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**THEORETICAL ANALYSIS OF THE PROFESSIONAL COMPETENCE'S  
FORMATION AND DEVELOPMENT IN THE LIGHT  
OF UKRAINIAN AND FOREIGN SCIENTISTS  
(IN TERMS OF THE MARKETERS' PROFESSIONAL SKILLS AND ABILITIES)**

**ABSTRACT**

*This paper defines formation of the concept of “competence”, attaches importance to the invariant of professional qualification, and explains core competencies of the marketer. The general and extensive use of the term “competence” in professional education and training has been indicated. It has been noted that recently the marketers’ functions in the hotel sphere are in the centre of the commercial attention directly deduced. In current conditions the diversity of tourism requires special attention to the formation of the marketer’s professional competence and the need for this formation has been thoroughly justified. It has been stressed on the Ukrainian and foreign scientists’ opinions on professional competence. The attention has been drawn to the conditions of the professional competence’s formation and development. The fact that the result of the professional education is not in the form of graduate’s knowledge, but in his practical preparedness to professional life’s activities in typical and unusual situations has been confirmed. The list of competencies a person should possess for an effective professional activity has been presented. It has been highlighted that the formation of professional competencies promotes the mastery of students’ fundamental knowledge and skills, which generally determines an effective professional activity. It has been approved that the knowledge should be as possible close to life and meet the requirements of the labour market.*

**Key words:** *competence, professional competence, core competencies, fundamental knowledge, professional education, specific educational outcomes.*

**INTRODUCTION**

Today we have a challenging time for Ukraine, when the rush to sell, the enrichment and the way out of difficult situations in the field of tourism are impossible without professional marketers, who indeed understand the demands of customers. A stable work of the hotel sphere depends on the qualitative training and on a modeled specialists’ professional competence. In fact, a professionally competent marketer focuses on achieving the goal by identifying the needs, set by the market, and by providing, through high service quality, the effectiveness and competitiveness of the hotel complex. To demonstrate our understanding of the term “professional competence” we can offer the ready-made models, methods and protocols. But we find it appropriate to provoke an independent identification of trends and further understanding of the opportunities that enable the model of the marketer’s professional competence formation.

Marketers do not just sell hotel services. Their functionality in the hotel industry is much wider. They are the face of the company they work in. And their professional activity is carried out both at the national and international level. Therefore the marketers in the



hotel sphere should be engaged in a constructive dialogue with their foreign colleagues. Moreover, they should know the basic principles, norms and methods of international business and obtain the skills of promoting to the global markets of competitive products. Every marketer when performing duties has a profound personal conviction and understanding, and responsibility for the outcome.

#### **THE AIM OF THE STUDY**

The aim of the study is theoretical analysis of conditions of the professional competence's formation and development in the light of Ukrainian and foreign scientists on the example of the marketers' professional skills and abilities.

#### **THEORETICAL FRAMEWORK AND RESEARCH METHODS**

The problems of professional competence were in the field of native and foreign researchers. In our Ukrainian science the items of competence-based approach are studied by: A. Ovcharuk (Овчарук, 2004) – development and implementation of competence approach in foreign countries, I. Hushchevska (Гушчелєвська, 2004), N. Krednets (Креденець, 2005) – professional competence: historical and pedagogical analysis, M. Vachevskyy (Вачевський, 2005), T. Hryhorchuk (Григорчук, 2006) – professional competence of marketers and others. Professional competence is also studied by foreign researchers: R. White (White, 1959) – competency-based education, D. McClelland (McClelland, 1973) – developing an intensive interviewing technique, Lyle and Signe Spencer (Spencers, 1993) – analysis of jobs, F. D. Le Diest and J. Winterton (Le Diest-Winterton, 2005) – a large amount of the competence's definitions, N. Wellman (Wellman, 2009) – modeling a marketing competence, P. Ellen and B. Pilling (Ellen-Pilling, 2002) – the development of workplace skills, A. Stoof, R. Martens, J. van Merriënboer, and T. Bastiaens (Stoof and others, 2002) – constructivist aid for understanding and using the concept of competence and others.

During the study, methods of theoretical research, methods of systematization and explanation were used.

#### **RESULTS**

It should be noted that the term “competence” is widely used in professional education and training. Having acquired some knowledge at university, a student should be able to use them in practical situations. These are specific educational outcomes, when the knowledge is an important, but insufficient condition for achievement a professional competence in a certain field of activity. Consequently, “the result of the professional education is not in the form of graduate's knowledge, but in his practical preparedness to professional life's activities in typical and unusual situations”, V. Zhyhir notes (Жигір, 2011).

We have to agree with E. Bobkova's opinion (Бобкова, 2007) – from the standpoint of the marketing specialist's professional activity improvement especially significant are: sufficient level of professional knowledge and skills, required for the effective performance of a particular type of work; developed economic thinking, mobility, communication skills and business communication skills; understanding of socially and personally meaningful values needed for a life in modern society; necessary civil and social competences possession; steady motivation for self-development and personal professional growth.

A high level of specialists' competence is considered as a competitive advantage of some countries over the others. This fact is reflected in the policy of all developed countries in the format of the target national programs. In most countries the competence approach is at the level of national educational standards (which are based on the results of activities) and at the level of professional competence's development implemented. We often ignore the question: What does it mean for a marketer to know how to perform tasks? In ordinary



life, as well as during a special professional teaching, we are much more concerned with people's competences than with their real knowledge. G. Ryle said: "The ability to apply rules is the product of practice. It is therefore tempting to argue that competences and skills are just habits. They are certainly second natures or acquired dispositions, but it does not follow from this that they are mere habits. Habits are one sort, but not the only sort, of second nature" (Ryle, 2009). The ability to make decisions and solve problems or deal with difficult situations differs in a certain way from the ability to do this by acting in a scheming determined way. When we say that someone is doing something by blind habit, we mean that he does it automatically, without thinking of what he is doing. We form habits by performing different activities or exercising skills repeatedly in order to improve someone's proficiency. But we build up intelligent competence by training. And "training ... though it embodies plenty of sheer drill, does not consist of drill. It involves the stimulation by criticism and example of the pupil's own judgment. He learns how to do things thinking what he is doing, so that every operation performed is itself a new lesson to him how to perform better", G. Ryle states (Ryle, 2009). The knowledge, required for understanding the marketer's performances, is some degree of competence in performances of that kind, but not the only one.

R. White was the first to use in 1959 the term "competence", speaking about competency-based education in *Motivation reconsidered: The concept of competence* (White, 1959). The American scientists tried to develop a specific concept to determine the human activities in different industries. In 1973 D. McClelland, asserted himself by one of the earliest publication that reveals the problems of competency education – "Testing for Competence Rather Than for "Intelligence" (McClelland, 1973). A scientist firstly drew attention on the drawbacks existed in educational system of the US (when testing students) and estimates that a school does not reflect the real level of students' knowledge. The knowledge should be as possible close to life and meet the requirements of the labour market. That is students should not only learn a theoretical knowledge but also master the competences. D. McClelland also developed an intensive interviewing technique – the Behaviour Event Interview, which was designed to discover just what executives were thinking and doing as they went about their work (McClelland, 2001).

Lyle and Signe Spencer's book (Spencers, 1993), *Competence at Work: Models for Superior Performance*, provides analysis of 650 jobs, using the job competence assessment model developed by D. McClelland way back in the 1960s. It summarizes the findings of different studies conducted in various types of organizations, resulting in competence dictionary for 21 competences that distinguish superior from average performers in middle-to upper-level jobs. A. Stoof (Stoof, 2002) stated that both D. McClelland and Lyle and Signe Spencer can be regarded as representatives of the competence movement in the field of human resource development.

In Britain from 1986 the concept of competency-based education became the basis for a national system of qualifying standards and has received the government support. In 1997 within the framework of the Swiss Federal Statistical Department and the National Center for Education Statistics of Canada the programme "Definition and Selection of Competencies: theoretical and conceptual foundations" ("DeSeCo") was founded. The forming of competence's education in France began in 1980, when its conceptual points were developed. But it has gained popularity in the early 1990s with the development of competences' models (Жигірь, 2011).



The “Cambridge and RSA Examinations 2000” gives the list of competencies used in everyday life (Oxford Cambridge and RSA Examinations, 2009). These are: the functional skills of information and communication technologies; application of number; information technologies; working with others; improving own learning and performance; problem solving.

Foreign researchers R. Hayherti and A. Mayhew consider any professional as the bearer of six types of professional competence. In cooperation they constitute an invariant of professional qualifications (see Fig. 1) (Поляк, 2013).

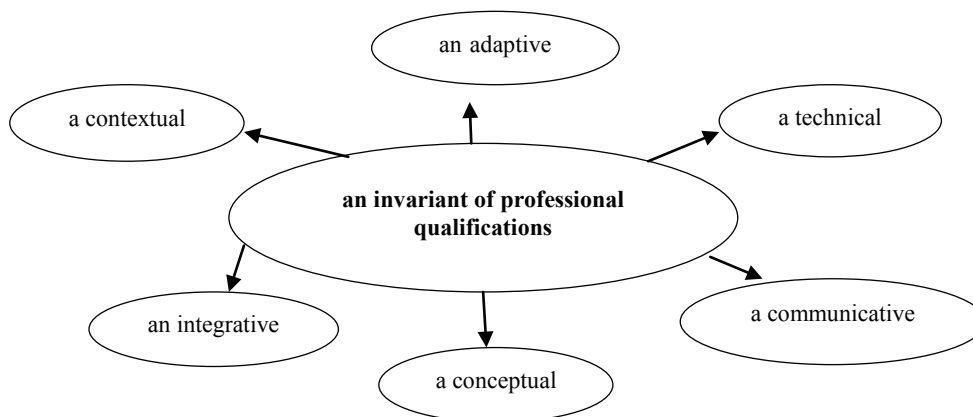


Fig. 1. An invariant of professional qualifications

As it is shown in the figure 1, up to six types of one’s professional competence, which constitute an invariant of professional qualifications, scientists refer: a technical, a communicative, a conceptual (the possession of the social context in which the profession exists), an integrative (the ability to think in the logic of the profession, set priorities and solve problems), a contextual, an adaptive (the ability to predict and transform the changes in the profession).

In September 2009 the “Key Data on Education in Europe 2009” was published. It was “stated by the Recommendation of the European Parliament and the Council on key competences for lifelong learning, efforts must be made to ensure that all young people develop a wide range of knowledge, skills and attitudes equipping them for adult life, particularly for working life, whilst forming a basis for further learning” (Key Data on Education in Europe, 2009).

In the monograph by M.Vachevsky we find the list of competencies a person should possess for an effective professional activity. These are (Вачевський, 2005): social competencies (related to the environment, society’s life, one’s social activity) – the ability to cooperate and solve problems in different situations, understanding of others, an active part in public life, the social and civic values; motivational competencies (related to the inner motivations, interests, and to the individual choice of a personality) – cleverness, inventiveness, the skills to adapt and be mobile, the ability to succeed in life and the desire to live better; functional competencies (related to the field of knowledge; proficiency in the operating with the academic knowledge and factual materials) – the linguistic competence, the technical and scientific competencies, the proficiency in using sources of information for one’s own development.



We agree with the Ukrainian researcher L. Dybkova, who in her dissertation combines the given list of competencies in two main blocks: personal development and professional knowledge and skills. According to the researcher, development of a personal sphere gives an opportunity to acquire such competencies, as effectiveness, self confidence, tolerance, responsibility. And formation of these competencies promotes the mastery of students' fundamental knowledge and skills, which generally determines an effective professional activity in the future (Дибкова, 2006).

Summarizing, we can notice that a marketing specialist in the hotel industry – is a profession which attracts creative people with strategic thinking. To work effectively in this sphere, marketers must master the core competencies which include: vision, creativity, strategic thinking, and result-orientation (see Fig. 2).

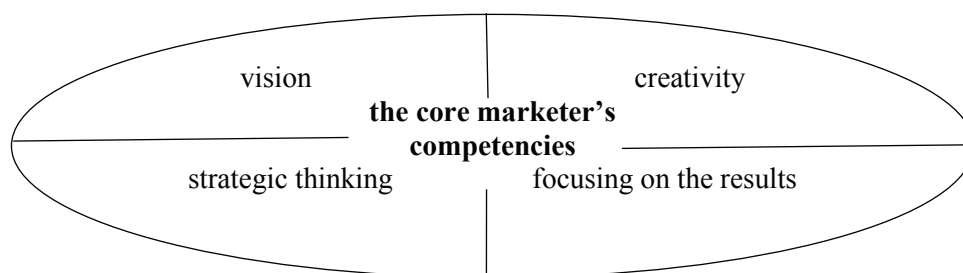


Fig. 2. The core marketer's competencies

Successful marketers are able to articulate a clear vision of their marketing purposes, realistically evaluate their capabilities and potential that others cannot do. But it's not enough to have the only vision. Marketers must be able to hand over this vision to others. Creativity is an important characteristic of a successful marketer. However creativity is limited not only by forming expression through words and images. A successful marketer presents creativity by identifying, selecting and creating products and services that meet the needs of the market. Marketers are strategic thinkers – they are able to see the big picture and realize the plan, which will include a wide range of tactics and actions intended to influence a target audience. Focusing on the results – is one of the most important marketing competence. Shaping an understanding of the things' or actions' correctness, we focus our attention on the results. Every marketing initiative should include specific means of control of consequences and results.

Marketing has more to do with the art than the science, more to do with feelings than with logical thinking. We talk not about how to do a task, but how to think about its performance. Consequently, first – thinking, than – skills and intelligence. A professionally competent marketer should possess perfect intuition and ability to analyze problems. He needs to know when to take risks and when to reduce the losses.

#### CONCLUSIONS

Apparently, without a fundamental theory or a model of competence, any specification, determined by external and internal factors, will be nominal. Since under the concept of competence we mean desired or required actions to perform, we have to determine a person or persons (as a person's sample, a model to follow) to perform actions aimed at providing the required performance. Obligatory for a marketer are: the high personal culture, the knowledge of the history and the culture of his own country, perfect knowledge of the mother



tongue, the ability to speak fluently at least two foreign languages within professional communication, which is especially important for the specialist of the hotel's sphere. Professional training of a specialist is carried out through assimilation of professional disciplines. The knowledge is gained through training the necessary professional skills and abilities. Although the training of tourism's specialists in educational institutions is in great extent introductory and career-oriented by nature, but at this level the first professional knowledge and skills of the profession are forming – that is, the formation of a specialist's model begins.

This study does not put an end to the given issue and is just an attempt to highlight its importance. The process of the professional competence's formation plays an important role in the modern education. Our research aims at starting and putting the basis for the model of the marketer's professional competence formation. It is especially appropriate in fundamental researches, aimed at revealing general regularities and peculiarities of the phenomena studied.

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