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Research paper



Forming a Competence Model in the Course of Volunteer Activities of Students to Include Them into the Organization's Personnel Reserve

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Abstract

The article deals with the issue of using the volunteer movement to improve the efficiency of organizations due to the innovative model of the personnel reserve formation. The comprehensive use of sociological and statistical methods based on the focus group and questionnaire survey allowed creating the desired competence model of volunteer students to include them in the personnel reserve of organizations, and then offering an acceptance competences' model of socially oriented volunteer students that would allow including them in the personnel reserve of the organization and assign career development vectors. In consequence of research it was established that when including volunteer students into personnel reserve, experts in the field of personnel management should reveal in candidates various competences such as emotional competence, teamwork skills, and knowledge of health protection principles which allowed uncovering creative potential of volunteer students, their aspiration to serve society and as a consequence – to develop a brand, and increase competitiveness of the company. When entering volunteer students into the personnel reserve list of a particular company, it is necessary to determine the permissible level of noncompliance of competences with the specified indicators at a rate of not more than 50%. The proposed model can serve as a basis for the effective use of the volunteer students' potential when put on the list of the company personnel reserve.

Keywords: *Competence model; Personnel reserve; Students; Volunteering.*

1. Introduction

Increasing competition forces businesses as well as government agencies to look for additional sources to improve their efficiency and competitiveness. The prospective area with yet unused resource is the company personnel, which gives top management the opportunity to improve a situation in the organization. There is a continuous search for ways to improve the efficiency of personnel management [1], as well as for technologies to identify, develop, and use the potential of employees of organizations. Currently, many researchers are trying to develop a mechanism for practical application of technologies such as coaching, gamification, and time management [2, 3]. Specialists suggest paying more attention to staff development [4, 5], creating favorable working conditions [6-9], taking care of occupational health and safety, etc. [10]. Much attention is paid to the application of innovation [11], investing in the organization's staff [12] to obtain certain dividends [13]. It is important that employees, especially the management team, have the necessary competences with good motivation to perform their duties efficiently and conscientiously [14, 15]. At the same time, the possibility of developing competences, such as hard skills and soft skills is being studied [16, 17].

A special place is occupied by work with the personnel reserve. At that, approaches to work with reservists, as well as the definition of the volunteering activities are everywhere different, though the essence is the same [18]. In the Russian government agencies, it is called work with the personnel reserve, while in many European companies this activity is called talent management. For example, in universities of Indonesia this activity is performed by assessment center. In general, today there is still a discussion about what the personnel reserve is and how this concept relates to talent management [19-24]. A number of Western companies are using talent management technology in practice, improving their competitiveness in the market of goods and services [25, 26].

Search for reservists is carried out in different planes. One of them is the volunteer movement. Volunteering is recently being studied in more detail by many foreign authors [27-31]. At that, there is no standard approach to volunteering. In different organizations and universities, it is presented in different ways. However, there are common approaches, such as for example, structural, which divides whole volunteering depending on activities: social, event-related, environmental, medical, etc. Indeed, work in this direction allows using the potential of future employees, first of all, university students. Particularly important competences relevant to improve the company competitiveness are ability to work in a team, emotional competence, and knowledge of health protection principles which allow uncovering creative potential of volunteer students.

Analysis of literature and relevant sources have shown that all available studies are fragmentary in nature and do not uncover the

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research subject. In this regard, the aim of the present study is creating the basis to form competence model in the course of volunteering among students aimed at entering them into the personnel reserve of organization.

2. Methods

In order to form a competence model in the course of students' volunteer activity to enter them into the personnel reserve of organizations, a research program, which included two stages, was developed. **The first** stage concerned the creation of the desired competence models of volunteer students to enter them into the personnel reserve of organizations; and **the second stage** consisted of the definition of competence model which would allow volunteer students to be entered into the personnel reserve of the organization with assigned career development vectors. The study was conducted during 2017-2018 on the basis of the Surgut State University (SurSU) and the Russian Social State University (RSSU). The main research tools included focus group and questionnaire survey. The questionnaire included questions that allowed obtaining an assessment of the level of formation of students' professional competences necessary to carry out volunteer activities for inclusion in the personnel reserve of the organization.

At the first stage, an expert group was created, which included representatives of employers (specialists of the oil and gas industry, business, and banking sector), as well as academic teaching staff of Surgut State University (SurSU) and the Russian State Social University (RSSU). The group consisted of 12 members with professional competence in the social volunteering. The expert group was suggested to develop a questionnaire to determine the level of professional competencies of students who were going to carry out volunteer activities.

At the second stage (determination of the acceptance competences' model of volunteer students, allowing to include them in the personnel reserve of the organization and assign career development vectors) an experimental group of 30 volunteer students was created focused on the social aspect of volunteer activity. The group members were suggested to assess their level of mastery of particular competence. On the basis of the obtained results, it was planned to analyze compliance with the desired model and determine the admissibility of the inclusion of volunteer student into the personnel reserve of the organization.

The survey was attended by volunteer students whose average age was 20.3 years. Among them, 81% were women.

3. Results

3.1. Stage 1. Creation of the Desired Competences' Model of Volunteer Students to Include Them in the Personnel Reserve of Organizations

The expert group, in the course of work with the focus group proposed a developed questionnaire to study the professional competences' formation level required for volunteer activities aimed at inclusion in the personnel reserve of the organization (Table 1).

Table 1: Questionnaire to study the level of formation of professional competences of students to carry out volunteer activities for inclusion in the personnel reserve of the organization

No	Criterion	Level of manifestation (points)
1	Ability to flexibly vary behavior in the team depending on the situation	
2	Ability to work with information (plan, schematize, and summarize the essence)	
3	Ability to transfer knowledge	
4	Ability to conciliate the interlocutor and to carry on a conversation	
5	Basic knowledge of psychology	
6	Basic knowledge of health protection	
7	Foreign languages' skills	
8	Knowledge in the field of culture and art	
9	Basic knowledge of life safety and labor protection	
10	Knowledge in the Humanities	

In addition to the questionnaire, an evaluation mechanism has been proposed for volunteer respondents: 1 point – low level of manifestation; 2-4 points – is manifested to a lesser extent; 5 points – sometimes I succeed; 6-9 – is manifested to a greater extent; 10 points – high level of manifestation.

Experts were involved in the work with the focus group to identify the competences' profile in the social volunteering. Then the experts assessed the competences in social volunteering on Likert scale. According to this scale, the greater importance (severity) was given the competence, which had acquired a higher score. As a result, the desired profile of competences was proposed, which allowed including volunteer students in the personnel reserve of the organization and assign career development vectors (Table 2).

Table 2: Desired competence profile (competence model)

No.	Competence	Level of development (points)
1	Emotional competence: - stress resistance; - ability to criticize and self- criticize; - ability to flexibly vary behavior in the team depending on the situation	8
2	Integrative competence: - ability to schematize and summarize the essence; - task scheduling; - ability to see the process and manage it; - strategic thinking; - ability to make informed decisions; - ability to solve problems and set priorities	3
3	Ability to work in a team: - training of colleagues; - teamwork skills; - ability to transfer knowledge; - ability to convey the task; - ability to provide feedback; - compliance with rules and regulations	6
4	Sociability: - ability to convince; - ability to carry on a conversation, to speak; - ability to conciliate the interlocutor; - ability to listen; - ability to support a conversation	4
5	Basic knowledge of psychology: - general understanding of psychology	6
6	Basic knowledge of health protection: - ability to provide first aid; - general understanding of healthy lifestyle	8

3.2. Stage 2. Determination of the Competences' Model of Volunteer Students Allowing to Include Them in the Personnel Reserve of the Organization and Assign Career Development Vectors

Once the competency profile had been developed, the test group members were asked to assess its competence development level. During the survey it was revealed that the current (real) competences' development level of volunteer students was different. The arithmetic mean of the results is shown in Table 3.

Table 3: Current level of competences' development in students of the test group

No.	Competence	Level of development (points)
1	Emotional competence	2.4
2	Integrative competence	4.5
3	Ability to work in a team	3.6
4	Sociability	2.0
5	Basic knowledge of psychology	3.4
6	Basic knowledge of health protection	4.2

According to the results of the conducted survey of volunteers, the collaborative team has formed a profile that allows correlating the current level of competences and the potential for their further development in a holistic personality of the volunteer involved in the social activities (Fig. 1).

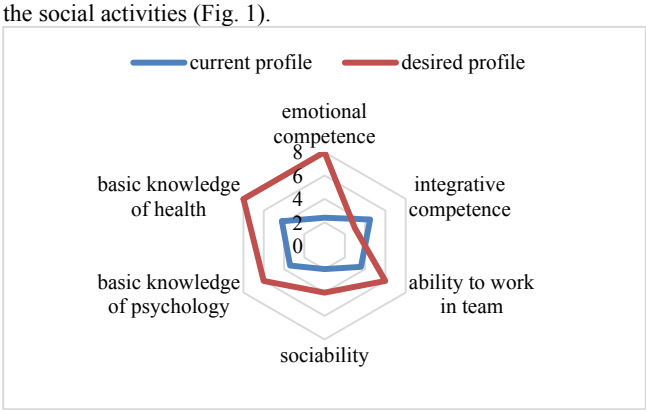


Fig. 1: Profile of competences of social volunteering

The profile analysis has shown the discrepancy between the current level of competences and the desired level. This served the basis for determining the acceptance competences' model of volunteer students.

4. Discussion

In the course of the study it has been revealed that the students' activity in the social volunteering in the considered universities is quite active. But the real (current) level of volunteer students' competences does not correspond to the desired level in all respects. At that, it should be noted that out of the six competences, just one current competence (integrative competence) exceeded the desired level by 1.5 points. Other competences required development by 2-5.6 points. The emotional competence coincided least with the requirement (the discrepancy equaled to 5.6 points). In the second place for noncompliance (less than desired) was the basic knowledge of the health protection (4.2 points at desired 8 points), provided that these competencies were identified as the most important by scoring 8 points out of 10. The ability to work in a team and basic knowledge of the psychology also did not correspond to the desired level by 2.4 and 2.6 points, respectively. Communication skills did not gain to satisfaction 2 points.

These conclusions are of dual character. On the one hand, the existing development level of competences does not allow carrying out effectively social volunteering. On the other hand, in practice, the complete coincidence of the desired development level with the required level is an exception. Most often there are certain deviations, which allow determining the human development vector as a personality and professional, while adapting individual to a specific organization. At that, it is important to create and participate in the acceptance control when a student joins the ranks of the volunteer movement. When including volunteer students in personnel reserve, employers should focus personnel management on revealing in volunteers competences such as emotional competence, knowledge of health protection principles, and teamwork skills, which allow uncover creative potential of volunteer students, their aspiration to serve society (by serving the company), increase stress resistance, develop correct criticism and self-criticism, the ability to flexibly vary their behavior in the team depending on the situation. With clear interaction of teachers, tutors of the volunteer movement, and company staff, especially HR managers, it is necessary to develop competences relevant for further activities in the course of training at the university and the implementation of social volunteer activities. At the same time, the approach should be exclusively individual. For each volunteer student it is necessary to develop individual program for the competences' development when addressing the issue of their inclusion in the personnel reserve of a particular company. Within the framework of the research subject, it should be noted that it is necessary to determine the permissible level of noncompliance of competences with the specified indicators at a rate of not more than 50% as in the case of integrative competence (exceeding the desired), the ability to work in a team, sociability, basic knowledge of the psychology, and basic knowledge of the health protection.

In this case, in the course of assessment, it is necessary to distinguish between the stages of entry of the student in the volunteer movement as well as the inclusion of the volunteer student in the personnel reserve of the organization. At the stage of entry, it is advisable to determine the levels of noncompliance and develop a special program to eliminate this discrepancy in the course of training at the university and volunteer activities. Subject to student's successful mastering of necessary skills, volunteer student can be considered for entering into the list of personnel reserve of the organization.

5. Conclusion

Business structures and government agencies are increasingly making efforts to find young promising employees with a large energetic and creative potential, enthusiasm, and professional competencies. The most advanced companies are searching for employees at universities, starting with the first year of training. Some of them pay attention to the volunteer movement. It is here that students make every effort to serve society. Companies of various fields of activity seek to harmoniously fit the aspiration of volunteers in their business processes, in the development of corporate culture. In the conducted research, the expedient (innovative) model of volunteer students' competences is defined allowing their inclusion in a personnel reserve of the organization and assign vectors of their career development. At the same time the authors note that it is important to use the acceptance control when joining a student to the volunteer movement, as an element of assessing the future program of adaptation of a prospective employee to the corporate culture of the organization and exact professional orientation.

In general, the volunteer movement can serve as a good source of active, creative employees with higher education at the initial stages of training at the university. In this case, it is important for employers to focus the attention of corporate personnel management on revealing in volunteers' competences, such as emotional competence, knowledge of health protection principles, and teamwork skills that allow uncovering creative potential of volunteer students, their aspiration to serve society, and as a consequence, to develop a brand and improve competitiveness of the company.

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