
A Tool of Qualification Coadaptation

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Abstract:

A tool of qualification coadaptation is proposed to solve the problems of professional standards' implementation. The article describes its technique and some experience in implementing.

Keywords: *Employee, employer, professional standard, tool, coadaptation, qualification, competency, survey.*

JEL Classification Codes: *J00, J01, J24, M12, M54.*

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1. Introduction

Currently a topical issue is the use of professional standards in determining the employee's job duties. In accordance with the Article 195.1 of the Russian Federation Labour Code, which defines this category as "the employee's level of knowledge, proficiency, professional skills and experience", the employer is guided by the qualification characteristics. Job activities and employment functions of professional standard cannot be performed without appropriate professional skills that are gained in the course of work experience. From the definition and conceptual meaning of the studied notions it becomes clear that the employee's qualification and job functions of professional standards are close to each other. Consequently the job function of professional standard includes the characteristics of qualification and is the basis for establishing requirements to certain employee's qualification.

There are three articles of the Russian Federation Labour Code, which provide rigid definitions of job function and determine employment relationship between the employee and the employer. Article 15 of the Russian Federation Labour Code defines job function as "work in the position in accordance with the staff schedule, profession, specialty with indication of qualification, particular type of work assigned to the employee", for which a salary is set in the employment agreement between the employee and the employer. Article 56 of the Russian Federation Labour Code provides that "in accordance with the employment agreement the employer is obliged to provide the employee with work under the determined job function, to pay salary to the employee timely and in full scope, and the employee undertakes to perform personally the function determined by the employment agreement". Article 57 of the Russian Federation Labour Code stipulates that one of the "mandatory conditions to be included in the employment agreement is a job function (work in the position in accordance with the staff schedule, profession, specialty with indication of qualification, particular type of the work assigned to the employee)" (Kirishieva, 2013).

Therefore, a tool that would define the employee's job duties in mutual consent of the two parties, the employee and the employer, is necessary. Coadaptation in the business environment is an adjustment to changing production conditions. This process is developing rapidly both in Russia and in Europe (Zikicjelena and Alan, 2009) and is aimed at achieving the goals and objectives using own resources, which requires obtaining new applied knowledge, developing skills and improving horizontal communication. All these areas of the business entity personnel work allow implementing post-graduate education as a part of which the development of emotional, social and cognitive skills is provided. Implementation of coadaptation is a relatively complex task. At the same time the following tasks are solved for the business entity: reduction of initial costs; reduction of personnel turnover; increase of production rates; joining employee to the staff and lateral interrelation strengthening; decrease of new employees' feelings of anxiety and non-certainty,

reduction of various types of risks and increase of the technological processes implementation safety.

The essence of a coadaptation tool is a consolidated identifying of the business process qualification platform from employer's and employee's perspective. On the one hand real or potential employee has necessary competencies for the required activity and can therefore express his opinion on how he sees performance of his work. On the other hand the employer as the owner of the business process determines his own requirements to the employee's competency. In this dual process it is possible to see the significance of competency for both the employee and the employer. The volume of actual knowledge of each employee allows determining his qualification level, which should increase throughout the working life. It is this approach that allows the employee improving by determining his value orientations both in personal and professional development. The level of required knowledge described in the job description defines such level of requirements to the employee. The procedure of the personnel professional compliance assessment is conducted by comparing the level of requirements and qualifications of each employee. It is implemented through the certification of qualifications, which is based on professional standards. In its turn, the Russian Federation Labour Code (Article 195.1) defines professional standard as characteristics of "qualification necessary for the employee to perform certain type of professional activity, including performance of definite job function", and the qualification is defined as "the level of the employee's knowledge, proficiency, professional skills and experience" (Kirishieva, 2013).

2. Purposes, methodology, structure of the research

The purpose of the proposed tool implementation is a compromise between the employee and the employer during the business process performance. Methods of the tool include: coadaptive survey, processing the survey results with identification of a compromise between the employee and the employer, fixing this compromise in coadaptive job description.

Coadaptive survey allows neutralizing contradictions between the capabilities of the employee or a potential applicant and the employer's requirements to the qualification level of the business process, as well as allows studying the motives of both parties' behavior, their intentions, that neutralizes the qualification risk in the emerging professional conflict, i.e. the process of coadaptation is implemented (Qualifications Systems, 2007). Main advantages of this tool are: possibility of obtaining information from a large number of respondents; unlimited number of participants; ensuring high level of mass in the research; anonymity.

The following terms are used in the questionnaire of professional activity coadaptation: "to know", "to be able", "to have" (skills) with the purpose to get comprehensive information on the set of competencies required to potential

employee for the relevant profession. This is due to the fact that the competencies essentially characterize a person's capabilities, which he is competent in, level of his training, responsibility as well as adequate attitude to certain tasks. We can add to this an assessment of the employee's personal characteristics such as character, addictions and interests, which allows ensuring the use of R.B. Cattell's 16 PF Personality Questionnaire (Teacher's Professional Standard, 2013). Essentially this is a tool of consolidated revealing of the concerned parties' qualification platform.

In the proposed tool concept a holistic approach is applied, in which capabilities are considered as dynamic combination of characteristics, ensuring competent activity, or as part of the final product of the educational process. In this regard the competency or set of competencies are the designator of the fact that the person has ability or skill to solve definite business task and the level of its performance can be assessed in future. When developing and correcting educational programs the higher educational institutions should take into account the constantly changing needs of society and employment opportunities in particular as regards improving competitiveness of today's graduates considering development of their professional competencies (Spesivtseva, 2009; Vovchenko *et al.*, 2017).

Implementation of this approach is based on the universal questionnaire of business processes coadaptation. It can be transformed for a specific profession in accordance with the professional standard. The questionnaire includes three groups: "to know", "to be able", "to have". Each task force is aimed at identifying importance of the business process qualification support for the employee and the employer. The method of rating estimation was used to process the questionnaires. The sample volume was determined based on Robert Montgomery's tables and V. Avdeev's approaches (Avdeev, 2012; Skorev and Gorkovenko, 2015; Guskova *et al.*, 2016; Sazhin and Sakaikin, 2016) as the specified conditions do not include quantitative traits. On the basis of the obtained results a coadaptive job description is developed. This job description considers the employee's and the employer's opinions about business process performance in the employee's professional activity.

3. Results

Testing of the tool of qualification coadaptation was held on such professions as a teacher of general educational institution and a kindergartner. Currently these professions are provided by general requirements from employer's side. These are the wage rate book and the professional standard (Hansson, 2009; McClelland, 1973). A change of the educational paradigm and openness of education lead to coexistence of different educational models and techniques, which causes a sharp change of perceptions about the most important qualities of a modern teacher. New social order, facing to the continuous pedagogical education, is represented by the requirements for training and retraining of teachers having capabilities of: self-development, implementation of existing capacities, and self-orientation in innovation trends of modern education. In this regard, interest to integral

characteristic of the teacher's personality - professional competency, which can be tested, is increased. The new Education Act and the FSES of pre-school and general education (Avdeev, 2012; Vinogradova, 2014; Sultanova and Chechina, 2016; Gorina, 2016) have defined the long-term purposes of this system development: the transition to a system and activity (competency) approach; obligatory introduction of new educational standards of all levels of general education by 2022; expansion of a number of legal, financial and economic regulators, which is conditioned by introduction of the national systems of qualifications certification (Hoffmann, 1999), one of the requirements of which is the introduction of employees' qualifications continuous improvement (Boyatzis and Saatcioglu, 2008). Qualifications are recorded in the professional standard.

On July 1, 2016 amendments to the Russian Federation Labour Code came into force, on the basis of which professional standards become mandatory for use, and other become optional in some cases.

In particular the Article 195.3 of the Russian Federation Labour Code established that the professional standard should be the basis for development and implementation of the requirements to the employee's qualification. But in cases when separate regulatory acts establish specific requirements to the qualifications necessary to a potential employee in the performance of a specific job function, professional standards as regulatory documents as a part of these requirements are fully directorial when they are used by employers.

In the letter of the Russian Ministry of Labor dd. April 4, 2016 No. 14-0/10/B2253 on the application of professional standards (Bogoslavskiy *et al.*, 2014) the following is explained: the Russian Federation Labor Code determines mandatory use of the professional standards requirements in the following cases, including when entering employment:

1. When performance of works in definite positions, professions and specialties is associated with the provision of compensations or benefits, or presence of certain limitations (Part 2 of Article 57 of the Russian Federation Labour Code).
2. If the Russian Federation Labour Code, other federal laws and regulatory acts establish mandatory requirements for the employees' qualification (Part 1 of Article 195.3 of the Russian Federation Labour Code).

The mandatory application of the professional standards requirements provided in Articles 57 and 195.3 of the Russian Federation Labour Code does not depend on the form of ownership and the employer's position or indigent.

Considering peculiarities of the professional standards application established by the RF Government Decree of June 28, 2016 No. 584 in state and municipal institutions, it is necessary:

1. To analyze employees' professional competencies in accordance with professional standards.
2. To make a plan of employees' training and additional professional education, if necessary, within the respective target budget for the corresponding period.

The Labor Ministry letter also explains that in case a mandatory application of professional standards does not emerge on the basis of the provisions set out in Part 1 of Article 195.3 and Part 2 of Article 57 of the Russian Federation Labour Code, in such situation the requirements of professional standards are non-regulatory. Job functions reflected in professional standards include a characteristic of the qualification, which is the basis for establishing requirements to the employee's qualification.

On the basis of Articles 15, 56 and 57 of the Russian Federation Labour Code the employer has the right to make the employee perform only one job function. Regulatory legal acts of the federal executive authority uniting the labour law norms (which are the orders of the Ministry of Labour of Russia) should not contradict the Russian Federation Labour Code (Part 8 Article 5 of the Russian Federation Labour Code).

When determining a certain employee's job responsibilities the employer has the right to offer the employee to perform work within only one job function reflected in the professional standard.

Up to date purposes of Russian school raise traditional and make new requirements to teaching personnel professionalism and to the level of pedagogical activity as a whole (Roccas, 2002). Currently the approved professional standard of a teacher is very complex and not tested regulator of a number of pedagogical activity issues.

Having analyzed the monographic researches and regulatory documents dedicated to the formation of professional competency and proficiencies developing it, we can come to conclusion that currently a complex approach to the formation of the essential and meaningful basis of teachers' professional competencies, their definition and subsequent modeling of the improving qualification process in professional education institutions has not been developed yet.

The study was conducted on the basis of the municipal budget-funded pre-school educational institutions, municipal budget-funded educational institutions of secondary education schools and departments of education in Rostov-on-Don and Rostov region. The main purpose of this study is the assessment of the list of competencies which will allow revealing qualification risks and disputes arising between employers and employees in the process of work and neutralizing contradictions by determining a set of measures. The respondents were the employers' representatives such as heads of departments of education, senior specialists, leading trainers, leading experts, municipal budget-funded pre-school

educational institutions, and municipal budget-funded educational institutions of secondary education schools. In total over 140 people. The group of employees was represented by kindergartners and teachers. In total over 150 people.

A comparative analysis of the list of teachers' competencies existing in the regulatory documents was carried out, and the list of knowledge, proficiencies and skills for a kindergartner and a teacher was drawn up at the first stage. The produced lists of competencies formed the basis for the development of the questionnaire for each group of employees. Then a survey of respondents: employers and employees was carried out. Everybody assessed the importance of professional competency by ranking: the maximum value is equal to 1; the minimum value is equal to the number of items included in the list. The next stage is processing the questionnaires; the results are presented in Table 1. This allowed determining the list of priority competencies and further formation of a coadaptive job description for a teacher and a kindergartner.

Table 1: Priority of Factors for the Employer and a Teacher

Rating of factors in percent					
<u>Employer</u>	To know		To be able		To have
1	5,632911	1	15,22437	1	21,60678
2	6,173129	2	17,23447	2	18,54906
3	8,543077	3	13,55174	3	5,748244
4	10,04575	4	10,19432	4	9,963226
5	5,76135	5	3,874108	5	15,71849
6	14,2602	6	9,254577	6	12,05952
7	15,13447	7	6,38124	7	7,866326
8	16,89428	8	8,595392	8	8,488358
9	10,42758	9	10,03825		21,60678
10	7,127261	10	5,651522		
<u>Teacher</u>	To know		To be able		To have
1	3,49437	1	3,400991	1	20,33338
2	6,683353	2	4,538591	2	10,47452
3	5,018956	3	6,549952	3	16,05143
4	6,816521	4	6,308128	4	15,06789
5	10,12956	5	9,767892	5	5,933631
6	11,22103	6	9,697565	6	8,585165
7	18,22535	7	9,727369	7	12,43126
8	14,22661	8	19,05855	8	11,12272
9	7,080098	9	13,72777		
10	17,10415	10	17,2232		

<u>Summarized</u>	To know		To be able		To have
1	4,655195	1	11,17086	1	20,22883
2	6,394453	2	12,76264	2	14,30003
3	6,95787	3	10,78049	3	11,94491
4	8,526645	4	8,587357	4	12,5014
5	8,195837	5	7,533065	5	11,18679
6	12,74729	6	9,605303	6	10,00217
7	16,65286	7	8,338107	7	10,19309
8	15,51727	8	14,98727	8	9,642789
9	7,316767	9	12,18811		
10	13,03581	10	4,046787		

A coadaptive review of the joint ranking results is presented in groups “to know” - see Figure 1, “to be able” - see Figure 2, “to have” - see Figure 3.

Figure 1: Results of Joint Employer’s and Teacher’s Ranking on the Group “To Know”

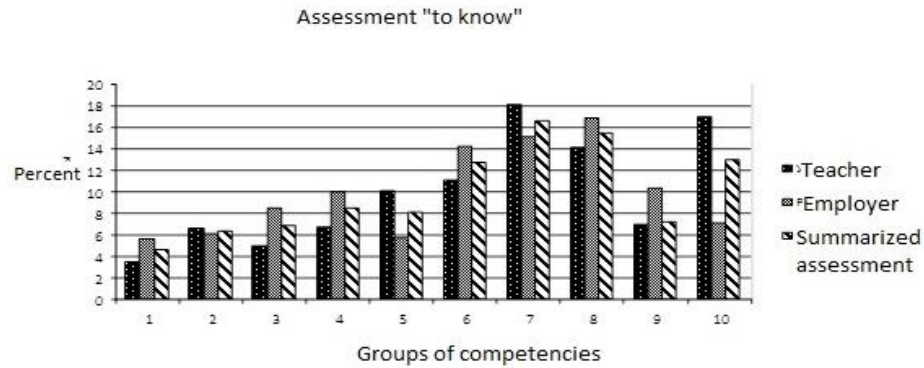


Figure 2: Results of Joint Employer’s and Teacher’s Ranking on the Group “To Be Able”

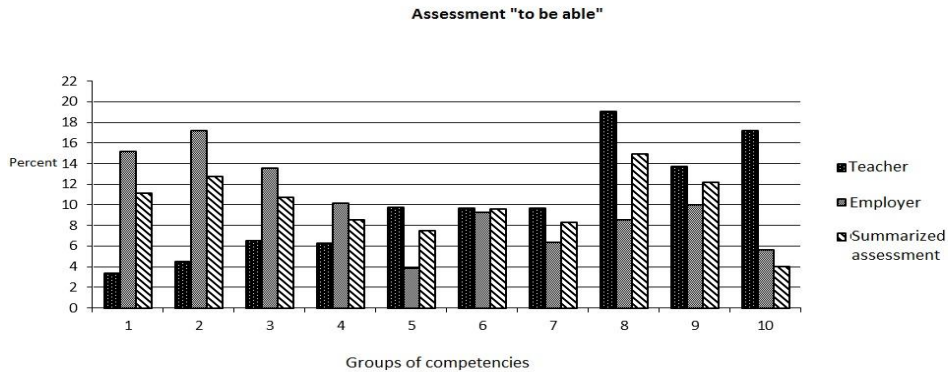
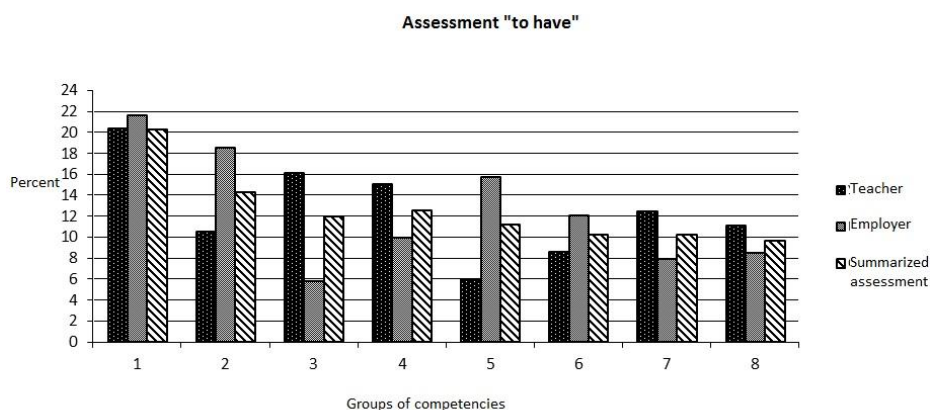


Figure 3: Results of Joint Employer's and Teacher's Ranking on the Group "To Have"



The analysis has shown that for the employer the most important are: (“to know” group) methods of educational systems management; (“to be able” group) regulatory and legislative provision of professional activity; (“to have” group) having a value oriented mindset to provide every child with professional help regardless of his academic abilities, individual peculiarities in behavior, mental and physical health. The average level of importance is given to: competency approach in education (“to know” group); methods of persuasion (“to be able” group): having methods of prevention and conflict resolution. The least significant, according to employers, are: methods of psycho-diagnostics (“to know” group); forms and methods of organizational work in professional activity (“to be able” group); having methods of organization of excursions, tourist trips, expeditions, etc. (“to have” group).

Data obtained from employees were subject to the same analysis, which has shown that the most important for employees are: forms and methods of education in professional activity (“to know” and “to be able” groups); having standardized psycho-diagnostic methods of personal characteristics, individual and age characteristics of pupils (“to have” group). The employers assigned the following to competencies of average importance: methods of persuasion (“to know” group); methods of social and humanistic orientation (“to be able” group); having a value oriented mindset to provide every child with professional help regardless of his academic abilities, individual peculiarities in behavior, mental and physical health (“to have” group). The teachers assigned the lowest rank to the following competencies: information technology in professional activity (“to know” and “to be able” groups); having methods of persuasion and reasoning (“to have” group).

A coadaptive review of joint ranking by groups “to know”, “to be able”, and “to have” has shown that the opinions of employees and employers coincided only in two points in the group “to have”: to have methods of persuasion and reasoning; to have standardized psycho-diagnostic methods of personal characteristics, individual

and age characteristics of pupils.

In the same way a questionnaire of a kindergartner's professional activity coadaptation was worked out and the priority of a kindergartner's profession competencies was defined, see Table 2.

Table 2: Priority of Factors for the Employer and a Kindergartner

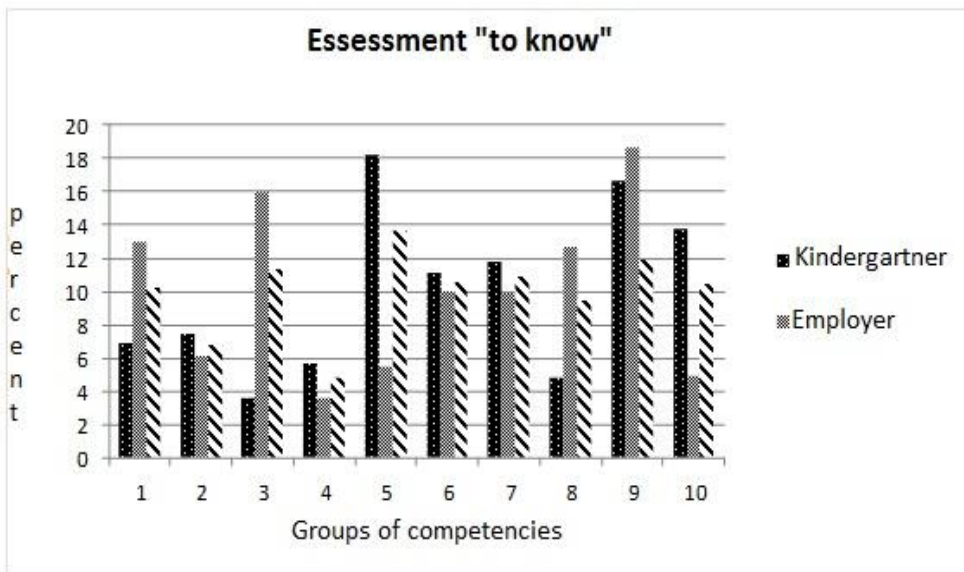
Rating of factors in percent					
<u>Employer</u>	To know		To be able		To have
1	6,90921	1	5,372517	1	6,76373
2	7,462527	2	5,552022	2	20,00899
3	3,603758	3	7,037752	3	14,92155
4	5,663591	4	4,173925	4	7,059785
5	18,22958	5	15,84981	5	17,59467
6	11,08852	6	7,142703	6	11,81584
7	11,80204	7	11,08543	7	8,779501
8	4,827518	8	12,3017	8	13,05593
9	16,62835	9	17,3854		
10	13,78491	10	14,09873		
<u>Kindergartne</u>	To know		To be able		To have
1	12,9502	1	3,453947	1	18,25237
2	6,077774	2	4,80726	2	19,13838
3	16,00663	3	7,802666	3	14,43511
4	3,558705	4	4,191922	4	11,14141
5	5,422066	5	6,869712	5	6,868814
6	9,964351	6	14,08195	6	8,648139
7	9,885491	7	10,79022	7	10,98637
8	12,65277	8	13,26962	8	10,52941
9	18,63402	9	17,85594		
10	4,847991	10	16,87675		
<u>Summarized</u>	To know		To be able		To have
1	10,23095	1	4,745353	1	13,21936
2	6,810234	2	5,41067	2	19,04668
3	11,35616	3	7,68188	3	14,279
4	4,754403	4	4,338178	4	9,005496
5	13,62376	5	12,93979	5	13,1339
6	10,52903	6	11,36369	6	10,1135
7	10,8879	7	11,35597	7	9,633665

8	9,403409	8	13,23986	8	11,5684
9	11,94825	9	18,26338		
10	10,45591	10	10,66123		

A coadaptive review of the joint employer’s and kindergartner’s ranking in groups has shown that the opinions coincided in the following points:

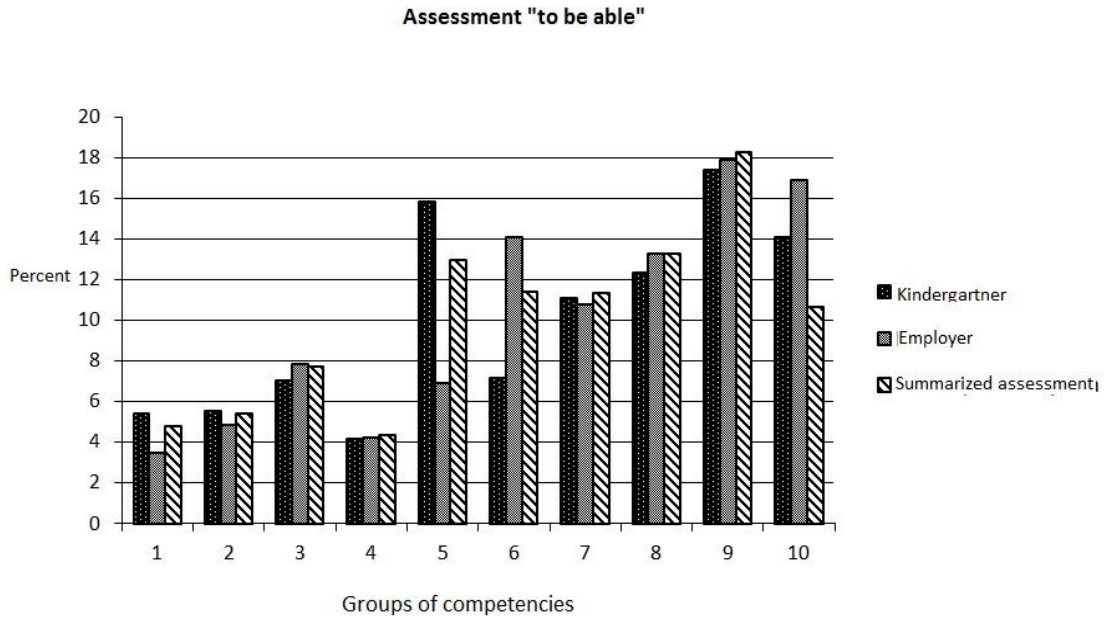
1) “To know” group - Figure 4: forms and methods of children’s development; forms and methods of education in professional activity; methods of persuasion.

Figure 4: A Coadaptive Review of the Joint Employer’s and Kindergartner’s Ranking in the Group “To Know”



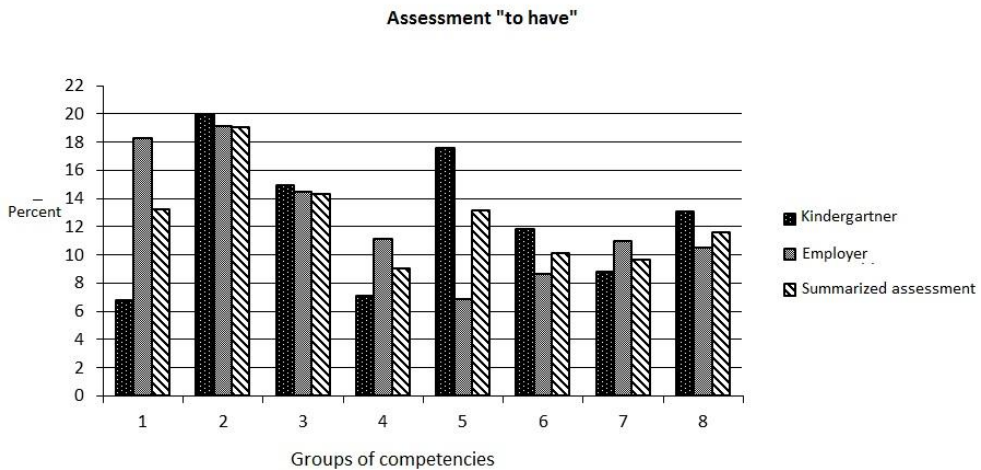
2) The group “to be able” - Figure 5: methods of educational systems management; methods of persuasion; methods of social and humanistic orientation; regulatory and legislative provision of professional activity.

Figure 5: A Coadaptive Review of the Joint Employer’s and Kindergartner’s Ranking in the Group “To Be Able



3) Group “to have” - Figure 6: methods of persuasion, reasoning, establish contacts with the pupils and their parents (persons substituting them), colleagues; standardized psycho-diagnostic methods of personal characteristics, individual and age characteristics of the pupils.

Figure 6: A Coadaptive Review of the Joint Employer’s and Kindergartner’s Ranking in the Group “To Have”



4. Conclusion

Thus, each professional competency received its rank. Based on the result it is possible to form a list of priority competencies that were preferred both by the employer and the employee. On the basis of the list of priority competencies a coadaptive job description is developed. It is a balanced document of professional competencies. This eliminates contradictions between the employer and the employee in terms of their perception of the importance of professional competencies accompanying business processes in the employee's professional activity. Ideally, every business entity should aim to a coadaptive job description focused on its development strategy.

A coadaptive job description is also a basic list of competencies for the formation of specialist in the education environment. This will allow adjusting the education system to modern requirements of the job market. A model of a professional and a pupil is an important tool used in the selection of individual way of education. Depending on the employee's level of training it is possible to design a model of education or to change its content alone, approaching the model of the required specialist's qualification.

Employer's interest to the employee's qualification proves that a qualification is the object of sale in the job market; consequently it is possible to speak about emerging of a market of qualifications as the basis for the job market transformations. The qualification itself is defined in the professional standard. For the employee potential negative effects of the application of professional standards in practice are as follows:

1. Unjustified assignment to the employee works on various professions and positions. Reason: indistinct boundaries between different professions or positions in the professional standard.
2. Intensification of labor due to introduction to the employee's job duties of works and orders not considered by the employment agreement. Reason: impossibility to establish common approaches to the use of professional standard due to discrepancy of the amount of contained professions and positions.
3. Reduction of salary. Reason: absence or lack of the employee's knowledge, proficiencies and work skills when performing work on different professions and positions.
4. Periodic employee's retraining and/or improving qualification at his own expense. Reason: non-conformity of the employee's professional education to the qualification requirements set out by the professional standard.
5. A threat of dismissal for non-compliance of the employee's qualification to the professional standards requirements. Reason: non-conformity of the employee's qualification to the relevant requirements to it, confirmed by the results of professional certification.

The use of professional standard cannot be the basis for the employer's modification of the job functions without the employee's consent as such actions will lead to the violation of the Russian Federation Labour Code. According to Article 74 of the Russian Federation Labour Code the employer has the right to change unilaterally the terms and conditions of the employment agreement if organizational or technological working conditions are changed (in manufacturing technology, structure of production and others), but employee's job functions are not changed. Thus, the employee's professional duties cannot be modified automatically in connection with the application of professional standard.

The suggested tool allows: identifying clearly and correctly the name and content of the job function in the job description and further in the employment agreement that is guaranteed in Article 60 of the Russian Federation Labour Code, according to which it is prohibited to require the employee to perform work not fixed in the employment agreement; to establish a list of professional duties within definite job function; to avoid obscure wording such as "to perform other duties (orders)"; to monitor the possibility of the transformation of job functions specified in the employment agreement, which the employer may be trying to make on its own initiative in the part of increasing job duties. In case of a decision to apply obligatory professional standards in the company a change of job function will take place on agreement of the parties, focusing on increase of job functions without corresponding increase of salary but the employer's decision on the application in the company of some professional standards is not the basis for salary decrease.

Application of professional standard cannot serve as a basis for the termination of the employment agreement with the employee. This is possible due to his non-conformity to his position or performed work caused by lack of qualifications. But this fact should be confirmed by the results of the certification (Clause 3 Part 1 of Art. 81 of the Russian Federation Labour Code). The employee's dismissal due to his non-compliance to new qualification requirements to the position is only possible in case of impossibility to move the employee to another position (on his written consent), existing at the employer's (Part 3 of Article 81 of the Russian Federation Labour Code). At the same time the employer must offer to the employee not only vacant lower position or less paid job which the employee is able to perform in accordance with his health.

Employers can use professional standard to change or to increase job duties in relation to the employees seeking employment in the company in comparison with the employees already working in the company in similar professions or positions. As a result of this practice introduction the employees who appear to perform additional functions without the corresponding increase of salaries can be pushed out the job market by migrants or less experienced young workers.

The work assigned to the employee in addition to the job function specified in the employment agreement or in excess to the job function of professional standard

must be classified as additional one, which in its turn along with the work established in the employment agreement may be entrusted to the employee only on his written consent. Performance of additionally assigned work shall be fixed by addendum between the parties to the employment agreement. Based on Article 151 of the Russian Federation Labour Code the corresponding extra payment shall be set by the employer for further work, the amount of which is determined on agreement of the parties with regard to the content and (or) scope of additional work. When additional work is entrusted to the employee within the regulatory established duration of the working day (shift) and in the same profession or position which he occupies, such work is fixed as “expansion of the service area or increase of the scope of works” (Article 60.2 of the Russian Federation Labour Code). When additional work is entrusted to the employee within the regulatory established duration of the working day in another profession or position, it should be fixed on the basis of professions or positions overlapping (Article 60.2 of the Russian Federation Labour Code). When additional work is entrusted to the employee in his spare time both in the same profession (position) and in another one, it shall be fixed as an internal secondary job (Article 60.1 of the Russian Federation Labour Code).

The content of additional work shall be determined by selecting clearly defined list of labor actions, corresponding to the job function of professional standard, depending on what type of profession or position is described by this job function. At the same time the employment agreement should include the time of performing such additional work. A tool of qualification coadaptation allows solving all of these difficulties.

The main results of the development, implementation and improvement of the tool of qualification coadaptation were presented and published in collections of scientific works of research-to-practice conferences: International Research-to-Practice Conference “Science, Education, and Society: Trends and Perspectives” 2014, Moscow; Annual All-Russian Research-to-Practice Conference “Transport – 2011”, “Transport – 2012”, “Transport – 2013”, “Transport – 2014”, Rostov-on-Don; International Research-to-Practice Conference “Modernization of Economic Systems: Experience and Perspectives” 2011, Makhachkala; International Research-to-Practice Conference “Problems of Modern Economy Development” 2012, Stavropol; International Research-to-Practice Conference “Crisis of the Economic System as a Factor of Instability in Modern Society” 2012, Saratov; International Research-to-Practice Congress “Economic Development of the EU and CIS Countries in terms of globalization” Bern, Switzerland, 2013; International Research-to-Practice Congress “Modern Tools of Economy. Modernization. New Alternatives” Geneva, Switzerland, 2013; International Research-to-Practice Conference “Theory and Practice of the Third Millennium Science”, Ufa, 2014; International Research-to-Practice Conference “Priorities of the World Science: Experiment and Scientific Discussion” North Charleston, SC, USA: CreateSpace, 2015.

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