











“Transferable competencies of HR manager under global socio-economic changes”

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TRANSFERABLE COMPETENCIES OF HR MANAGER UNDER GLOBAL SOCIO-ECONOMIC CHANGES

Abstract

Accelerated digitalization, uncertainty, rapidly changing work environment, and the spread of remote employment due to quarantine restrictions caused by the COVID-19 pandemic have led to differentiated requirements for HR managers in different sectors of the economy and the need to get quickly adjusted to new working conditions. This implies an increased importance of transferable competencies for HR managers, especially in advancing their flexibility and expanding employment opportunities. That is why the study aims to develop a universal model of transferable competencies of HR managers based on the analysis of global and local trends in demand on the labor market. Furthermore, a methodological approach is used to assess these trends based on behavioral indicators in rapidly changing conditions. The paper used a comparative analysis of the international experience in forming HR competencies and trends in demand on the Ukrainian labor market. The findings highlight the current transferable competencies of HR managers. They included the abilities to communicate effectively, use digital technologies confidently, work in multitasking mode, manage people and projects, effective self-management, and work in a team. The developed model of transferable competencies of HR managers and methodical approach to their assessment based on behavioral indicators provide an opportunity to diagnose the level of their development for effective work of HR managers in a distant mode, opportunities for trans-professionalism, and career growth.

Keywords

transferable skills, transferable competencies, human resource management, HR competency model, HR manager

JEL Classification

M12, J24, J44

INTRODUCTION

Digitalization, uncertainty, rapid changes, aging information and knowledge, the need for retraining, and change of business conditions necessitate the formation of new employees' abilities. They must quickly re-adjust to current socio-economic conditions to create favorable conditions for changing career paths, which, in turn, emphasizes the importance of transferable skills in changed work environment. Therefore, the development of professional competencies of modern employees is relevant not only in technical but also transferable skills following the needs of economic activities.

Today, transferable competencies are the least researched in career development and are interpreted as critical general skills in different professional fields and jobs. At the same time, employers value transferable competencies because they are not specific to a particular profession and have expanded use for many different tasks. Therefore, the ability to identify and develop transferable competencies is one of the most important steps in developing a successful career in today's environment.

The COVID-19 pandemic has changed the world in many ways. In some areas, transformations have been temporary, while they are likely to remain permanently in others. Whether looking for a new job or a career, transferable competencies can help succeed. Some of them are specific to a particular job, such as the ability to use unique platforms or instruments, while others are transferable (relevant to different areas and fields of activity), such as leadership or critical thinking. Moreover, pandemic transformations of the world have shifted the projected future of work to the present: digitalization and work at home are likely to remain a constant practice. Therefore, there is an urgent need to study the fundamental changes on the labor market caused by the COVID-19 pandemic.

It should be noted that even before the pandemic, under the influence of the rapid development of digital technologies and the spread of the practice of hiring employees for remote work, there were changes in the requirements for staff competencies. This reinforces the need to change approaches to competency modeling, as existing ones focus on roles and positions that group unrelated skills rather than the skills needed to ensure the organization's competitive advantage in the marketplace. It should also be noted that the rapid change of tasks and responsibilities, roles, and positions transform the sets of necessary competencies, which must be flexible and quickly change to meet the needs of businesses. At the same time, the tendency to deepen the differentiation of competencies for the same roles and positions in different companies is growing. Therefore, there is a need to distinguish competencies (e.g., transferable competencies) that would be equally in demand for different areas and types of professional activities and allow employees to compete for jobs on the labor market successfully in current conditions.

1. THEORETICAL BACKGROUND

The issues of competence approach to HR management and the formation of a modern model of current workforce competencies are actively studied by both foreign and Ukrainian scientists. The distinguishing of transferable competencies as a type of acquired skills is found in the UNESCO classification (UNESCO, 2012). For the most part, their "transferability" is seen as the formation of a basic set of skills acquired in one context and the possibility of applying them in any professional field or working environment that combines study and work, one career with another, etc.

Thus, the transferable competencies needed to successfully adapt to a changing work environment and increase employee competitiveness in the labor market include leadership skills, time management, prioritization, delegation, creative problem-solving, active listening, effective communication and interaction, research, and analysis. Moreover, these skills are essentially universal, as they can be used to perform tasks in various positions or jobs.

1.1. Structure of transferable competencies

Barbosa and Freire (2019) define transferable competencies as those that increase employment opportunities in management and the mechanisms of their development, highlighting cognitive competencies and competencies of emotional and social intelligence. Chase et al. (2020) examine transferable skills gained from previous work experience that managers have recognized as valuable in their current positions. They highlight leadership, multitasking, collaboration/teamwork, self-confidence, and problem-solving skills as relevant and highly in demand. Finally, Ana et al. (2020) emphasize that transferable skills are essential for supporting a career in modern conditions. The most popular among them include continuous learning, teamwork skills, communication, and critical thinking.

Olsen et al. (2019) proved the importance of transferable competencies in expanding alternative employment opportunities, increasing competitiveness on the labor market, as well as the positive impact of their development on job satisfaction. Examining the effects of modern companies

on the availability of transferable skills, Sevchenko and Ethiraj (2018) concluded that they promote employee mobility while corporate strategies for developing such skills are the main instruments to increase the cost of human capital. Chase et al. (2020) highlight leadership, multitasking, collaboration, and effective problem-solving among the current transferable competencies. Weber et al. (2018) developed a matrix of transferable competencies of researchers at the initial stage of their careers and recommendations for their development.

According to Cameron (2016) and Marsono et al. (2017), the relevant transferable competencies in the European and international labor markets include cognitive skills, particularly critical thinking, analysis, and synthesis. In addition, it is worth mentioning problem-solving and decision-making, generating ideas, and evaluating possibilities of their application in different situations. Among the research skills, there is the ability to analyze and select research methods and instruments. Information and communication skills include, in particular, the ability to use a variety of programs in any job. Analytical skills include data analysis, interpretation, and extrapolation; communication skills (oral and written) use various media, namely the ability to express one's own opinion and listen to others, presentation, persuasion, and negotiation. Also, there are teamwork skills (leadership and team building), personal management skills (time planning, motivation, and initiative), and development skills – reflexive, adaptive, and common (self-awareness, sensitivity, and openness).

Lose (2021) argues that practical work-based learning among entrepreneurship students is essential for competencies. Especially such elements as “opportunity recognition, desire to exploit entrepreneurial opportunities, increasing knowledge and skills, desire to be involved in starting a business, desire to own or manage a new business, desire to own or manage an old business, attitude towards entrepreneurship, motivation to be an entrepreneur, and fascination with entrepreneurship.”

Clemmons et al. (2020) identified relevant transferable competencies for modern scientific, technological, engineering, and other areas of professional activity in educational programs of these areas. In this context, Olesen et al. (2021) noted that trans-

ferable skills reflect three main concepts: program requirements, employment, and holistic development. It should be noted that the characteristics of Generation Z differ from previous generations. Therefore, there is a need for new approaches to forming educational programs.

Studying the peculiarities of competencies and trends in the effectiveness of the teaching methods, Magano et al. (2021) associate the personality traits of Generation Z with soft project management skills. They provide for their implementation in rethinking educational approaches for higher education students of this generation. Improvement of educational programs in personnel management should be aimed at transferable competencies. They can increase the graduates' competitiveness on the labor market, expand their possible career paths, and promote career development not only in the specialization chosen at the beginning of their professional path but also trans-professionalism (mastering other areas of activity).

The publications of the Ukrainian scientific community in this area are diverse. Ukrainian researchers considered various aspects of personnel managers' competencies in the context of digitalization and a new socio-economic reality (Kolot et al., 2020; Kravchuk, 2019; Kravchuk et al., 2021; Lopushnyak et al., 2020; Voloboeva et al., 2021; Voloboeva, 2018).

1.2. Demand for transferable competencies on the international labor market

Today, governments and businesses are looking for ways to address the long-term effects of the crisis and respond to the challenges of today's global socio-economic changes by linking them to the knowledge economy and focusing on a competitive workforce. One way to counter the complex fast-changing labor market in the short term may be to optimize internal recruitment. Therefore, human resource management will focus on developing professional mobility of the internal workforce through the formation of transferable skills needed to transfer employees to other relevant professional areas and activities. In addition, such training will help increase staff involvement by

building confidence, developing a sense of belonging to the organization, and deepening interpersonal trust in managers.

Changes in the demand for transferable skills require adapting the selection and training process to post-pandemic conditions. In particular, Collins-Nelsen et al. (2021) characterize the current transformation of employers' approaches to these processes in the context of inclusion in the evaluation procedure of candidates of such transferable competencies as leadership, problem-solving, knowledge transfer. They also proved the importance of the social context of educational experience in their development.

Summarizing approaches to the transformation of educational programs in response to the COVID-19 pandemic, Ng and Harrison (2021) focus on transferable skills and the peculiarities of their development in the transition to digital learning in unpredictable conditions. Transferable competencies in non-standard forms of employment become especially relevant. According to Ayoobzadeh (2021), this applies to freelance employment, which, especially in the pandemic period, complicates job search methods and the need to implement a consistent mediation model. In addition, career guidance influences job search strategies through job search efficiency and transferable competencies. Transferable competencies have become relevant in recent years, but there are no comprehensive approaches to their identification in the HR field. Moreover, there are no methodological approaches to modeling the transferable competencies of HR managers relevant on the labor market in global socio-economic changes, including COVID-19 and total digitalization.

Forced layoffs, changes in the activities of companies, the need to find work outside of professional training – this is not the whole list of consequences of quarantine restrictions, which led to gaps between the competencies of the workforce and the ones which are in demand on the labor market. It is confirmed by the results of some studies conducted during the COVID-19 pandemic. For example, Lombardi et al. (2021) argue that “the ongoing COVID-19 pandemic has a significant influence on businesses and marketing strategies across the globe.”

McKinsey & Company (2021a, 2021b) substantiates the need to eliminate skills gaps in all areas. It identifies areas for transforming the most critical competencies for business development in the post-war period. Thus, social and emotional skills are coming to the fore in the new socio-economic reality; the formation of soft skills and cognitive competencies is highly relevant. It is necessary to review priorities for staff retraining in leadership development, critical thinking, decision-making, project management skills, and basic digital skills, which differ significantly from the trends of the pre-COVID period.

World Economic Forum (2020) shows that the ability of global companies to exploit the growth potential of new digital technologies is constrained by skills shortages while exact skills are no longer a prerequisite for employment. In addition, this study proves that the long-term productivity of employees is determined by the level of development of transferable competencies. By 2025, the most relevant ones are projected to be critical thinking, analysis, problem-solving, digital skills, self-management skills, and the growing importance of employee well-being in the management of remote and hybrid work during COVID-19. At the same time, TopCHPO (2021), studying the transformation of the structure of transferable competencies during the COVID-19 pandemic, shows their relevance for displaced employees and their importance for employers who place transferable skills on a level with or above complex technical skills. According to the literature review, the most popular on the labor market are the skills presented in Figure 1.

According to the global labor market research in 2020–2021 published in the reports of recruitment consulting companies TopCHPO, PersolKelly, Flexjobs, Indeed Editorial Team, and LinkedIn, the current transferable competencies are problem-solving skills, adaptability, digital (computer, technological) skills, leadership and communication skills, management, including project management. Emphasis is also placed on the growing importance of developing teamwork skills and analytical thinking to increase employee competitiveness on the labor market. In addition, these studies highlight the importance of skills such as critical thinking, writing, listening, creativ-

Source: TopCHPO (2021), PersolKelly (2021), Pelta (2021), Indeed Editorial Team (2021a, 2021b), Barnes (2020).

TopCHPO	PersolKelly	Flexjobs	Indeed	LinkedIn
<ul style="list-style-type: none"> • communication, • designer thinking, • change management, • coaching, • Six Sigma, • work in Microsoft Power BI, • data analytics • compliance, • time management • leadership 	<ul style="list-style-type: none"> • self-awareness • effective communication • ability to work independently • interpersonal digital communication • persistence • adaptability • time management 	<ul style="list-style-type: none"> • problem solving • analytical thinking • critical thinking • leadership • adaptability • teamwork • communication • writing • ability to listen • art 	<ul style="list-style-type: none"> • creative problem solving • decision-making • teamwork • cooperation • communication • empathy • leadership • multitasking • adaptability • technological (digital) literacy • reliability • initiative • professionalism 	<ul style="list-style-type: none"> • problem solving • analytical skills • leadership • adaptation • communication • project management • focus on technologies

Figure 1. Transferable competencies, which are in demand on the world labor market

ity, attention to detail, relationship building, decision-making, empathy, organization, multitasking, reliability, initiative, integrity, collaboration, and professionalism.

1.3. Conceptual bases for transferable competencies of HR managers

The consequences of companies' activities in the context of global socio-economic changes are the need to form the ability of their staff to quickly reorient and adapt to the requirements of a rapidly changing external and internal environment. The latter can be ensured by the flexibility of employees' competencies and their ability to perform new duties as quickly as possible. Therefore, the general and professional competencies of employees should include those that can be effectively involved in the fulfillment of cross-functional and cross-professional responsibilities. Their availability will expand the opportunities for professional mobility of employees, flexibility in performing changing responsibilities and tasks, adaptability to constant updating of information, which will increase competitiveness on the labor market and promote the successful use of various career opportunities. Obviously, in such a situation, transferable competencies will include both professional (hard skills) and general (soft skills). To achieve the mutually reinforcing effects of com-

binning these types of skills in forming models of transferable competencies, it is necessary to study them in parallel according to international standards, highlighting relevant professional and general skills relevant to cross-functional career development.

Traditionally, the competency model is both an instrument of personnel management and a key element of organizational strategy; it includes a set of competencies necessary for the successful performance of work and tasks in the organization, successful career growth, increasing competitiveness on the labor market, etc. Universal competency models can be created for specific jobs, teams, tasks, activities, and organizations. Universal competency models can be created for specific jobs, teams, tasks, activities, and organizations. Therefore, the universal model of HR competencies should define the list of knowledge, skills, and behavioral indicators necessary for success in the profession, career growth, sustainable productivity at all career levels, job roles and functions. Spencer and Spencer (1993) propose to build universal models of the most successful companies and universal models of HR competencies adjusted to the goals of the organization and corporate culture or to build models of HR competencies from scratch based on development strategy, mission, and corporate culture of the organization with external consultants or independently.

The Society for Human Resource Management (SHRM, 2018) and the Chartered Institute of Personnel Development (CIPD, 2018) have made significant contributions to modeling personnel manager competencies. SHRM has developed a methodological basis for streamlining the model of competencies for personnel management and CIPD – a conceptual approach to forming a modern vision of the optimal set of competencies for HR managers.

However, despite the deep level of theoretical and methodological research of personnel manager competencies, systematization and development of competency profile, it should be noted that a comprehensive approach to the identification of transferable competencies, based on international experience and demand on the labor market, remained beyond the direct attention of scientists and practitioners. In order to identify transferable HR competencies, its existing models were analyzed using the systematization method. Therefore, determining the current transferable competencies of HR managers, which are to be included in the model of competencies, should be based on the implementation of international experience in this area and analysis of the Ukrainian labor market requirements.

The HR competency model developed by SHRM Body of Competency and Knowledge includes behavioral competencies and knowledge that HR professionals need to work effectively, combining three clusters: leadership (leadership, navigation, and ethical practice), interpersonal communication, relationship management, communication, global and cultural efficiency, and business (business acumen, consulting, and critical appraisal) (SHRM, 2018).

The HR competency model in the New CIPD Professional Map is also designed based on three clusters: basic, basic behavioral, and special professional competencies. The basic or general competencies of CIPD (2018) include six critical skills that enable reforms, values, and positive impact on business development in general and on social and labor relations in particular. They include the practice of working with people, culture and behavior, business environment,

analytics and value formation, the use of digital technologies, and change management.

CIPD believes that core competencies are necessary for HR managers regardless of the role, specialization, or economy sector in which their companies operate. This model offers HR managers the basis for effective decision-making in executing job responsibilities based on behavioral competencies. These competencies allow the formation of values for employees, companies, society, and human management (ethical practices). They promote professional courage and influence; understanding people's values; ensuring socio-cultural diversity; focus on forming these values; thirst for learning; focus on understanding and situational decision-making (CIPD, 2018).

Detailing the essence and descriptors of each transferable competence of HR managers based on SHRM (2018) and CIPD (2018), their comparative analysis based on comparison and analogy of each of the considered international models and generally accepted in Ukraine division into general and special (professional) competencies, allowed to generalize and structure them without violating the logic in the original sources. At the same time, it allowed adapting them to Ukrainian practice, which is more convenient to use in the analysis of the labor market. The results of comparing international models of HR competencies are shown in Figure 2.

The literature review and international research results show that there is significant differentiation in the structure of transferable competencies. The analysis of HR managers' main models of competencies showed the lack of a unified approach to the formation of the model of transferable competencies. Therefore, there is an obvious need to develop a universal model of transferable competencies of HR managers based on the trends on the labor market in rapidly changing conditions. Moreover, it is vital to have their unified list based on analysis of international experience in developing models of HR competencies, on the one hand. On the other, demand trends on the Ukrainian labor market in the modern realities of the post-pandemic period must be considered.

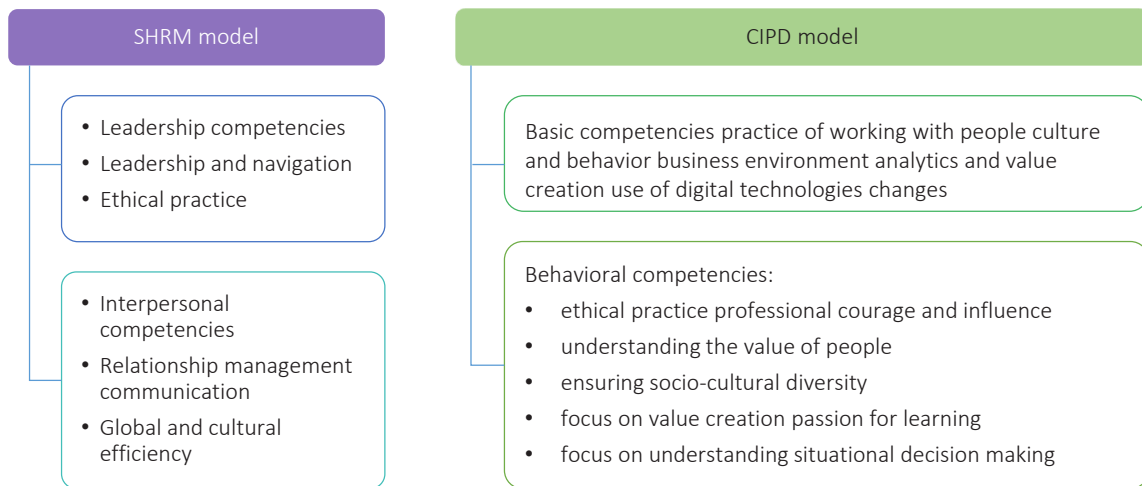


Figure 2. Transferal competencies of personnel managers according to the international models of HR competencies

2. RESULTS

Systematization and generalization of research results give grounds to claim that HR competencies models presented by SHRM (2018) and CIPD (2018) have many similar features. However, most transferable competencies are contained in the CIPD model. The sphere of HR is broad and multifaceted, so the importance of the presented competencies will vary depending on the specialization of HR managers. In addition, they will have different levels of demand on the Ukrainian labor market due to the difference in the structure of demand for the knowledge, skills, and abilities of

HR managers in the United States and the United Kingdom. Nevertheless, the systematization of transferable competencies in the analysis of international models made it possible to identify and characterize nine current transferable competencies for HR managers and their descriptors (knowledge, understanding, and skills that shape them) (Table 1).

The generalization of modern transferable competencies of personnel managers and the analysis of their descriptors can be the basis for building a model of transferable competencies. At this stage of model formation, comparisons were made for

Table 1. Transferable competencies of personnel managers

Source: Compiled by the authors.

Competence	Characteristics	Knowledge, understanding, skills, and other characteristics required for
Leadership	Ability to communicate effectively in the process of managing people	<ul style="list-style-type: none"> orientation in the organization and achievement of HR goals creating a compelling vision and mission for staff that is consistent with the organizational strategy and corporate culture promoting organizational changes implementation and realization of initiatives in the HR sphere promoting the role of HR manager as a key business partner
Communication and relationship management	Ability to form leadership qualities and demonstrate them in the process of managing people	<ul style="list-style-type: none"> creation and provision of informative messages listening to and solving employees' problems exchange of information between levels or departments within an organization establishing and maintaining a network of internal and external professional contacts building and maintaining relationships support of communications during the performance of tasks conflict management
Problem-solving and decision-making	Ability to quickly solve problems and make decisions	<ul style="list-style-type: none"> analysis of the situation, identification of the problem and the causes of its occurrence choosing ways to solve problems forecasting possible results and timely implementation of decisions identification of problems and inefficiencies in processes, procedures, operations use of different ways of solving problems, including creative ones

Table 1 (cont.). Transferable competencies of personnel managers

Competence	Characteristics	Knowledge, understanding, skills, and other characteristics required for
Digital and technological literacy	Ability to confidently use digital technology	<ul style="list-style-type: none"> • rapid study and use of digital technologies from communication platforms to management decisions • solving various tasks of personnel management with the use of digital technologies • use of applications, mobile applications, social networks, virtual reality, cloud technologies, and artificial intelligence, including the search and exchange of information, interaction with other employees
Adaptability	Ability to adapt to new/unpredictable conditions, changes in the environment	<ul style="list-style-type: none"> • rapid response to new conditions • adaptation of thinking and actions to unforeseen circumstances • continuing to work on goals and achieving results in a changing environment • flexibility in decision making • choice of methods and channels of communication to achieve results in different situations
Management	Ability to manage people and projects	<ul style="list-style-type: none"> • coordination of team efforts • delegation of tasks and drawing up plans to achieve goals • identifying and filling in missing or unfulfilled team roles • encouraging team members and assisting them as needed • team management
Teamwork	Ability to work in a team	<ul style="list-style-type: none"> • effective work during negotiations, projects, meetings, or other types of cooperation • building friendly relationships with team members through trust • promoting cooperation and open communication between stakeholders and team members • support for the formation of a team-oriented corporate culture • creation and/or participation in project HR teams • work as an influential team member
Analyticity	Analytical thinking and the ability to analyze	<ul style="list-style-type: none"> • analysis of situations, comparison of facts, and formulation of conclusions • structuring information; forecasting the situation, setting priorities • analysis of organizational metrics and key performance indicators for personnel decisions • use of HRIS to solve personnel problems and meet personnel needs
Multitasking	Ability to work in multitasking mode	<ul style="list-style-type: none"> • managing multiple tasks at once, focusing on one task without neglecting others • high-quality and efficient performance of several tasks simultaneously • participation in several projects simultaneously • assistance to other employees if they are overloaded • ensuring the required quality of work in unforeseen situations

each major transferable competence of HR managers to identify other skills. Such comparison makes it possible to add depth and understanding to each transferable competence. In addition, the description of transferable competencies may further simplify the development of behavioral indicators for assessing the transferable competencies of HR managers. Table 1 shows the main transferable competencies of a personnel manager. Such a flexible process of transferable competencies selection can be used in any context to determine the number of relevant transferable skills of HR managers.

The list of interrelated skills of HR managers (Figure 3) shows that a person who can communicate and collaborate, work in teams and team building, has organizational, analytical, and research competencies, active listening skills, problem-solving, leadership, data analysis, information, and their visualization, and has developed responsibility, flexibility, empathy, reliability, creative and strategic thinking, can succeed in the profession of an HR manager.

The demand for transferable competencies of personnel managers on the labor market of Ukraine was assessed based on the analysis of vacancies announcements. To substantiate the sample, the following methods were used to determine its size: an arbitrary method of calculation, in which the sample size is determined at 5-10% of the total – according to the general totality, the sample size should be from 62 to 124 vacancies (March), and from 116 to 232 vacancies (September); statistical calculation method, in which the sample size is calculated on the basis of special statistical formulas (formula 1) (Samborskyy et al., 2017).

$$n = \frac{t^2 \cdot S^2 \cdot N}{\Delta_x^2 \cdot N + t^2 \cdot S^2}, \quad (1)$$

where n is the sample size; N – the volume of the general population; t – normalized deviation, which is determined based on the selected level of confidence; S – the variation found for the sample, w – the fraction indicator; S^2 – the variance of random variable, Δ – the allowable margin of error.

Source: Compiled by the authors.

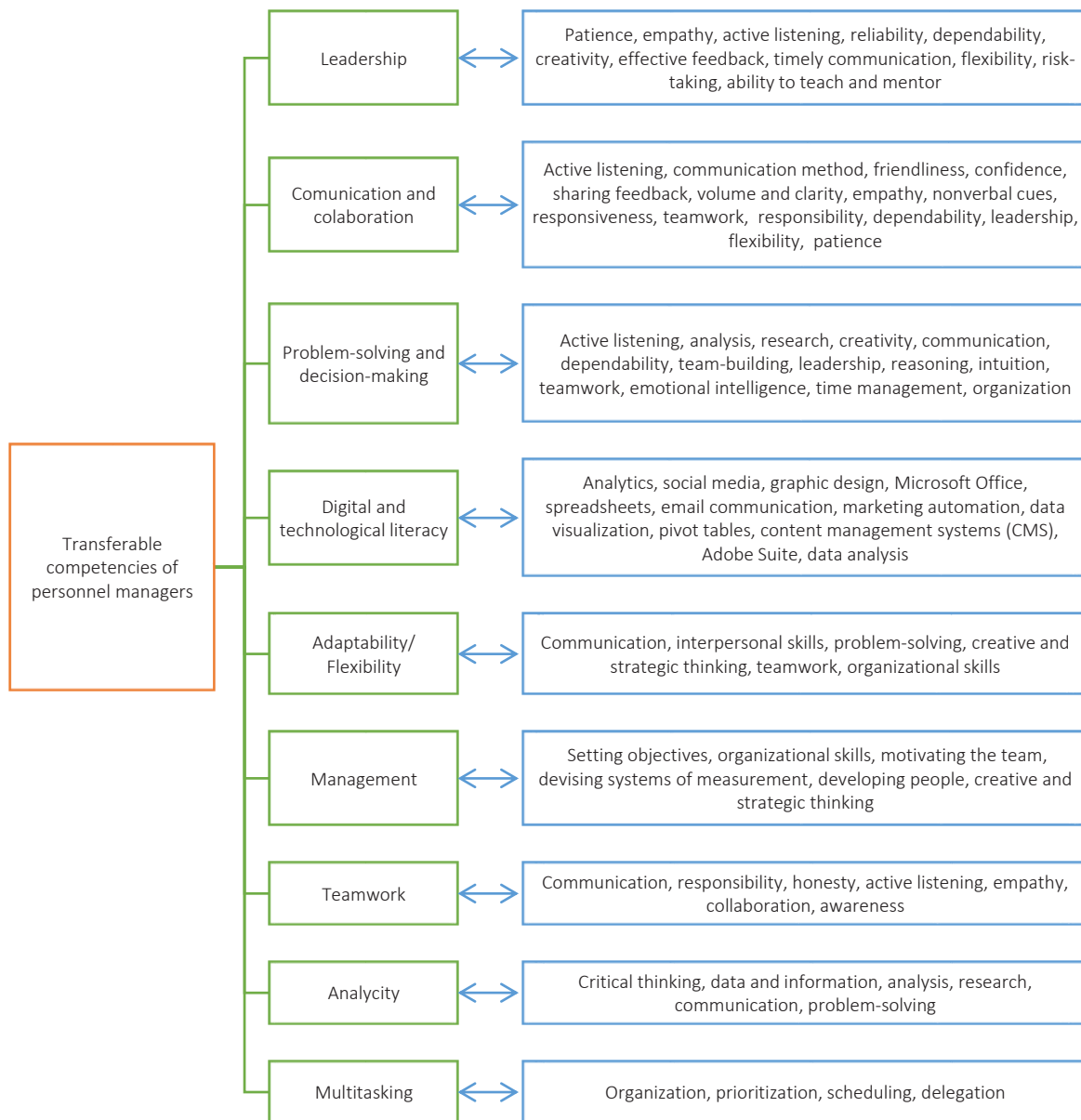


Figure 3. Interrelated transferable competencies for HR managers

Calculated according to formula 1, the sample size for the general population of 1,245 vacancies (March) and 2,329 (September); normalized deviation 1.96 (confidence level – confidence interval 95%); permissible margin of error of conclusions – up to 10%; variations for the sample in the absence of statistical information are at 0,5, as this gives the maximum variance (the obtained indicator for the sample size will be inflated, which gives additional reliability to the results): 83 vacancy announcements in March and 289 – in September. Therefore, surveys of 100 vacancy announcements in March and 304 in September are representative.

In addition, four levels of demand on the labor market were identified for the convenience of statistical grouping and grouping of the results of the study of demand for transferable HR competencies. They include low – with a frequency of demand for competencies below 25%, medium – from 25 to 50%, high – from 50 to 75, and very high – more than 75%. The results of analysis of the demand for transferable HR competencies on the labor market of Ukraine show that the high level of their demand in September 2021 among Ukrainian companies could communicate effectively in the process of managing

people and confidently use digital technologies. Also in demand were the abilities to work in a multitasking mode, manage people and projects, effective self-management, work in a team, and responsibly approach work that had an average level of demand (Table 2).

This is explained by the peculiarities of personnel managers' activities in today's "new normal" pandemic reality, which involves increasing requirements for communicative and digital competencies. These competencies become a prerequisite for the effective performance of duties in remote work. The ability to work in a multitasking mode, manage people and projects, work in a team, and work responsibly – these are the competencies that have been updated by current trends in personnel management, associated with ever-increasing demands for work.

Therefore, it is advisable to identify five transferable competencies that determine the individual characteristics necessary for the successful operation of HR managers. In addition, they are vital to ensuring the effective performance of work, namely: communication and relationship management; digital and technological literacy; project management and self-management; teamwork; and multitasking.

The structure of transferable HR competencies, which are in demand on the Ukrainian labor market, is radically different from traditional international models. The explanation for this differentiation is the peculiarities of development in approaches to human management that have historically developed in Ukraine. This is due to numerous factors of socio-historical, political, economic, and social nature. The second important argument is the peculiarities of the domestic labor

Table 2. Demand for transferable competencies of personnel managers on the labor market of Ukraine in March–September 2021

Source: Compiled by the authors.

Competences in demand on the labor market in the segment "Personnel Management"	Frequency of demand on the labor market		Change in demand in September compared to March	Weight level		Change in weight in September compared to March
	March	September		March	September	
Ability to communicate effectively in the process of managing people	80.0%	67.4%	-12.6%	0.172	0.185	0.013
Ability to confidently use digital technologies	44.0%	60.5%	16.5%	0.094	0.166	0.071
Ability to work in multitasking mode	34.0%	40.8%	6.8%	0.073	0.112	0.039
Ability to manage people and projects, effective self-management	70.0%	35.5%	-34.5%	0.150	0.097	-0.053
Ability to work in a team	16.0%	34.2%	18.2%	0.034	0.094	0.059
Ability to work responsibly	54.0%	25.7%	-28.3%	0.116	0.070	-0.046
Ability to communicate in English	12.0%	23.7%	11.7%	0.026	0.065	0.039
Analytical thinking and the ability to analyze	42.0%	18.4%	-23.6%	0.090	0.050	-0.040
Ability to adapt to new/unpredictable conditions, changes in the environment	14.0%	14.5%	0.5%	0.030	0.040	0.010
Ability to quickly solve problems and make decisions	4.0%	13.8%	9.8%	0.009	0.038	0.029
Ability to form leadership qualities and demonstrate them in the process of managing people	8.0%	8.6%	0.6%	0.017	0.023	0.006
Ability to lifelong learning	32.0%	7.9%	-24.1%	0.069	0.022	-0.047
Ability to perform tasks proactively	32.0%	7.9%	-24.1%	0.069	0.022	-0.047
Ability to successfully carry out professional activities in stressful conditions	24.0%	6.6%	-17.4%	0.052	0.018	-0.034

Source: Compiled by the authors based on the survey.

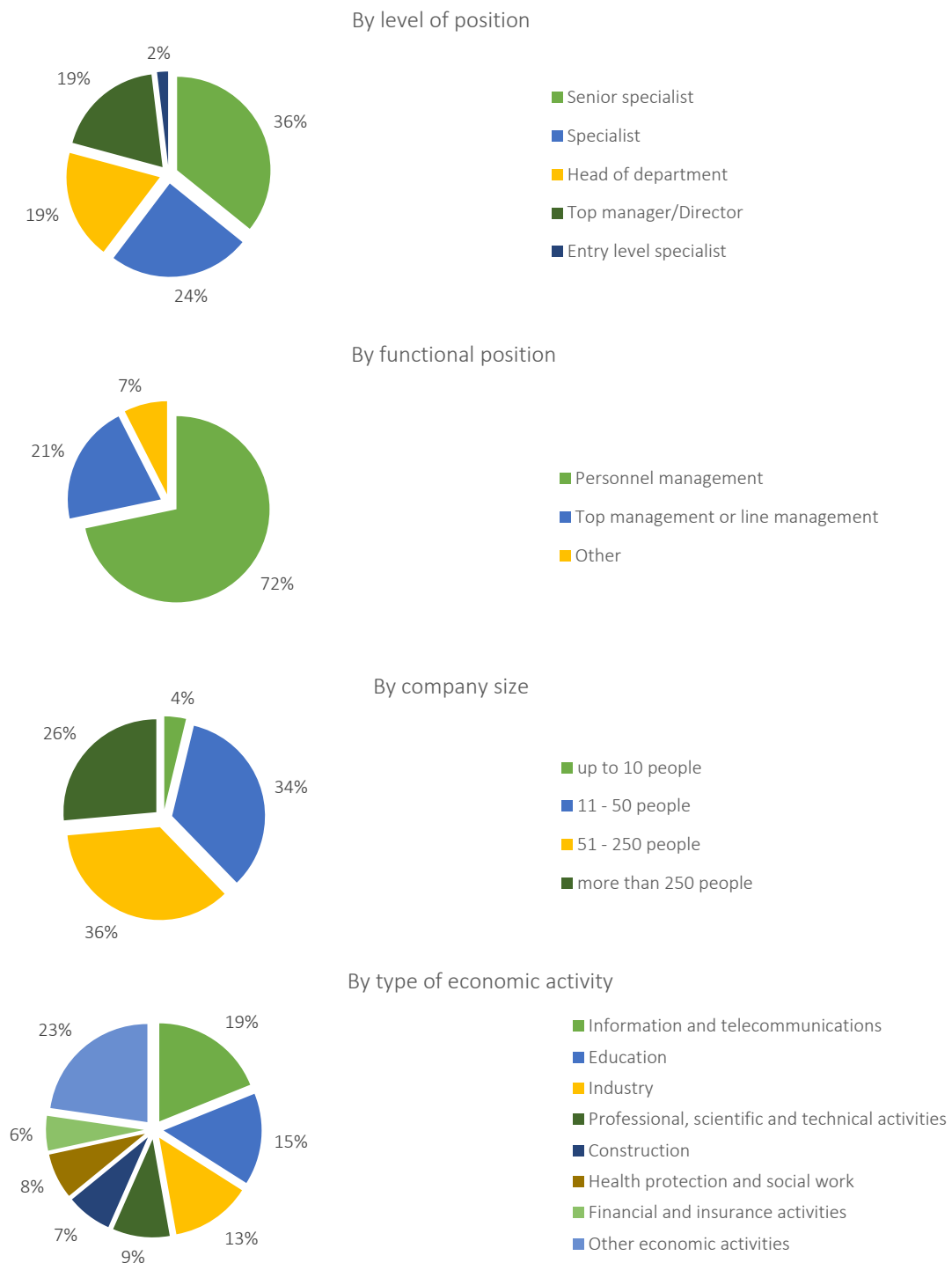


Figure 4. Characteristics of respondents of the expert survey

market in the conditions of the COVID-19 pandemic. In order to confirm the demand for transferable competencies of HR managers among the employers of Ukraine, an expert survey was conducted using an electronic questionnaire through Google Forms service. The characteristics of respondents are shown in Figure 4.

The generalized results of the expert survey provide a picture of the priorities of the modern personnel management system for the development of transferable HR competencies. In particular, the demand for transferable competencies of personnel managers among the employers of Ukraine is shown in Figure 5.

Source: Compiled by the author based on the survey.

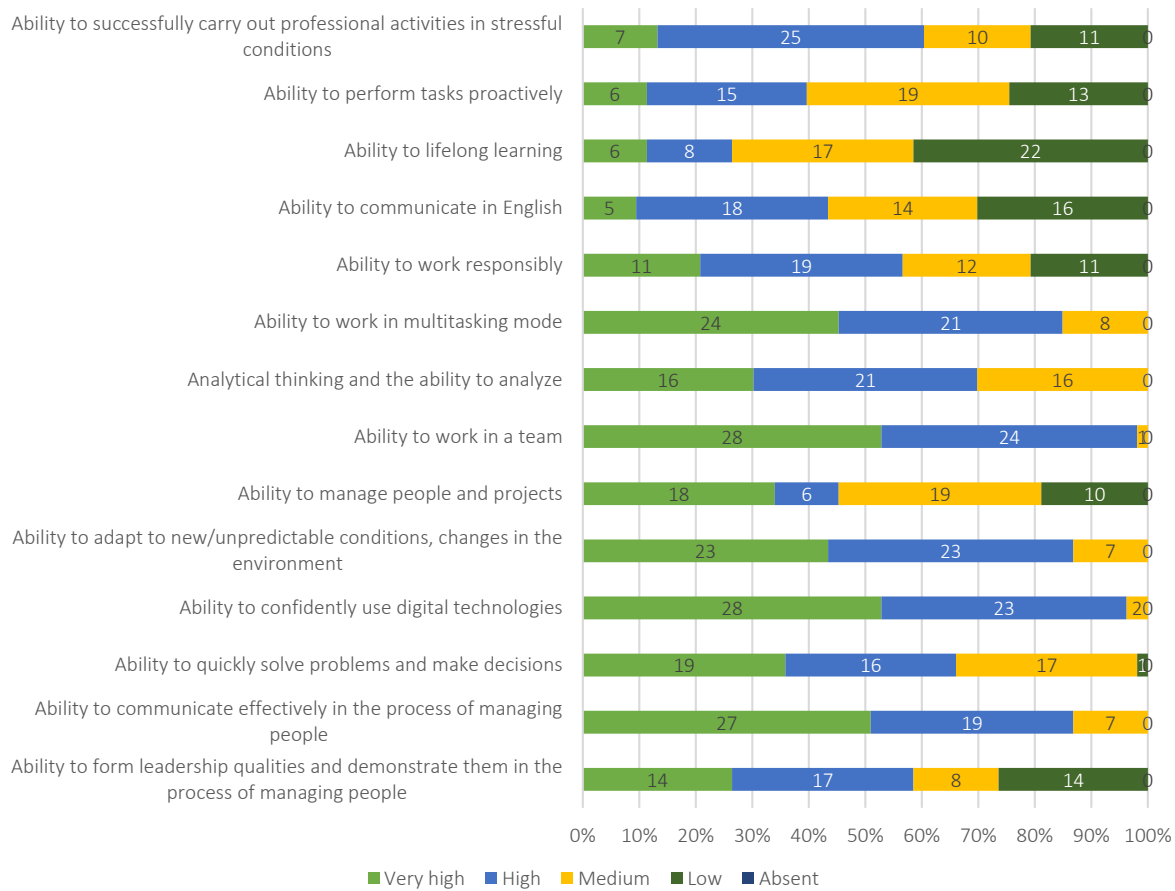


Figure 5. Demand for transferable competencies of personnel managers among the employers of Ukraine

The survey results create preconditions for HR managers’ average ranking of transferable competencies by the frequency of demand on the labor market according to vacancy announcements and expert assessment (Table 3).

The most convincing conclusion is that today in Ukraine, the most significant demand in the field of personnel management are the abilities to communicate effectively in the process of managing people; confidently use digital technologies; work in multitasking mode; work in a team; manage people and projects, effective self-management; adapt to new/unpredictable conditions and changes in the environment.

Based on the list of transferable HR competencies that are in high and very high demand among employers and the classification of competencies of Bikulova (2021), a modern model of transferable competencies of HR managers was built (Figure 6).

The coefficients of the weight of competencies were established in the model of transferable competencies for personnel managers to assess employees’ transferable competencies. The expert method of scoring was used according to a Likert interval scale (Table 4), where competence score depends on the importance of its availability, according to Hair et al. (2019).

The coefficients of the weight of transferable competencies are determined based on scores on a Likert scale, which are set by experts and reflect their professional opinion on the importance of a particular competence for personnel managers. The expert survey involved 11 experienced HR specialists and HR directors of various companies in Ukraine. These experts are an experienced professional and target expert group that understands the determining factors of effective performance of HR managers and is quite optimal for determining the weighting of transferable competencies.

Table 3. Frequency of demand for transferable competencies of personnel managers among employers of Ukraine, %

Source: Calculated by the authors.

Transferable competencies	Frequency of demand according to the analysis of vacancy announcements	Frequency of demand according to the expert survey	Adjusted frequency of demand
Ability to communicate effectively in the process of managing people	67.4	87.5	77.5
Ability to confidently use digital technologies	60.5	89.8	75.2
Ability to work in multitasking mode	40.8	86.0	63.4
Ability to work in a team	34.2	90.2	62.2
Ability to manage people and projects, effective self-management	35.5	80.0	57.8
Ability to adapt to new/unpredictable conditions, changes in the environment	14.5	86.0	50.3
Analytical thinking and the ability to analyze	18.4	80.0	49.2
Ability to work responsibly	25.7	71.3	48.5
Ability to communicate in English	23.7	64.5	44.1
Ability to quickly solve problems and make decisions	13.8	72.1	42.9
Ability to form leadership qualities and demonstrate them in the process of managing people	8.6	71.7	40.1
Ability to successfully carry out professional activities in stressful conditions	6.6	70.6	38.6
Ability to perform tasks proactively	7.9	65.3	36.6
Ability to lifelong learning	7.9	59.2	33.6

Source: Compiled by the authors.

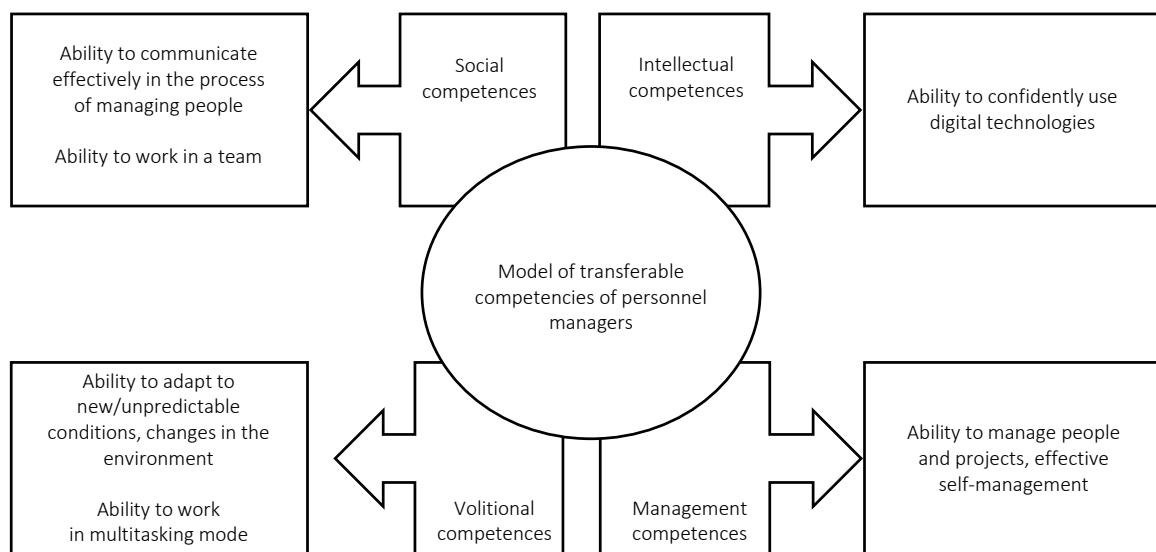


Figure 6. Model of transferable competencies of personnel managers

The importance of competencies is determined by formula 2, the ratio of points for the *i*-th competence to the total sum of points for all competencies. The sum of the weighting factors of all competencies should be equal to one:

$$\alpha_i = \frac{\sum_{i=1}^n y_i}{\sum_{i=1}^n \sum_{i=1}^n y_i}, \quad (2)$$

where α_i – weighting factor of the *i*-th competence; *i* – competence number; y_i – the score assigned to the *i*-th competence by the expert; $\sum y_i$ – the sum of points of all experts for the *i*-th competence; $\sum \sum y_i$ – the sum of scores of all experts for all competencies.

According to the expert survey results and the processing of data obtained by calculating weights

Table 4. Recommendations for the use of a Likert score scale to determine weight coefficients of transferable competencies of HR managers

Source: Hair et al. (2019).

Rating (points)	Scale of points	Compliance with behavioral indicators of competence
0	Absolutely unimportant	<i>Not required</i> for the performance of professional duties and may not affect the current efficiency of employees
1	Not very important	Has <i>little impact</i> on the current efficiency of employees. Employees can perform their work effectively without this competence
2	Can be important	Has <i>a significant impact</i> on the current efficiency of employees. Employees cannot perform their work effectively without this competence
3	Very important	Has <i>an important impact</i> on the efficiency of employees. It is difficult for employees to perform their professional duties effectively without this competence
4	Absolutely important	Has a <i>critical impact</i> on the efficiency of employees. Employees cannot perform their work effectively without this competence

Table 5. Coefficients of weights of transferable competencies of personnel managers

Source: Calculated by the authors based on the survey.

Competences	Sum of points of experts for competence experts, $\sum y_i$	Coefficient of competence weight, α_i
Ability to communicate effectively in the process of managing people	33	0.175
Ability to confidently use digital technologies	39	0.206
Ability to work in multitasking mode	31	0.164
Ability to work in a team	28	0.148
Ability to manage people and projects, effective self-management	24	0.127
Ability to adapt to new/unpredictable conditions, changes in the environment	34	0.180
The total amount of points awarded by experts in all competencies	189	1.0

according to the above formula, weights were obtained for the integrated indicator of competence of personnel manager for each of six competencies (Table 5). An integrated indicator of the competencies of personnel manager is an indicator in which the values of all six competencies are adjusted according to their importance.

The proposed model of transferable competencies of personnel managers can be implemented in personnel management by developing specific instruments for their evaluation, the effectiveness of which will depend on the correctness of their description and details. Therefore, to increase the practical significance of the developed model, it is proposed to use the appropriate behavioral indicators as its descriptors in terms of transferable competencies for personnel managers (Figure 7). The results of international research (Table 1) and the specifics of the demand for transferable competencies on the labor market in Ukraine were taken into account when developing these behavioral indicators.

The use of behavioral indicators as descriptors of transferable competencies of personnel managers creates opportunities to develop methodological bases for assessing the level of their development. To determine the presence of transferable competencies of personnel managers, it is proposed to develop evaluation questionnaires on the basis of the proposed behavioral indicators for each competence, which are shown in Figure 7. Each employee is assessed by six competencies and behavioral indicators inherent in each competence (Table 6). The management or an expert commission established in the company to evaluate managers is invited to evaluate on the following scale: 0 – complete absence of a certain indicator of behavior in a certain competence; 0.5 – its partial presence; 1 – clear presence of this indicator of behavior.

To make a managerial decision about the manager, one calculates the integrated competence of employee on the basis of the proposed weights and values of competencies that have been determined according to the formula (3):

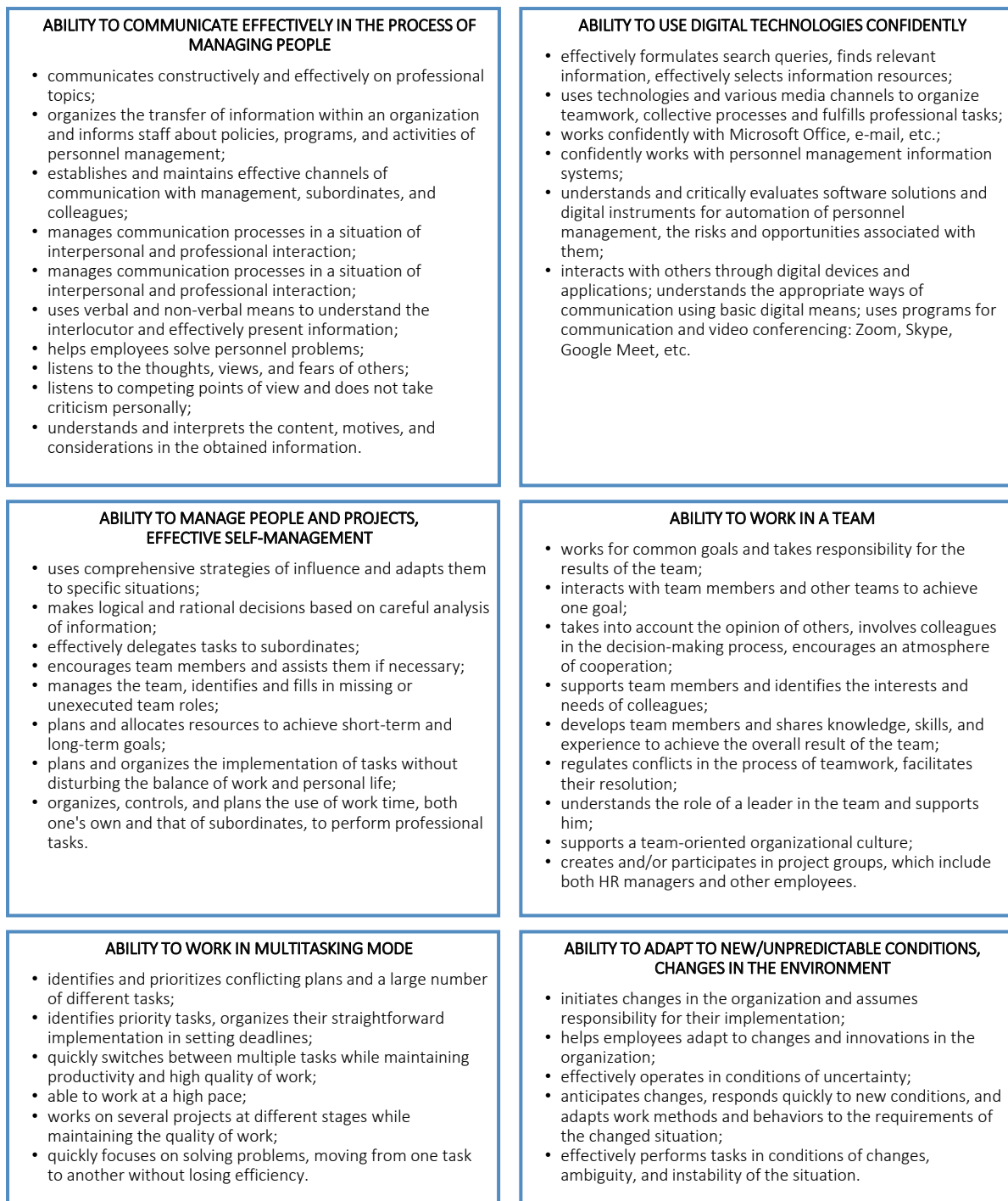


Figure 7. Behavioral indicators of transferable competencies of personnel managers

$$I = \sum x_i \cdot \alpha_i, \quad (3)$$

where I – the integrated indicator of employee competence; x_i – the value of points of the i -th competence of employee; α_i – weighting factor of the i -th competence.

The expert commission may consist of five experts – HR manager, the immediate head of the structural unit, the line manager, and the heads of related departments with whom the evaluated manager interacts. After filling in the evaluation questionnaires, the average values of behavior indicators are calculated according to the experts'

Table 6. Harrington scale

Source: Harrington (1965).

Level (Harrington's function)	Limits of scale values for the evaluation of MK indicators	Quality ranges of competence assessment
Low level	(0 – 0.2)	Very bad
Below average level	(0.21 – 0.37)	Bad
Average level	(0.38 – 0.63)	Satisfactory
Above average level	(0.63 – 0.8)	Good
High level	(0.81 – 1.0)	Very good

points, and the average values of the employee's competencies are determined according to formulas (4) and (5), respectively:

$$\overline{X_{i,j}} = \frac{\sum_{t=1}^t X_{ij}(E_t)}{t}, \quad (4)$$

where $\overline{X_{i,j}}$ – the average value of the j -th indicator of behavior of the i -th competence according to the points of experts; t – the number of experts who participated in the evaluation; i – serial number of competence; j – serial number of behavior indicator in the competence; $X_{i,j}$ – the value of the j -th indicator of behavior of the i -th competence according to the points of experts; $X_{i,j}(E)$ – the average value of the j -th indicator of behavior of the i -th competence of the t -th expert.

$$X_i = \frac{\sum_{j=1}^n \overline{X_{i,j}}}{n}, \quad (5)$$

where X_i – the value of the i -th competence; $\overline{X_{i,j}}$ – the average value of the j -th indicator of behavior of the i -th competence according to expert scores; n – the number of behavior indicators in each competence.

The obtained results of average values of transferable competencies are proposed to be interpreted according to the scale (desirability function) of Harrington (1965), which is given in Table 6. The interpretation of the integrated indicator of managerial competencies using the Harrington scale provides opportunities for company management to make decisions. If, as a result of the assessment, the range of quality assessment is “very poor,” “poor,” “satisfactory,” then managers should identify the need for professional training and organize it to develop the required level of competencies. Particular attention should be paid to the identification of areas of personnel managers' development, the formation of which should be the basis for the preparation of individual training

and development plans. Based on them, training programs should be developed considering the specifics of professional activities, job responsibilities, and employee needs, the optimal forms and methods of training determined. If the evaluation of the quality range of managers' competency is “good” and “very good,” managers can decide on career growth and capacity building of employees to strengthen their impact on the organizational results. The presence of transferable competencies of HR managers makes possible different career scenarios: both the movement within the organization from one position to another, and the degree of mastery of a particular profession. In addition, managers should decide on the enrollment of employees to the personnel reserve to fill vacant manager positions in case of significant managerial potential.

3. DISCUSSION

A debatable point in forming managers' transferable competencies is the methods and ways to develop their required level for optimal use in the new conditions of post-pandemic reality. The most relevant issue of modern research is not to what extent the automation and increase of human labor will affect the current number of employees. The question is what conditions can be maintained on the global labor market to achieve a new balance in the division of labor between employees, robots, and algorithms. Companies intend to accelerate the digitalization of work processes, learning, expanding remote work, as well as automation of tasks within the organization. Research identifies the growing relevance of support and retraining of displaced workers, monitoring the emergence of new opportunities on the labor market. Addressing the current challenges posed by COVID-19 and disruptions caused by technolog-

ical changes requires renewed innovation in personnel management worldwide. According to the World Economic Forum (2020), significant challenges of the modern labor market require active networking and coordination between providers of education and skills, workers, and employers to ensure effective cooperation.

The COVID-19 pandemic and related physical distancing measures have not only caused unprecedented disruptions in staff training but also provoked innovations in distance learning. According to the International Labour Organization (2021), the closure of companies and the loss of profits have affected employment and decent work prospects. It has also led to a reduced supply of employment in companies, lack of functional distance learning platforms and educational resources, failures in assessment and certification. A general decline in the quality of education has demotivated workers and, together with growing economic difficulties, increased the likelihood that they will drop out. Skills development is becoming a common practice. Thus, social and emotional skills are in demand, and there is a recipe for successful skills transformation. Over the past year, the

COVID-19 pandemic has rapidly and dramatically accelerated the need for new workforce skills. In addition, the rapid development of digitalization and remote work has placed new demands on employees, who need different skills to contribute to significant changes in the way work is done and priorities set by their companies. In such conditions, employers should assist in developing transferable competencies of personnel, which will make the overall business and its individual employees ready for the future.

Social distancing during the COVID-19 pandemic has revealed the scale of the digital divide. According to the European Centre for the Development of Vocational Training (CEDEFOP) (2021), employment trends and new ways of organizing work, education, and training, indicate that digital learning and work should become even more critical in the future. As a result, digital skills will dominate the demand on the labor market. Moreover, some of them will grow even more as remote work and collaboration transform millions of jobs, making digital skills even more important in management, finance, business, sales, administration, and retail.

CONCLUSION

In the context of global socio-economic changes and new socio-economic reality, the importance of workforce transferable skills has increased. Thus, it will increase worker flexibility on the labor market and expand employment opportunities. Furthermore, the COVID-19 pandemic, digitalization of work processes, and the spread of remote employment have radically transformed the demands to the modern employee, which in turn has changed the models of transferable competencies.

The study on the generalization of achievements of modern scientific thoughts and international experience in the formation of models of transferable competencies and current trends in their development confirms the need to develop a new model of transferable competencies. A comparative analysis of the international research results on demand for transferable competencies made it possible to draw conclusions about some inconsistencies. At the same time, these results identified common features and adapted them to the domestic labor market. This approach will be based on the analysis of demand for transferable competencies on the Ukrainian labor market. The obtained results testified to the differences in the demand for transferable HR competencies in Ukraine from the generalized standard adopted at the international level. The main reasons for this differentiation are the peculiarities in the development of approaches to human management, which have historically developed in Ukraine, and the peculiarities of functioning of the labor market in the COVID-19 pandemic.

The proposed model of transferable competencies of modern personnel managers includes the abilities to communicate effectively in the process of human management, confidently use digital technologies, work in multitasking mode, work in a team, ability to manage people and projects, effective

self-management, adapt to new/unpredictable conditions and changes in the environment. Therefore, the effectiveness of personnel managers in the remote mode, on the one hand, and the possibility of their trans-professionalism, on the other, depends on the level of development of these competencies.

Such a model can become a methodological basis for a draft professional standard for personnel managers and create favorable conditions for improving educational standards in the specialty "Management." Further development of scientific and applied research in this area will positively affect the quality of personnel management. It will also make it possible to move to a new level of quality in training professionals in Ukraine's higher education, development of new educational standards and training programs in personnel management, as well as national certification systems for personnel management professionals to assess the implementation of personnel management in Ukraine.

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Formal analysis: Anatoliy Kolot, Halyna Lopushniak, Oksana Kravchuk, Iryna Varis.

Investigation: Anatoliy Kolot, Halyna Lopushniak.

Methodology: Anatoliy Kolot, Halyna Lopushniak, Oksana Kravchuk, Iryna Varis.

Project administration: Anatoliy Kolot, Halyna Lopushniak.

Resources: Anatoliy Kolot, Halyna Lopushniak, Oksana Kravchuk, Iryna Varis, Ivan Ryabokon.

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Validation: Anatoliy Kolot, Halyna Lopushniak, Oksana Kravchuk, Iryna Varis.

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Writing – original draft: Anatoliy Kolot, Halyna Lopushniak, Oksana Kravchuk, Iryna Varis.

Writing – review & editing: Anatoliy Kolot, Halyna Lopushniak, Oksana Kravchuk, Iryna Varis.

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