OCCUPATIONAL SKILLS AS BASIC ELEMENTS OF TALENT DEVELOPMENT IN THE COMPETENCIES LEGAL FRAMEWORKS

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ABSTRACT

The relation between performance and professional competence has often been considered as equal. A term frequently used by both practitioners and researchers to describe professional performance is that of competence, in the sense of developing that level of competence that ensures performance. Competency models were used to describe performance, to identify the main areas to be identified, to be evaluated in the selection processes, to identify training needs or to plan managerial succession. At this moment, the importance of judicious design of jobs and the creation of the most accurate portrait of the ideal employee for his employment is obvious.

KEY WORDS: *competencies, talent, competence legal framework*

INTRODUCTION

Competencies are the object of work for talent management. If the description of the roles in the organization, as well as the description of the capacity and potential of an employee are made in terms of skills, the rest of the typical activities for talent management become relatively simple.

The scientific use of the term competence was implemented by McClelland (1973), in the well-known article „Testing for competence rather than for intelligence". Over the past 50 years, this term has gained popularity among practitioners and researchers alike. In its sense, competence is considered an individual characteristic that contributes to achieving performance or achieving success in a specific task. Currently, the term competence is used in the sense of „observable attribute that contributes to the successful completion of activities" (Cook, 2009).

The two definitions presented above indicate that a multitude of behaviours or variables can be included in the scope of this concept. The existence of this flexibility in defining the concept has led to the emergence of models or taxonomies of competencies that often have different contents. Moreover, not only are there competency models that have different contents, but the number of variables or the internal structure of these models varies from one approach to another.

APPROACHES TO COMPETENCIES IN DIFFERENT EDUCATIONAL FRAMEWORKS

Three main approaches to competencies can be delimited: the educational approach, the behavioural approach and the organizational approach, a company-specific approach. From an educational perspective, a competency is a behaviour or series of behaviours that achieve specific goals, or in other words a minimum standard (Markus, Cooper-Thomas, & Allpress, 2005).

From the perspective of applied psychology, the acceptance of the term of competence that has obtained the consensus of the scientific community is that formulated by Bartram and Kurz (2002): „sets of behaviours that are instrumental in achieving the expected results." The perspective frequently used in organizations is to define competencies as elements of collective learning within organizations (Markus, Cooper-Thomas, & Allpress, 2005).

Among the multitude of contents or variables that have been included in the competence models are:

- specific knowledge or skills that are applied in the activities set out in the job descriptions. An example would be the preparation of a subject sheet for a subject taught, or basic activity for a teacher;

- general skills and knowledge that can be applied or used in several roles or areas. An example would be teamwork or the efficiency with which a person collaborates with others to achieve a goal;

- skills that facilitate or even condition the successful completion of certain professional activities or tasks, such as general learning ability;

- personal characteristics and dispositions, such as sociability or altruism (Cook, 2009).

Guy le Boterf describes the defining features of competence:

• competence is produced by an individual or a group, in a given situation (being able to act in a field of conditions and resources);

• it is named and socially recognized (validated directly through the social environment);

• it corresponds to the mobilization in action of a certain number of personal resources: knowledge, practices, skills, combined in a specific way and complemented by the mobilization of social resources;

• the goal is to generate a predefined performance.

The competencies necessary for school management, in the context of the orientation towards the professionalization of management, guidance and control functions in the educational field, can be presented by categories of competencies, specific competencies, fields of application and ways of accomplishment.

The emphasis of managerial activity is on leading and coordinating people, on directing their potential. The efficient relationship of the school manager in the educational environment or outside it is guaranteed by the development and ability to use, in solving problems, the following categories of skills:

1. communication and relationship skills;
2. psycho-social skills;
3. skills in the use of information technologies;
4. leadership / coordination and organization skills;
5. assessment skills;
6. resource management and administration skills;
7. skills for institutional development;
8. self-management skills.

Competence categories specific to the educational field

Competence categories	Specific competences	Areas of application
Communication and relationship skills	Selection of appropriate means of communication in	Work environment Consulting and audiences

	order to streamline organizational management Adapting to various, new situations, their operative solving and educational problems Resolving conflict situations	Relationships with parents, teachers and partner institutions Communication with students
Psycho-social skills	Valuing group and individual particularities Stimulating a climate of trust and collaboration	Professional ethics
Competences in using information technology	Synthesizing information Capitalizing on information Decision-making process in accordance with specific realities Using technology to streamline its activity and quality	Computerized information system

Competency models refer to creating transparent standards of the skills needed in an organization to be successful. There are a variety of ways to develop and use these models in organizations, but first it is useful to understand their development over time. By the early 1970s, most organizations saw the characteristics necessary for the organization's success, either based on technical skills or the belief that intelligence mattered most. The way intelligence is understood, as one of the important attributes of human resources, has undergone fluctuations over time. Forms of intelligence have developed, giving great attention to the emotional and social.

Goleman, in his research on emotional intelligence, links McClelland's research to theories of brain function, and proposes that emotional intelligence be In this study Goleman proposes that emotional intelligence be divided into four areas: self-awareness, social awareness, self-management, and relationship management.

CONCLUSIONS

Competence means „knowing how to do something", so it must have a context and determine results. Competence is seen today as a response to regulating market requirements, focused on better use of resources and the involvement of social actors in finding solutions.