

SKILLS GAP: THE HUMAN RESOURCES MANAGEMENT ASPECT

The article deals with training aspect of human resources management as it reflects the perspective situation of young employees. There is a high supply of jobs that young people cannot afford because they are not qualified for them. This situation turns to a puzzle in which the pieces do not fit for each other; the economy growth, on one side and the skills of workers on the other side do not correlate adequately with the needs of key productive sectors in modern societies. A new comprehension of skills that are competitive is highly wanted.

K e y w o r d s: skills gap, standard, training, skills.

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КОМПЕТЕНТНОСТНЫЕ НЕСООТВЕТСТВИЯ: АСПЕКТ МЕНЕДЖМЕНТА ЧЕЛОВЕЧЕСКИХ РЕСУРСОВ

Статья посвящена аспекту подготовки в менеджменте человеческих ресурсов в качестве отражения перспектив ситуации молодых работников. Существует значительный приток рабочих мест, которым молодые люди не соответствуют по своей квалификации. Ситуация становится головоломкой, в которой отдельные компоненты не соответствуют друг другу; экономический рост, с одной стороны, и компетенции работников, с другой стороны, не коррелируют адекватно с потребностями производственного сектора в современных обществах. Необходимо новое понимание конкурентных компетенций.

К л ю ч е в ы е с л о в а: компетентностные несоответствия, стандарт, компетенции.

According to JPMorgan Chase (2013), currently the market has a high labor demand, which cannot be covered because of the skills gap, that is, the skills that young people have and those ones that enterprises require do not match each other, thereby millions of young people who could be highly efficient employees are unemployed which impedes

the economic growth in modern societies [1]. The skills gap is the lack of alignment between the specific skills required for a job and skills that you have; this phenomenon occurs mainly when young people graduating with an academic degree may not apply to some jobs because they do not cover the requirements of organizations, and this happens in the global context.

Let us have a look at existing definitions of skills. Skills by Spencer and Spencer as quoted Martha Alles, are the abilities to perform certain physical or mental task [2]. According to Serman (1998), skills may be technical (know-how), theoretical (knowing), cognitive (learning to know), and training (learning to live together). When to perform work activities, skills as leading practice knowledge are needed, and to perform a specific task efficiently and collaboratively respond to organizational needs. However today training systems for work fail to compensate the weaknesses of education system which is still relying heavily on abstract or theoretical and cognitive skills. So, the necessity to close or reduce the skills gap means to invest more and better in training for work, and thus enlarge what is learned in school with what businesses require [3].

To achieve this gap many companies have looked for innovative solutions, and in many cases, have achieved excellent results, as in the case of CONOCER in Mexico, an institution that promotes and encourages standardization and quality of execution of job functions throughout the entire country. This is done through certification of skills, process in which people demonstrate by evidence that they have the knowledge, skills and abilities (no matter how formal they are) necessary to fulfill a function at a high level of performance, this process is carried out through a standardization of skills, which is an official documented activity applicable throughout Mexico that serves as an evaluation of the skills that are certifiable by the education authority. This document is being generated by a group of industry experts that are determining the skills and best practices required to perform a specific task [4].

CONOCER performs this process by certifying existing vocational entities throughout the country. In Puebla City for example there is a Labor Competences Institute, which has been concerned about closing the skills gap through training, evaluation and certification of specific skills required in key economic sectors. One of the examples is the case

of transport sector, where they have trained, evaluated and certified about 20,000 drivers using the following process:

1. The starting point is an initial diagnosis that identifies this or that domain of skills.
2. Training courses which develop the ability, through the knowledge (theory), practice and attitudes required for the sector.
3. Evaluation based on using an assessment tool containing best practices to perform the task per the needs of the sector.
4. Certification: a document recognized by the educational authority in the country and in companies in the productive sector, mutually supporting the domestic competition.

Because of this process the gap of a current state is shortened, reaching a desired state where the person can perform the task as required by the sector, which will allow the individual to enter the labor market successfully, the possibility of having a better wage, an increased self-improvement, motivation, job performance and job security.

There is a great effort to close the skills gap through developing such programs in specific sectors, identifying best practices with tangible criteria by more than 20,000 certifications, however it is still in process of maturing. Time is still needed to assimilate the skills development as an interactive process that generates reflection, assimilation and mastery of skills required for the sector and thereby closes the skills gap in any productive sector. It is important to mention that to close this gap and achieve the desired state more time and support for constant review are also needed; as well as monitoring and evaluation of results for further improvements and verification of experiences that work in the current context.

The preparation of new generations should be focused on the skills demanded by the market, then continuously updating curricula, occupations or sectors of priority growth. To anticipate developing today's skills to face tomorrow's needs already is not an option, they must identify the necessary requirements for each country and productive sector, adapting successful elements of existing models for subsequent application in developing the economy of a global market, closing the gap between demand and supply of jobs for future generations.

References

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THE ROLE OF GENERATION Y AS AN AGENT OF CHANGE WITHIN GLOBALIZATION

This article seeks to promote the value of Generation Y as an agent of change focused on the phenomenon of globalization. Despite being a generation with stereotypes as self-centered, impatient, arrogant and unprepared, the reality is that Millennials have shocked the world with its initiative, approach and innovative leadership, which is unpredictable for change in a diverse and globalized world. Generation Y is not static, is characterized by networking at international levels, social, political and economic changes are part of their daily lives and seek to be partakers of these. Globalization, the opening of information and technology make them be better informed, which drives them to want to make changes at all levels of society, they have the tools and empowerment to do it.

K e y w o r d s: globalization, Y Generation, change agent, Millennials, stereotypes.

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РОЛЬ ПОКОЛЕНИЯ Y КАК АГЕНТА ИЗМЕНЕНИЯ В ГЛОБАЛИЗАЦИИ

Статья направлена на продвижение ценности поколения Y как агента изменения в фокусе феномена глобализации. Вопреки бытованию этого поколения согласно стереотипам эгоцентризма, нетерпеливости,