

COMPETENCE DEVELOPMENT: IN SEARCHING FOR THE SUCCESSFUL ENVIRONMENT

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Abstract

In the article the importance of empowering environment in the process of successful competence development is analysed. This particular environment fosters individual's positive approach to lifelong learning. The literature study was carried out. In the first part of the article the notion of competence, competence development and models are analysed. In the second part of the article main understandings of empowering environment are described and relation of this particular environment with competence development is revealed. Main conclusion that competence development in empowering environment is successful was stated.

KEY WORDS: competence, competence development, learning environment, empowerment

Anotacija

Straipsnyje kalbama apie tai, kad sėkmingą kompetencijos kaupimą, darbuotojų nusiteikimą nuolat mokytis lemia skatinanti aplinka. Straipsnio objektas – kompetencijai kaupti palanki aplinka. Taikytas mokslinės literatūros analizės metodas. Pirmojoje straipsnio dalyje pateikiama *kompetencijos ir kompetencijos kaupimo* sampratos bei modeliai. Antrojoje dalyje atskleidžiama skatinančios aplinkos esmė, šios aplinkos sąsaja su kompetencijos kaupimo procesu. Pagrindinė išvada pabrėžia skatinančios aplinkos poveikį kompetencijos siekiantiems darbuotojams: skatinanti aplinka didina žmonių pasitikėjimą savo jėgomis, nuteikia nuolat kaupti kompetenciją.

PAGRINDINIAI ŽODŽIAI: kompetencija, kompetencijos kaupimas, mokymosi aplinka, skatinimas.

Introduction

What competence is required from individual today, in knowledge society? Every individual incorporates knowledge. A good professional was always one who did not only master his field intellectually, but linked his professionalism to values and attitudes. If competence in the future is as much as matter of changing attitudes as it is of acquiring new factual knowledge, the nature of demands on the individual are certainly changing. Moreover, nature of demands changes if organisation changes its goals. Thus, if the organisation has changed its goals, as Petersson (1992) suggests, what can be seen as highly competent one year can be altered the next year. Moreover, the contemporary trend focuses on the worker in learning organisation, in which team building is of crucial importance. Therefore, the use of competence-based techniques is emphasised. Organisations that develop competence as a systematic strategy can be called *competence-based*. Competence based techniques (development of multiple skills, work in teams or groups, use of networks and co-operation, innovation as a conscious goal, commitment of the employer to job security, commitment of workers to productivity, quality and profitability, continuous improvement of product quality and work methods, organisational patterns designed specially to promote the efficient application of new technologies, complex organisational and inter-organisational arrangements) are not a recipe. Some of these techniques are *directed at building competence*; others require *competence throughout the work force for their successful application*. Without flexible application, they are not likely to be successful.

It is obvious that the individual's ability to handle the demands is dependent on his skills, values, knowledge and engagement. However, individual *is not always capable of creating this on his own. He needs the external help*. The possibility for individual of making use of

his competence depends on the organisational structure he is in, the tools that are at his disposition, the people he works with and the networks he is a part of. Thus, *the importance of empowerment or, to be more specific, the importance of empowering environment, becomes explicit*.

Although the problems of empowerment and empowering environment have been investigated by many scientists (Bowen, Lawler, 1992; Carr, 1994; Compbell, 2002; Congelosi, 2000; Conger, Kanungo, 1988; Cornwall, Perlman, 1990; Crawford, 2002; Durrant, 2003; Edwards, 1997; Fielding, 1997; Govinda, 2001; Hiemstra, 1996; Hyerle, 2003; Kirkman, Rosen, 2000; Koberg, Bos, Senjem, 1999; Thorlakson, Murray, 1996; Zions, 1996 and many others), the understanding of this concept remain vague, discursive and unclear. The review of literature reveals that the empowerment has been approached mainly from an end-state perspective or has focused on a single dimension. This may limit one's understanding of the environmental influences, organisational factors, or social, cultural and political contexts. Moreover, analysis of the influence of empowering environment on competence development is seldom in scientific literature. As organisations have striven to become more competitive, many have overlooked a critical element – the overall framework that could turn empowerment from a nice concept to a competitive advantage. Therefore, a more comprehensive approach is required to implement empowerment successfully. Author of this article is seeking to reveal the broader approach of the concepts of empowerment and competence by revealing their relation in terms of success in the process of competence development.

The object of this article is environment for successful competence development.

The aim of this article is to reveal the environment in which successful competence development occurs.

For fulfilling the task, the literature study was carried out.

In the first part of the article, the notion of competence and competence development is analysed. Main understandings of this concept that were discovered in literature are presented and structured. Then the main understandings of empowering environment are described in the second part and the importance of it for successful competence development is highlighted.

1. The concept of competence and competence development

Today most adults spend considerable time acquiring information and learning new skills. The rapidity of change, the continuous creation of knowledge and ever-widening access to information make such acquisitions necessary if individual strives to survive in such a turbulent, changing environment. Thus, the individual is faced with new demands of competence. Some of these are of the same principal dignity as the changing demands of any era, i.e. simply demands of mastering new contents of knowledge. How the concept of competence is defined in literature? Several approaches of understanding of this particular conception were found in literature.

1.1. Competence as knowledge and skills

As literature study shows, there is a common agreement (Bjurklo, Kardemark, 1999; Usher, Bryant, Johnston, 1997; Noon, Blynton, 1997 and others), that competence is all the forms of knowledge possessed by the staff as well as their skills. With the changes in products, services and working practices has come a reconstruction of the workplace (today workplace is seen as site of learning) and the social definition of skills. From this point of view, according to Usher, Bryant, Johnston (1997), skills become as competencies in contemporary world of organisations. Where skill resides? Is it part of the person, the job or the setting? According to Noon, Blynton (1997) opinion, all three aspects need to be taken into account. There is the skill that resides in the individual himself, accumulated over the time, each new experience adding something to a total. In this approach, *skill generally is considered a possession of the individual*. It can take numerous forms – knowledge, dexterity, judgement, linguistic ability – but the assumption is that individual accrues it as a product of accumulated education, training and experience by the individual. Then, there is the skill demanded by the job. This aspect of skill usually is embedded in understanding of qualification required by the job, which may or may not match the skill in the worker.

Noon, Blynton (1997) suggest two different aspects of skill: complexity and discretion. Authors argue that it is reasonable to suppose that the more complex the tasks required by the job, then the more skilled the job. Discretion, according to Noon, Blynton (1997), is about choosing between alternative courses of action. The greater the amount of decisions required by an activity, then the greater the skill level. So the more an employee

can exercise his or her judgement, and then the more skilled a task is supposed to be. The common theme that links the two notions of skill as complexity or discretion is that both approaches emphasise *skill as being principally about the requirements of the job*.

Pippan quotes L. Hirschhorn's (1981) discuss about worker competence. He says that a worker skill is not the skill of executing but the skill of problem solving and the ability to learn. Thus it is important not only what the workers does, but also rather how prepared he is to do what he *might have* to do. This readiness to act in new situations, as a responsibility, constitutes a competence that is very important for learning and organisational performance (Pippan, 1989, p. 175).

The level of person's readiness to act depends on his abilities. Taking into consideration this, person's abilities in competent work performance are also important. Moreover, some writers agree that competence is not only knowledge that has individuals, but their personal abilities as well.

1.2. Competence as abilities

Bowden (1997) discuss the concept of the competence as the ability of individual to put skills and knowledge into action. Slenning quotes Leion (1992) who writes: 'Competence is a concept difficult to catch. It could be defined as the ability to cope with the different demands of a certain situation or in a certain enterprise (Slenning, 1999, p. 73). Petersson (1992) defines competence in working life as person's ability to reach the certain results. These results often relate to parameters like economy, quality, productivity, efficiency, absence, etc. When results of a certain performance (individual or group) coincide with goals that have been set forth the competence is evaluated as high. Deviation in alternative directions lowers competence. Competence is defined by the organisation in terms of parameters and keys, for better or worse. Further, Leion sees competence not just a constant, personal quality, but as something manifested in operation: 'the presence of competence can be stated when the work is efficiently and correctly carried out'. Leion defines 'production competence' as the ability to create an increased value in one's work through raising the quality. He also focuses on the ability to handle 'unusual situations', such as occurring problems in the organisation, or rapid changes in it (Slenning, 1999, p. 74). According to Thomasson (1999), competence is the ability to cope with different situations at work and to use knowledge and other qualities one has to achieve something in these situations. According to Bjurklo, Kardemark (1999), Slenning (1999), Pippan (1998) and others, new competence is not only the managing of certain factual components or new information, but also an ability to adapt to changing values, changing circumstances, and the ability to learn and re-learn.

So, most of the writers agree that concept of competence is connected to individual behaviour (success, career), in other words, his abilities to use all forms of knowledge and skills for job performance. The study of

literature shows that competence focuses on the individual as well as on qualification required for work.

According to Bjurklo, Kardemark (1999) competence change is the result of competence development. How the process of competence development is determined in literature and how it occurs? Competence development means giving staff the opportunity and motivation to acquire, retain and develop the skills required to meet varying situations and solve their tasks in the best possible way (Thomasson, 1999). Miller (1996) claims that changing the competence occurs through staff training (Bjurklo, Kardemark, 1999, p. 69). Thus, worker's learning can be a condition for competence development. It involves analysing and planning the long-term competence requirements of the unit, of the team and of the individual.

According to Bjurklo, Kardemark (1999), this process should be led by control (fig. 1).

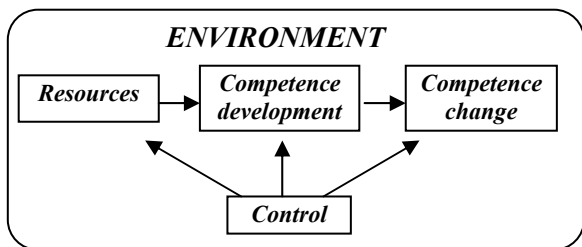


Fig. 1. Schematic model of the control over measures to develop competence (Bjurklo, Kardemark, 1999, p. 70)

The reason for controlling the development of competence is to ensure that it is carried out in an economically manner. In order to *control the development of competence*, it is necessary to determine where there are deficiencies in the existing competence. In order to *identify deficiencies in the competence* of the staff, it is necessary to determine what kind of competence is required for the work, i.e. what qualification is needed, and what competence the staff in fact has.

The importance of the determining of deficiencies in existing competency and qualification needed for job performance in the process of competence development is emphasised in some of Thompson's (1999) works. Author created model for competence development in the frame of organisation, which consists of several phases (fig. 2).

The starting point in this model is the competence requirements of the unit in relation to the tasks it has to perform. **Phase 1** – the needs analysis – begins with a survey of the overall competence requirements of the unit both at present and in a longer perspective. Of course, it is individual who possesses competence and development potential but the needs analysis must begin at the level of the unit. After that, the needs of the teams are considered. During the process, according to Thompsson's (1999) opinion, it is essential to search for possible new constellations within and between the teams in order to make the best use of the competence. The need to improve competence must be matched with

the qualities of the individual and their desire to raise their level of competence. Next, the competence goals form part of phase 1, where overall competence requirements of the unit are determined and analysed.

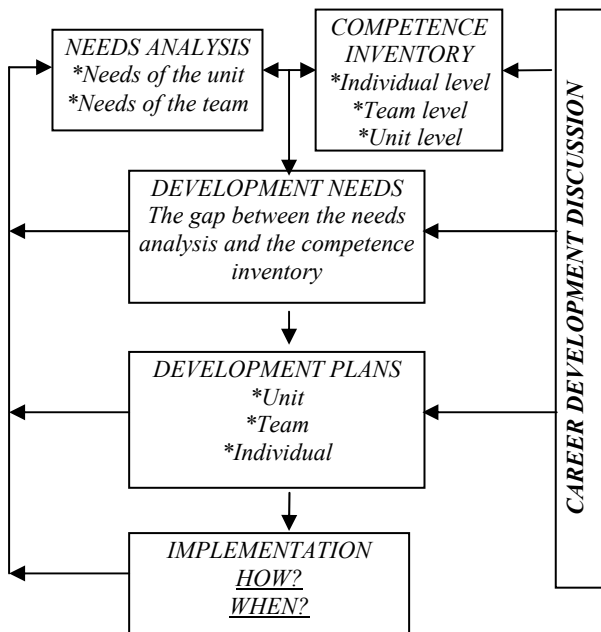


Fig. 2. The model for competence development (Thomasson, 1999, p. 105)

In phase 2 an inventory is drawn up to provide a picture of the present level of competence and then in phases 3 the competence goals are compared with the actual capabilities of the staff. The purpose of **phase 2** – inventory of existing competence – is to provide a picture of the existing and potential competence in the unit, in all teams and of each individual. Work with one team at a time and map the team's total competence by noting the competence of each individual. A comparison between the outcome of the need analysis (phase 1) and the inventory of existing and potential competence (phase 2) reveals a gap that a need to raise the level of competence within the unit. This occurs in **phase 3**.

The career development discussion in all phases of the model except for phase 1 has the fundamental role in this process. Engquist (1994) used the term career development discussion and defines it as 'a prepared, regularly occurring discussion between a manager and a member of their staff with the purpose of developing the individual and the business, which takes place in an atmosphere of reciprocity' (Thomasson, 1999, p. 97). One of the objectives of a career development discussion is to determine the individual's view of his own competence but this should be complemented with the experiences and observations of the unit manager. Based on the career development discussions, the unit manager can consider possible changes in the composition of the teams together with his staff (Thomasson, 1999). Therefore, during the course of discussion the two parties should examine current situations and try to reach a joint assessment of the capacity of the employee to handle them.

In *phase 4* development plans can be designed. Here the career development discussions are of particular significance. As Thomasson (1999) suggests, the needs of the unit should always steer skills improvement but these needs in many cases may coincide with the wishes of the individual provided time is taken to make comparisons and adjustments between units, teams and individuals. Development plans express what needs to be altered.

The *fifth phase* involves determining when and how the development plans will be concretised and implemented. Development plans are timeless in that they have no end. They do not always have a clear beginning either, since some form of development is always in progress. Both the employee and the manager may have thought about development for some time (Thomasson, 1999).

Taking into consideration all discussed above, two viewpoints of competence becomes explicit. First, competence can be determined as knowledge and skills that can be seen in two ways: as possession of individual and as requirements of the job. Second, it can be considered as persons abilities to use the knowledge and skills. Moreover, bearing in mind the dynamic of information as well as knowledge, the dynamic of competence becomes of crucial importance – it should change according to changed requirements of environment, in other words, it should be developed continuously.

If competence is all forms of knowledge and skills that lead to person's ability to do something, so competence development should be aimed to increasing of this ability to do things *better*. Is it so? What conditions foster this increase? In other words, what conditions foster competence development? One of such condition, as I see it, can be empowerment or empowering environment. What is the role and importance of empowerment in competence development? This will be analysed and discussed in the next part of this article.

2. Competence development in the empowering environment

Learning environment, in which learning and competence development occurs, is of great importance. Such environment should empower every learner. Empowerment in the workplace has received increased attention among scholars and practitioners and belief in the advantage of empowering workers appears to be shared by the workers as well as managers. Through empowerment an organisation wants to maximise the possibility that everyone can get work done. Managers in an entrepreneurial organisation realise that they cannot be successful unless their subordinates are motivated and successful themselves. What do we mean by the concept of empowerment?

According to Conger (1989), empowerment is the process of *having power* given from the traditionally powerful managers in an organisation and instilled in everyone. Power is the ability to get tasks done (Cornwall, Perlman, 1990).

When talking about empowerment, we are talking about everyone having the freedom and opportunity to get the job done, to explore how the job could be done differently and better, and to move well beyond a job description to assist the organisation. This means that everyone must have some means of obtaining resources (material, human resources, informational, knowledge), opportunities, support, and information. Wall (1986) says, that 'people need to be on their own but not alone' (Cornwall, Perlman, 1990, p. 86).

Obviously, the importance of external conditions is emphasised in the notion of empowerment as well.

In recent years, empowerment has been noted as an important feature of successful management. Ripley and his colleagues (1992) have observed that empowerment is the key to successful total quality management, to business competitiveness and success. Kottler (1995) claimed that the major step in transforming an organisation in to empower employees to act on the vision. The benefits that can be derived from empowerment include employee commitment, quality products and services, efficiency, responsiveness, synergy (Lashley, 1995). Carr (1994) emphasises the importance of becoming a learning organisation and the empowerment's role in this process. "Organisations must be successful at what they do, and they must learn lessons from their actions in order to stay successful. In other words, organisations must be learning organisations as well as empowered organisations (Carr, 1994, p. 43). Becoming learning organisation and the changes concerning this process requires empowering workers and teams of workers. A learning organisation needs a clear view of its mission and a high level of trust among its members.

This relates to competence development very tightly. According to Jucevičienė and Lipinskienė (2001), empowering environment gives a learner learning power. In such environment learner's autonomy and responsibility for the results of his activity allows to control his learning process; the toleration of failure, emphasizing of reflection, self-control and self-evaluation gives a possibility to learn from mistakes, fosters the belief in his power and keeps up the motivation of qualitative learning. Thus, empowering environment has influence on success of every learner's competence development.

Jucevičienė and Lipinskienė (2001) examined the functioning of empowering environment in university. The aim of research was to prove if empowering environment that was theoretically validated works while studying modules of different scientific fields. Following that aim the influence of conditions of empowering environment on students' motivation and approach on learning was evaluated. Seven student groups from four different scientific fields (humanities (groups E1 and C1), physical (groups E2 and C2), technological (groups E3 and C3) and social (group E4)) participated in the experiment. Changes in students' motivation and approach to learning were diagnosed in all groups under the research. The results of empowering environment's influence on students' motivation are presented in figure 3.

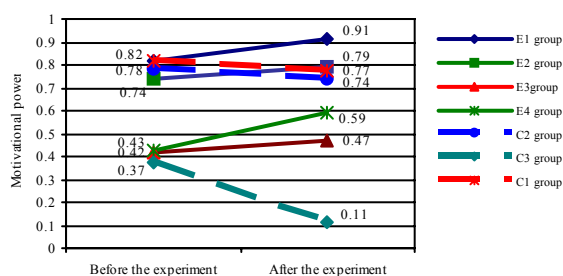


Fig. 3. The dynamics of motivation in experimental (E) and control (C) groups

While analyzing the results, the increase of motivation in experimental groups and its decrease in control groups was observed. This result allows claiming that empowering environment has influence on individual's motivation.

Moreover, the study of literature allows distinguish following advantages of empowering environment that emphasize the importance of this particular environment in competence development.

First, it increases total amount of power in organisation. Giving people more autonomy, participation in decisions and access to resources increases, rather than decreases, the total amount of power in an organisation. It is not productive to control employees and mobilise them to action if they, themselves, are helpless to accomplish anything. Absolute power (power at the top) makes everyone else powerless. In this case competence development can freeze. Empowerment decreases domination and increases the capacity for effective, entrepreneurial action (Cornwall, Perlman, 1990). The basic belief underlying the process of empowerment is that power, if it is shared, can breed more power.

Second, the opportunity to exert own opinion, to make decisions and the encouragement of creativity by rewarding receptiveness to new ideas even they lead to failure fosters innovation and the discovery of new ideas flourish (Juceviciene, Lipinskiene, 2000).

Third, as people begin to get skilled and used to having opportunities and acting on them, their confidence and competence grow. (Cornwall, Perlman, 1990). Thus, the belief in self-efficacy enhances. To the employees in the organisations which Cornwall, Perlman (1990) studied, being empowered meant that they had the ability to be effective, and believed in their sense of effectiveness. Thus, competence development becomes more successful.

An organisation becomes capable *to respond* to new requirements of changing environment. Empowerment is important in creating or maintaining an entrepreneurial organisation capable of responding to new market demands and changing technologies. As such, empowerment serves to stimulate and support innovation, enterprise, and people's initiatives (Cornwall, Perlman, 1990). This relates with competence development tightly.

Environment presented in the model of Bjurklo and Kardeman (fig. 1) is supposed to be empowering be-

cause of the specificity of career development discussions, for instance, mutual evaluation, assessment of current situation in respect of competence relevance to requirement of workplace, it is possible to conclude that here empowerment takes important place. Thus, one of the elements of empowering environment, as I see it, is stage "career development discussion", which was discussed above.

Thus, in such a way the combined models form new model which highlights *the interplay of empowering environment and competence development*.

Conclusions

1. Two viewpoints of competence become explicit. First, competence can be determined as knowledge and skills that can be seen in two ways: as possession of individual and as requirements of the job. Second, it can be considered as persons abilities to use the knowledge and skills. Moreover, bearing in mind the dynamic of information as well as knowledge, the dynamic of competence becomes of crucial importance – it should change according to changed requirements of environment, in other words, it should be developed continuously.

2. The core of the concept of empowerment could be seen as the matter of *conditions in working environment*, which include the level of responsibility, delegation, and autonomy as well as a set of various cognitions shaped by environment. If these conditions are created in organization the empowering environment in which competence development is supposed to be successful is established.

3. The most important advantage of empowering environment is that in empowered organizations, people at all levels, including leaders, are actively engaged in managing themselves. As people begin to get skilled and used to having opportunities and acting on them, their confidence and competence grow. Thus, the belief in self-efficacy enhances. So, it is very important for successful competence development.

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KOMPETENCIJAI KAUPTI PALANKI APLINKA

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Santrauka

Kadangi aplinka šiandien nuolat keičiasi, organizacijoms būtina vis nauja kompetencija. Savo ruožtu jos to reikalauja iš savo darbuotojų. Akivaizdu, kad kiekvieno individo gebėjimas reaguoti į kintančius reikalavimus priklauso nuo jo įgūdžių, mokėjimų, žinių, vertybių, požiūrių, o jo aktyvumas ir iniciatyva išnaudoti savo potencialą – nuo organizacijos, kurioje dirba, sandaros,

darbo sąlygų, vadovavimo stiliaus ir kt. Kitaip tariant, darbuotojo noras siekti šiandien būtinos kompetencijos priklauso nuo organizacijos aplinkos, nuo to, ar ji skatina šią iniciatyvą.

Nors kompetencijos ir jos kaupimo problemos nagrinėjamos įvairių užsienio šalių autorių darbuose, vis dėlto pasigendama kompetencijos kaupimui įtakos turinčios aplinkos analizės.

Straipsnyje aptariami sėkmingą kompetencijos kaupimą lemiančios aplinkos ypatumai. Straipsnio objektas – kompetencijos kaupimui palanki aplinka. Taikytas mokslinės literatūros analizės metodas.

Pirmojoje straipsnio dalyje aptariamos kompetencijos ir kompetencijos kaupimo sampratos bei modeliai. Mokslinėje literatūroje rasti keli kompetencijos apibūdinimai. Juos galima suskirstyti į dvi grupes. Vieni autoriai kompetenciją apibrėžia kaip *individo turimų žinių ir įgūdžių visumą*. Šiuo požiūriu kai kurie autoriai išskiria du įgūdžių aspektus: sudėtingumas ir veiksmų laisvė. Jų nuomone, kuo sudėtingesnės užduotys, tuo daugiau ir įvairesnių įgūdžių reikia. Veiksmų laisvė susijusi su veiksmų alternatyvomis. Kuo daugiau sprendimų, sprendžiant konkrečią užduotį, reikia priimti, tuo turi būti aukštesnis užduočiai atlikti būtinų įgūdžių lygis. Kiti autoriai nagrinėdami *įgūdžių* sąvoką akcentuoja gebėjimą spręsti problemas ir mokytis. Taip jie pabrėžia, kad svarbu ne tik tai, ką darbuotojai daro, bet labiau, kaip yra pasirengę išnaudoti savo galias. Pasirengimas veikti naujose situacijose, kaip atsakomybė, *kompetencijos* sąvokoje akcentuoja mokymosi svarbą.

Kita grupė mokslininkų kompetenciją apibrėžia kaip įvairius *gebėjimus*: gebėjimas žinias ir įgūdžius pritaikyti veikloje, gebėjimas pasiekti rezultatų. Pastarasis gali būti veiklos kokybė, produktyvumas, efektyvumas. Šiuo požiūriu aukšto lygio kompetenciją rodo konkrečios veiklos rezultatų ir iškeltų tikslų atitikimas. Kai kurie mokslininkai, apibrėždami *kompetencijos* sąvoką, išskiria gebėjimą mokytis, veikti nenumatytoje situacijoje ir panaudoti turimas žinias bei kita, taip pat gebėjimą prisitaikyti prie kintančių vertybių ir aplinkos.

Akivaizdu, kad kompetencija kaupiama įgyjant naujų žinių, įgūdžių ir gebėjimų. Tai reiškia, kad darbuotojus reikia skatinti įgyti, išlaikyti ir kaupti būtinus įgūdžius. Kitaip tariant, reikia kurti tam palankią organizacijos aplinką.

Antrojoje straipsnio dalyje siekiama atsakyti į klausimą, kokia aplinka sudaro sąlygas sėkmingai kaupti kompetenciją. Tai galėtų būti vadinamoji *skatinamoji* aplinka. Taigi šioje straipsnio dalyje atskleidžiama kompetencijos kaupimo skatinamojoje aplinkoje esmė, akcentuojant šios aplinkos reikšmę.

Mokslinėje literatūroje nurodoma, kad skatinamosios aplinkos kūrimas yra svarbus sėkmingo valdymo bruožas. Kai kurie mokslininkai teigia, kad skatinamoji aplinka yra visuotinės kokybės vadybos, verslo konkurencingumo ir sėkmės raktas. Pagrindinis argumentas, leidžiantis tvirtinti, kad skatinamoji aplinka lemia sėkmingą kompetencijos kaupimą, yra tas, jog minėta aplinka skatina darbuotojų išipareigojimą, efektyvumą, sinergią bei suteikia laisvės priimančias sprendimus, susijusias su

atliekama veikla, leidžia eksperimentuoti ir ieškoti naujų darbo atlikimo būdų, siekiant geresnių rezultatų. Kartu skatinamojoje aplinkoje žmogus nepaliekamas „vienas“, be pagalbos. Čia didžiulis dėmesys skiriamas būtiniesiems ištekliams (materialiniams, informaciniams, žmogiškiesiems), galimybėms ir paramai. Kitas argumentas: tyrimais įrodyta, jog skatinamoji aplinka turi įtakos sėkmingam mokymuisi, vadinasi, ir kompetencijos kaupimui. Remiantis šių tyrimų rezultatais galima teigti, kad skatinamoji aplinka keičia individo požiūrį į mokymąsi ir didina mokymosi motyvaciją.

Skatinamoji aplinka suteikia mokymosi galios, t. y. sukuria sąlygas autonomijai ir atsakomybei už mokymosi bei veiklos rezultatus, sudaro galimybę kontroliuoti savo mokymosi procesą, toleruoja klaidas, akcentuodama jas kaip pamokas ir galimybę iš jų pasimokyti.

Kitas minėtos aplinkos privalumas – ji ne tik turi įtakos individo motyvacijai, bet ir didina organizacijos „galią“. Nuolat kontroliuojami darbuotojai jaučiasi bejėgiai, bijo reikšti savo nuomonę ir taip padaryti klaidų, todėl kompetencijos kaupimas tarsi nevyksta.

Dar kitas privalumas – organizacijoje, kurioje darbuotojai gali laisvai priimti sprendimus, šios baimės

nėra, todėl gimsta naujos idėjos, skatinamas individo aktyvumas, sąmoningumas, inovatyvumas priimant sprendimus. Naujos idėjos ir galimybių joms įgyvendinti sudarymas leidžia individams įgyti naujos patirties, žinių ir įgūdžių. Todėl jie labiau pasitiki savimi. Pasitikėjimas savo jėgomis yra svarbus kompetencijos kaupimo procese.

Dar vienas privalumas – tokia organizacija gali greičiau reaguoti į išorinės aplinkos pokyčius. Tai reiškia, kad ji yra nuolatinio pasikeitimų būvio. Akivaizdu, kad organizacijos nariai turi būti pasirengę nuolat keistis, įgyti naujų įgūdžių, t. y. nuolat kaupti kompetenciją. Taigi skatinamąją aplinką kurianti organizacija nuolat keičiasi pati ir sudaro sąlygas keistis savo darbuotojams. Kitaip tariant, organizacija kaupia kompetenciją ir sudaro sąlygas tai daryti savo darbuotojams.

Remiantis atlikta mokslinės literatūros analize, padaryta išvada, kuri pabrėžia skatinamosios aplinkos poveikį kompetencijos siekiantiems darbuotojams: skatinamoji aplinka didina žmonių pasitikėjimą savo jėgomis, todėl jie yra nusiteikę nuolat kaupti kompetenciją. Taigi skatinamoji aplinka gali užtikrinti sėkmingą kompetencijos kaupimą.