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The Role of the Mechanism of Competencies in Providing Employment and Career Growth of Human Resources

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Abstract. The article examines the issues of employment and employment based on competencies, factors that prevent graduates and young professionals from finding work on time and in specialization, to identify practical solutions to improve the use of the competency mechanism, demonstrating theoretical approaches in this area.

The study used methods of observation, survey, analysis and comparison. The author used a mutual analysis of labor activity, economic indicators and educational level, revealed the influence of the quality of competencies on labor results. The analysis of various approaches to the use of the competence mechanism in decision-making in human resource management of an organization has been carried out.

The directions in which educational institutions can effectively promote the employment of graduates and improve the competencies of the human resources of organizations have been substantiated.

As a result of the study, recommendations were made to improve the effectiveness of the use of the competence mechanism in ensuring the employment of human resources.

Scientific novelty of the research — the main proposals are related to the organization of employment management of graduates and increasing the motivation of human resources of organizations through certain competencies. Particular attention was paid to optimizing the work of civil servants through the use of the competence mechanism.

Keywords: human resources, young specialist, employer, labor market, employment.



Роль механизма компетенций в обеспечении занятости и карьерного роста человеческих ресурсов

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Аннотация. В статье исследуются вопросы трудоустройства и трудоустройства на основе компетенций, факторов, мешающих выпускникам и молодым специалистам найти работу вовремя и по специализации, выявлены практические решения по совершенствованию использования механизма компетенций, демонстрируются теоретические подходы в этой области.

В исследовании использованы методы наблюдения, опроса, анализа и сравнения. Автор использовал взаимный анализ трудовой активности, экономических показателей и уровня образования, выявил влияние качества компетенций на результаты труда. Проведен анализ различных подходов к использованию механизма компетенций при принятии решений в управлении человеческими ресурсами организации.

Обоснованы направления, по которым образовательные учреждения могут эффективно способствовать трудоустройству выпускников и повышению компетенций человеческих ресурсов организаций.

В результате исследования были даны рекомендации по повышению эффективности использования механизма компетенций в обеспечении занятости человеческих ресурсов.

Научная новизна исследования — основные предложения связаны с организацией управления трудоустройством выпускников и повышением мотивации человеческих ресурсов организаций за счет определенных компетенций. Особое внимание было уделено оптимизации работы государственных служащих за счет использования механизма компетенций.

Ключевые слова: человеческие ресурсы, молодой специалист, работодатель, рынок труда, трудоустройство.

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1. Introduction

The pandemic situation that has emerged in recent years has shown the importance of reassessment of many processes and values. It also requires a reassessment of human capital, which ensures the competitiveness of countries and peoples to this day. Until now, human capital has been viewed as the complex of knowledge, skills, competence and productivity inherent in the workforce. Countries are constantly striving to increase human capital. Up to 80% of the total capital of high-income economies such as Germany, Japan and Switzerland is made up of human capital [8]. The leading force of the human capital of our country at the moment consists of young graduates. It is the correct use of their potential that forms the basis of our economic development. For a young specialist, three factors play the main role in employment: a good education, potential and the ability to sell oneself in the labor market. Theoretical knowledge is the foundation that every student should have, however, in any profession, the practical side is of great importance. On the one hand, graduates have a significant stock of theoretical knowledge and skills, on the other hand, they do not have the necessary professional experience and work experience. From this point of view, although they are considered the most important part of the workforce, they are also a highly socially sensitive group, often facing discrimination in the labor market.

The potential and behavior of employees is a decisive factor in the activities of an organization. At the moment, in organizations,

the conformity of employees to positions is determined on the basis of comparing job requirements with the capabilities and behavior of employees. The performance capabilities and behavior of employees in an organization are collectively referred to as "competence" and are an integral part of the performance indicator. Currently, employers pay attention not only to the availability of a diploma, but try to hire a graduate with experience in a similar field of activity. However, along with this, the employer, when deciding on a graduate, requires him to have a number of skills.

In many cases, core skills cannot be fully identified in the recruitment process. That is, basic skills can manifest themselves in certain situations and processes. This does not mean that they are secondary. On the contrary, the importance of basic skills in the work process is gradually increasing. However, the lack of work experience among graduates does not allow them to be convincing about their availability of these skills. And this causes a decrease in self-esteem and an increase in tension in the process of applying for a job. In a time of widespread pandemic, graduates are increasingly concerned about the question, "How do you become the owner of basic skills?"

The theory of human capital by G. Becker, the theory of «filter» by J. Tyler and E. Hopkins, the theory of skills by D. McClelland, L. Spencer Jr. and S. Spencer, the theory of social-cognitive perception (social-cognitive theory) A. Sachs and R. Lentan, the theory of planned behavior in the field of job search

M. Born, G. Van Der Flier, I. Van Hooft, S. Vanberg, T. Tarris and others, the theory of social capital by E. Ben-Porat, J. Coleman and S. Trayan investigate the problems of employment of graduates under the influence of various factors. Various aspects of this problem were studied in the works (works) of such local scientists as Z. Semedzade, Sh. Muradov, T. Guliyev, G. Azizova, K. Shahbazov, R. Muradov, A. Ismailzade, H. Isakhanli and others. The local research carried out was mainly aimed at resolving the problems of youth unemployment and the situation in the labor market. However, the still high level of unemployment among graduates requires the formation of a new approach to solving the problem of developing skills in graduates that meet the changing requirements of our time, and using of these skills as mechanisms of employment.

2. Skills required of graduates when handed to work: procedure and reality

Competence is a complex of knowledge, skills and behavior necessary for the performance of a certain position. However, the workflow reveals explicit and implicit components of competence. The skills, primarily required by the employer (they are also called "Hard"), consist of explicit components — knowledge in a particular area and the ability to apply them. However, later in the course of the work process emerge such hidden ("Soft") components of competence as internal motivation, characteristics and values, social role and image. The competence of a team leader or team member becomes a topic of discussion. Thus, technical, i.e. functional skills necessary for the performance of job duties, which are initially preferred by the employer, are subsequently supplemented with basic skills (discipline, respect for the individual, ethics, time management, effective

communication, persuasiveness, etc.) and skills necessary for leadership (team management, strategic thinking, planning and organization, determination, etc.).

In a crisis, all employers are trying to optimize expenses by reducing labor costs and, when hiring workers, give preference to people with experience. The Superjob Research Center notes that only large organizations (with a staff of more than 1000 people) are ready to hire specialists without work experience [9]. During the research, it was confirmed that employers need workers with the skills listed below [1]:

- possession of knowledge and technologies in the field of work performed (this quality was indicated by 92.2% of employers);
- ability to work in a constructive and disciplined manner (indicated by 86.3% of employers);
- ability to express their thoughts (86.3% of employers preferred this quality);
- independence in decision-making (84.3% of employers chose this quality);
- business communication skills and the ability to conduct business negotiations (82.4% of employers chose this quality);
- interest in learning, ability for self-development, long-term professional growth (82.4% of employers are interested in these qualities).

However, not teaching students these skills during their studies leads to an imbalance between supply and demand in the labor market for educated graduates. Often this problem starts with not specifying some of the required skills when providing job descriptions in the ad. During the formation of the job description, the employer indicates technical skills, and regarding the basic skills, he hopes that the employee will acquire them in a short time already in the process of work. However, from the point of view of teamwork,

it is required to establish the skills necessary for an employee to participate in the work processes of other structural units. In the process of identifying and assigning job skills and in the preparation of job descriptions, the skills necessary for the strategic goals and values of the enterprise, for the mutual cooperation of structural departments, should be selected from the catalog (full list) of skills. Subsequently, based on the skills indicators (level of use and value), a skills matrix and a competency model are prepared.

At the same time, the preparation of the skills matrix contributes to a correct assessment of the need for continuous demonstration of core skills for the system of recruiting graduates, mentoring them and managing their future activities. That is, the lack of the ability of graduates to plan their career requests, as well as their lack of ideas about how to implement these requests, leads, over time, to a delay in the development of the necessary skills by these graduates. From this point of view, it is required to assist graduates in identifying skills needs in a timely manner, and in taking certain steps to master these skills. And this should be done directly by specialists and managers. In particular, graduates applying for career advancement should have a complete understanding of the skills they will need in various job positions in their chosen field of work. In reality, there is an incomplete understanding of the list of skills and what level they need to be mastered on and for what positions they are needed. Thus, there is a difference of opinion among the participants in many interviews and competitions regarding the required technical skills and, in particular, the level of knowledge. For example, although students are required to know foreign languages at a weak, medium or good level, the significance of this factor directly in the positions held and the assessment of this knowledge in the

position may differ. Although the graduate indicates his level of knowledge of a foreign language as good, during the interview it may turn out that this is not an academic, but a basic (spoken) level of the language. As a consequence, when a graduate is told that he has a good level of knowledge of the language, he cannot determine if it is an academic level or a conversational one. This can also be perceived as the employer providing inaccurate information in the ad. However, this can be a common circumstance. This problem also depends on the technical and basic skills of the people involved in the graduate recruitment process. The high level of competence of the members of the hiring jury leads to the fact that the selection of candidates is carried out on the basis of their skills that would meet higher quality criteria. This increases the likelihood that a number of vacancies will never be filled. In this case, it is possible to solve the problem by finding a compromise. The main problem is clearer in the interview interrelationships we have outlined below.

In the case of "Competent Jury and Incompetent Graduate", a compromise with the graduate is found depending on the strategic requirements of the organization. That is, if the technical skills of the graduate are satisfactory, and the basic skills are weak, then a trial period is given to develop these basic skills. However, it may turn out that for the formation of such basic skills as time management, effective communication, the ability to persuade, the time given for the trial period will not be enough. Thus, in this case, the personal potential of the graduate plays an important role. The mechanisms for identifying this potential need to be improved in order to be able to predict the results. It is the means of stimulation that make it possible to reveal this potential.

In the case of the “Competent Jury and Competent Graduate”, the result is positive. However, with regret it is worth noting that, although occasionally, cases of unfair competition can still be observed. That is, it is possible that the jury members may see a potential rival in the future employee, in other words, a potential danger to themselves (a person who can take his place). And this makes it necessary to use means (audio-video control, etc.) that oblige the jury members to conduct an objective assessment.

The case of “Incompetent Jury and Incompetent Graduate” as such is observed in organizations with poor governance systems. Of the existing, this is the most defective (erroneous) case. Unfortunately, this can be encountered in practice. The problem is that neither the jury nor the graduate accepts or confirms the fact of their incompetence. True, further development of the problem will stop with the hiring of a more competent employee. But, as a result, a negative stereotype in society at that time had already been formed. To solve this problem, it is required, at least, to check the composition of the jury. The main tool here can be the application of certificates of competence to the jury members, which should be issued not only on the basis of experience, but also other indicators.

The case of «Incompetent Jury and Competent Graduate» may be one of the widespread. The problem of unfair competition encountered in the case of “Competent Jury and Competent Graduate” may be felt more acutely in this case. On the other hand, the graduate’s self-confidence grows, which can, over time, cause him to form the idea of a “super worker” and reduce the desire to develop his skills. This requires a comparative analysis (comparison of specialists from different organizations, the technologies they use).

3. Development of competence and expectations

There are always problems with matching supply and demand in the labor market. Neither the state nor private enterprises take it upon themselves to solve the problem of job security. If a student becomes a high-level specialist, he will find a job. Along with this, universities are taking it upon themselves to push this process. Because the product of the university is its graduates. How well they are provided with jobs and how many high positions they occupy is the primary indicator of the power of the university [4, p.12].

Correct identification of the source of the problem of providing graduates with work contributes to the timely and high-quality solution of this problem. Annual research determines the professions in demand in the labor market. The labor market is occupied not only by personnel with higher education. There are such professions and skills that students can learn only under the guidance of a curator-instructor. True, in different spheres of the economy, such shortcomings are gradually being eliminated. The State Employment Agency organizes vocational training courses in various professions, taking into account the requirements of the labor market. The state implements local and foreign educational programs.

Competence is based on the intellectual and professional qualities of a person. The competence includes self-organization, self-control, independence, consciousness, self-regulation and self-determination. The main feature of competence is reliance on knowledge and the ability to use it. This is complemented by cooperation and a desire to forge relationships that contribute to solving other problems. For this, actions are carried out based on certain moral values and personal qualities. The possession of skills and competence is not a frozen, finished

process; it requires constant updating of existing knowledge and skills, because skills have a definite lifespan. In general, skills are divided into four groups: administrative, communication, control and cognitive skills. These skills may be required in different situations and periods of work. And their value and level are analyzed exactly at the time of their use.

For the labor market, aligning education and training with its needs is essential. At the same time, increasing employment opportunities means tinkering with the mismatch that exists between the specialization of graduates and the structure of the economy. And this, in turn, leads to cooperation with the private sector, increased cooperation between the Ministry of Labor and Ministries of Education in accordance with the current and future needs of the labor market, transferring more detailed information about the working field and the proposed salaries to students by giving them career advice [6].

The XXI century is considered as the century of increasing the role of human capital, human qualities and intellectual potential (3). This requires the introduction of new specialties, professions and changes in the composition of professional specialties in many countries. The rapid development of technology in the modern world leads to the emergence of new professions. Prediction of professional changes is associated with changes in the economy and requires constant improvement in the field of vocational education. By 2030, 186 new professions are expected to appear, 57 professions will lose their relevance. Fundamental changes in 19 key sectors of the economy and technological production, new technologies, various educational requirements are presented [11]. In this regard, the compilation of new occupational atlases can identify the necessary changes and compile a list of new skills and competencies

as a result of linking production with training. The main goal is to form a package of skills that will ensure the integration of an innovative economy, the labor market and the education system. It is a more accurate approach to education, and this approach allows you to track changes in education and skills. As a result, the formed "foresight of competencies" can become a turning point in education and training. Foresight is a forecast that allows you to see the results of the future development of the industry. In particular, «Foresight of Competencies» is a technology that allows you to identify trends in changes in industries and innovations in education, exchange experience and knowledge in this area. Germany, Czech Republic, Romania, China, South Korea, Japan, India, Brazil is a new international methodology that can predict future competencies using the technological foresight of experts from various international organizations [12].

The presence of such problems as the discrepancy between the specialties of graduates of educational institutions for the professions required by the economy; the lack of highly qualified personnel in new specialties and professions indicates the need for training courses and trainings. These trainings are delivered through government educational institutions, new jobs, self-study, various formal and informal courses, etc. For example, an increase in the quality of education at ASOIU in 2020, the creation of a new educational environment, IT certification of students specializing in engineering, and other innovations are already yielding results. The result of these very changes is that in terms of the percentage of graduates with work, ASOIU ranks first among the country's higher educational institutions [10].

With the development of private and public sectors, the need for training specialists is growing, and, accordingly, preference is

given to conducting trainings in order to form and develop their various skills. These trainings are more focused on developing basic and leadership skills. For example, in the 1st quarter of 2021, 53 people were promoted at the Sustainable and Operational Social Security Agency, and of these 53 people, 38 were involved in trainings. Thus:

- Promoted employees accounted for 10% of 518 employees;
- These employees took part in 76 trainings out of 104 held in total, which means 73%;
- An average of 12.58 hours were spent on the development of each employee from the list.

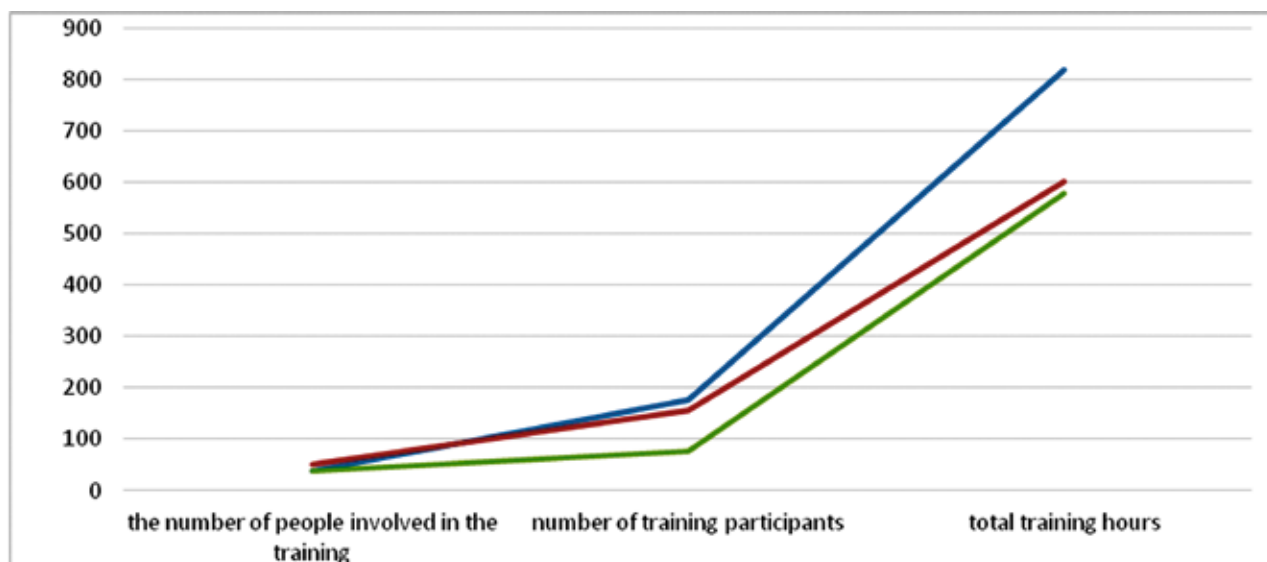


Diagram 1. The actual situation with the involvement of 53 people in the training, who were promoted in the Sustainable and Operational Social Security Agency (source: the data was obtained by the author in the course of the survey)

However, another problem arises — the expectations that the employee has in the process of developing skills during training are not met. This is based on the fact that workers are not provided with enough information about the relationship between wages and acquired skills.

In modern conditions, the use of the potential of managerial personnel — a special segment — should turn into a special object of analysis [2, p.11]. In conditions of market volatility, the real income of top managers exceeds the market level for paying for their services. Such incomes in many developed countries, in particular, in the USA are called

“rational level of remuneration” [5, p.360-365]. Since this level is formed not on the market, but inside the enterprise, it reflects the individual abilities and services of individual employees, and also affects the formation of approximate ideas about the level of income of the enterprise. To increase the motivation of modern workers, have been successfully applied various systems of employee participation in profit and the creation of working property. Experience shows that the use of such a system for two years leads to an increase in productivity by an average of 10-15% [7, p.386]. This result is achieved due to a closer “attachment” of employees to the

results of the enterprise, creating a sense of participation and involvement on the part of the owner in the employees. Evaluation using econometric methods in the United States showed that enterprises that use the profit sharing method have increased productivity by 32% compared with companies that do not use this method. And in enterprises where employees are involved in the decision-making process, labor productivity has increased by 46%. In particular, high results were obtained by the participation of workers in the process of determining the amount of wages [3, p.146].

Without changes in the organization of work and in the structures of the organization of management, various systems of profit sharing cannot bring significant benefits due to the indicated restrictions. For this reason, without the correct building of command structures, employees cannot take part in management and, moreover, cannot see how it is possible to increase the profit of the enterprise. To date, individual incentives to raise production rates have not been as useful as expected. The new management thinking should take into account the participation of workers in the profit of the enterprise and the correspondence of wages to the skills proclaimed by the workers.

4. Conclusion:

The building blocks of competence are knowledge, skills and habits, personal working qualities, targets and motivation, experience and, finally, potential. Competence only in conjunction with action gains practical value — referring to a specific situation, it combines and dynamically connects components to meet the requirements of the position.

AR (Augmented reality) technologies enhance the impact of learning quality. By

expanding the use of these technologies in the educational process, it is possible to combine virtual and real possibilities in 3D. This could enable citizens to better understand the manufacturing process in real time and become more qualified employees. You can improve the quality of learning with the help of animation and 4D shooting.

In Azerbaijani enterprises, in order to ensure the effective application of the skills mechanism, with the aim of employee participation in profits and capital, it is necessary to follow the rules below:

1) when choosing the forms of participation of workers in profit and capital, specific conditions of the socio-economic environment, production characteristics, the composition of workers at the site of application and their skills must be taken into account;

2) the part of the profit directed to the remuneration of employees should be determined based on the correspondence of the actually paid wages, from the allocation of a minimum amount of funds to maintain the competitiveness of the product produced, from the production policy and the policy of developing the skills of workers, agreed between the employer and the trade union;

3) profit participation should be complemented by the involvement of workers in management, production process and decision-making, as well as the quality of the skills they display — this can, on an ongoing basis, stimulate the improvement of production through innovation and creative activity of people;

4) it is necessary to constantly inform ordinary workers about what skills can increase productivity, what factors are leading in their field of work and, accordingly, what exactly should be paid for, so that employees themselves are interested in acquiring skills that increase productivity.

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