки // *Материалы конференции Гражданские свободы и образование на рубеже веков и континентов*. Екатеринбург, Россия, США. Internet access: <<http://www.prof.msu.ru/publ/conf/conf46.htm>>, [Accessed March 9, 2013].

The paper submitted: May 15, 2013

Prepared for publication: June 27, 2013

Irena KATANE, Ineta KRISTOVSKA, Gita KATANA

PERSONALO KONKURENCINGUMO VYSTYMO PALAIKYMAS IR SKATINIMAS MODERNIOJE ĮMONĖJE

S a n t r a u k a

Dėl globalizacijos ir integracijos procesų šiomis dienomis kyla neišvengiamas poreikis visuomenei siekiant užtikrinti ekonominės aplinkos stabilumą bei konkurencingumą nuolat besikeičiančiomis aplinkybėmis. Kiekvienos valstybės konkurencingumas ir jos ekonomika didele dalimi priklauso nuo verslo įmonių konkurencingumo, o verslo įmonių konkurencingumui poveikį daro įmonės darbuotojų konkurencingumas.

Šiais laikais asmenybės ir personalo konkurencingumo paradigma keičiasi. Anksčiau vyravusi šios paradigmos nuostata grindžiama biologiniu konkurencingumo principu. Įsivyravus naujiems požiūriams ir nuostatomis teigiama, kad konkurencingas personalas – tai asmenybės ir tam tikros srities ekspertai, kurie nuolat tobulėja, randa partnerių potencialių konkurentų tarpe ir yra paklausūs rinkoje. Ne tik sėkmė lemia konkurencingumą, o taip pat ir

gebėjimas įveikti krizes, gebėjimas rasti vidinį potencialą tobulėjimui ir atrasti šiomis dienomis teikiamas galimybes profesinėje aplinkoje bei gebėjimas matyti ateities karjeros perspektyvas. Personalo konkurencingumo vystymas aktualus ne tik verslo įmonėms, bet ir patiems darbuotojams, siekiant suderinti asmeninius karjeros tikslus su įmonės veiklos plėtra. Atsižvelgiant į tai, verslo įmonių siekis tampa sukurti aplinką, skatinančią personalo konkurencingumą.

Straipsnyje pateikiami teorinių ir empirinių tyrimų rezultatai. Straipsnyje pagrįste apžvelgiama personalo konkurencingumo koncepcija, ypatingas dėmesys skiriamas modeliui, kuris atskleidžia personalo konkurencingumo palaikymo ir skatinimo aspektus įmonėje (organizacijoje). Pateikiama modelio analizės ir vertinimo rezultatai. Analizuojamą modelį sudaro keturi pagrindiniai tarpusavyje sąveikaujantys komponentai. Remiantis personalo konkurencingumo skatinimo teorinėmis sąvokomis, teoriniu pagrindu ir pateikiamu modeliu,

galima daryti išvadą, kad įmonėje turi būti vykdomas: personalo valdymas, konsultavimas karjeros klausimais bei konsultavimas susijęs su tiesioginiu darbu. Šios trys veiklos gali būti vykdomos įvairiomis formomis, papildant viena kitą. Siekiant užtikrinti darbuotojo konkurencingumo vystymąsi, pats asmuo turi būti pasiruošęs pokyčiams bei atviras bendradarbiavimui įmonėje.

Kompetentingumo ir nepriklausomų ekspertų vertinimas rodo, kad šio modelio privalumas yra tas, kad modelis yra suderintas su jo koncepcijos tikslu; yra reali galimybė sukurti sistemą skirtą remti ir skatinti personalo konkurencingumą įmonėje (organizacijoje), užtikrinant bendradarbiavimą ir komandinį darbą tarp darbuotojų dirbančių skirtingose sferose ir užimančių skirtingo lygmens pareigas; modelio universalumas ir pritaikumas galimas skirtingose organizacijose ir įmonėse, vykdant personalo valdymą, konsultavimą karjeros klausimais bei mentoriavimą.