Employees Training and Raising Enterprises’ Competitiveness, or Challenges of the Knowledge-Based Economy

Summary

An aim of this article is to introduce into the subject matters of enterprise’s competitiveness, with a particular consideration of the importance of employees training under the knowledge-based economy’s conditions. The author undertook an attempt to determine the relationships between the aims and effects of employees training from the point of view of success of an economic entity in the market where innovativeness is of a greater and greater importance. She indicated the determinants of competitiveness, the importance of human resource management in raising enterprises’ competitiveness in the context of aims of employee training. An important determinant of employee training is selection of sources of financing. An analysis of the subject literature in the field of enterprise management and human resource management as well as the findings of secondary research surveys concerning the subject matters in question indicate the existence of the relationship between employee training and raising those enterprises’ competitiveness. Organisation operating in the knowledge-based economy, basing in their activities on competences and competing in the open market, should take care of raising the quality of work of all employees. The changing conditions of carrying out an economic activity require not only an adjustment of technologies of organisational processes to new needs but, first of all, the ongoing process of extending knowledge and skills of human resources of a given organisation. This is possible owing to taking into account the employee training and the selection of sources of financing thereof in the process of human resource management. An effect of the carried put training, the most important from the point of view of most organisations, is growth of their profits and strengthening their market position, possible owing to improvement of the quality of products and services offered to customers.

Key words: knowledge-based economy, competitiveness, human resource management, employees training.

JEL codes: D2, D21, D22, M12, M51, M53, O15

Introduction

Contemporary organisations functioning in the knowledge-based economy are described as knowledge-based organisations or learning organisations, treating training and other pro-developmental activities as an integral element of their activities, striving for an optimum use of both group and individual staff potential and creating climate for self-development and raising qualifications. Such organisations are concerned not only about acquiring from outside more valuable employees but also about maintaining and developing qualification of
the workers employed (Listwan 2009, p. 156). Carrying out training is necessary as dynamic changes in the market environment as well as within an enterprise, quick technical and technological progress, development of the process of management and globalisation cause that the acquired knowledge and skills are quickly becoming devaluated (Zbiegień-Maciąg 2006, p. 139).

Enterprises, looking for savings, most often liquidate working places and limit employment, reduce the number of motivating factors or just resign from training. The enterprises concerned about development of their employees and accomplishment of actions in the area, for example, of training may apply for receiving financial support in this respect from the European Union for which human capital development both in the macro and microeconomic approach has been for years an important issue of the common regional policy.

Training is one of the fundamental forms of professional development of employees. Enterprises acquire not only highly qualified personnel, which identify themselves with a given enterprise, but also achieve purely measurable benefits in the form of balance-sheet profit and growth of competitiveness in the market (Olsztyńska 2005, p. 9-10). Therefore, there is important a proper approach to human resource management, with a particular consideration of employee training in the context of the most important goal of the enterprise which is an ongoing growth of sales of goods and services, what has a substantial impact on raising its competitiveness. This is people employed at a given enterprise who decide its success and competitiveness; hence, so much depends on a proper management of human resources. The basic objectives of human resource management include creation of a personal strategy, employment planning, recruitment and selection of workers, outlining career paths and formation of individual development of the employee, motivating and remunerating. Achievement of these objectives is more and more affecting a proper and efficient functioning and development of an enterprise, and a particular place is occupied here by training of employees under the knowledge-based economy’s conditions.

An aim of the article is to indicate the growing importance of employee training as a source of competitiveness of contemporary enterprises in the knowledge-based economy, to show its place in the process of human resource management as well as to determine the importance of means of the European funds in financing the enterprises’ training policy. Deliberations are carried out on the grounds of the subject literature in the area of enterprise management as well as human resource management, and on the grounds of findings of research surveys based on secondary sources.

**Determinants of enterprises’ competitiveness in the knowledge-based economy**

The knowledge-based economy (NBE) is based on creation, adoption, dissemination and use of knowledge in a more effective way, what has to facilitate a faster development of the economy and society. Building the economy, where a fundamental role is played by innovation, becomes in the contemporary world the basic challenge for enterprises whose objective
is to achieve a high level of development and competitiveness. The characteristic features of NBE are: acceleration of knowledge formation, growth of formation of intangible assets, innovativeness treated as the priority as well as revolution in the knowledge resources (Korenik 2008, p. 79-80). The economic success and competitiveness are connected, first of all, with information mining and processing as well as with creation on that basis of the knowledge being then used in a practical way. The shift towards NBE can be primarily seen in the growth of competitive advantage of enterprises, states and regions specialising in manufacturing highly processed products and technologically advanced. The determinants, which allow intensification of innovativeness and competitiveness of enterprises and, in result, of the economy, are strictly connected with the process of development of the society’s intellectual resources which play the fundamental role as regards formation of the knowledge-based economy. The degree of interest in formation of the knowledge-based economy is defined by the relevant level of society’s knowledge and the value of means assigned for the purpose.

The definitions of competitiveness point out, first of all, to its determinants and importance in enterprise development. M. J. Stankiewicz describes competitiveness as an ability to efficiently, i.e. effectively, beneficially and economically achieve objectives of the enterprise under the conditions of competition. J. Maxwell emphasise the importance of the human factor - competitiveness means “generating economic benefits in result of raising the quality of human capital”. W. Bieńkowski prefers the product-based approach - competitiveness is an “ability to be able to manage competition issuing from acceptance of enterprise’s products”. On the other hand, Z. Pierścionek pays attention to the weight of competitiveness in fulfilment of the firm’s strategy and defines it as “ensuring profit in a long run” (Nowacki 2010, p. 19). Sources of competitiveness are included in the Porter’s model of competitiveness, the model of competitive advantage based on resources or competences as well as on the model of relationship-based advantage (Szymura-Tyc 2005, p. 18-36).

The model created by M. Porter refers to the neoclassic theory of enterprise and imperfect competitiveness, which tied up the enterprise’s competitive advantage with the position occupied in the structure of the sector as well as with the scope of factors affecting competition in a given sector. Porter has created the theory of five forces of competitive position in the sector, which says that competitiveness is affected by the following forces: other entities in the sector, threat of new market entrants, bargaining power of buyers, power of suppliers, threat of substitute products or services. Achievement of a competitive advantage, according to this model, is higher profitability than in case of others. The ways to achieve that profitability are the leading cost position (hence, lower price of products being sold) as well as product differentiation, i.e. delivering a unique set of values to customers. Summing up, the theory emphasises the bargaining power towards suppliers and buyers in the sector as well as barriers of access to it. Otherwise than with the Porter’s model, the model of competitive advantage based on assets and competences seeks for the enterprise’s advantage in the resource and competition values differing it from competitors. There is emphasised the need to adjust the firm’s strategy to the external assets of the enterprise (also intangible such as knowledge, competences, skills) to better resist the external threats and better use new opportunities. The
enterprise basing its competitiveness on a better mechanism of entry and exit, i.e. a more efficient transformation of opportunities into a strong position in the market is more solid than the enterprise based on a given sector of the market as it easier searches and adjusts to the changing requirements. The model of interorganisational competitive advantage, based on relations, indicates the need to cooperate issuing from the growing requirements of consumers, to meet which enterprises establish cooperation in the area of investments in common assets, exchange of knowledge, merging the complementary assets and competences, common reduction of transactional costs through more effective structures of regulation. Partner relations are an unusually wide field of searches for novelties and innovations.

The essence of the concept of determinants of the enterprise’s competitiveness, according to A. Ambastha and K. Momaya, is facilitation of identification of its sources (O. Flak, G. Glód 2009, p. 44). The sources of competitiveness stick in assets, processes and effects. The first of them include all tangible and intangible assets, the organisational structure and technology; the processes comprise the skill of strategic management, human resource management, development of talents allocation, technological processes, operational processes, marketing processes, public relations; finally, effects may manifest themselves in productivity, in the market’s share, difference, profitability, price, costs, effectiveness, value added, customer’s satisfaction, in new products. On the other hand, R. W. Pace and E. G. Steph indicate paradigms (patterns) of competitiveness, which are based on:

- individual art of employees – an effect will be perfectness of product make and high skills of employees;
- productivity – lack of ‘bottlenecks’ in the manufacturing process, the properly designed production process;
- quality – high quality of products and services issuing from a well conducted team work;
- time – lack of delays, timeliness and reliance of deliveries.

While undertaking an attempt to determine competitiveness, one should take into account various micro- and macroeconomic aspects. The report of the World Bank and the International Finance Corporation of 2013 points out to a number of microeconomic aspects, key ones in running an enterprise (the Ministry of Economy 2013). Poland occupies in this report the 55th place for 185 possible ones in terms of ease of running business (promotion by 19 positions). The World Bank evaluated as the best in the Polish economy ease of credit acquisition (4th place), bankruptcy law (37th place), investor protection (49th place), and the procedures connected with international trade (50th place). On the other hand, worst were assessed the formalities connected with obtainment of building permits (they are time-absorbing and formalised, due to which Poland was classified in the 161st place). The starting up an economic activity was assessed for the 124th position in the ranking – the greatest reproaches in this respect were high costs and long time-span this process consumes. In turn, the report on the European Attractiveness Survey prepared by Ernst & Young includes, among other things, perception of Europe’s attractiveness by foreign investors. The report indicates a high position of Poland in terms of the number of investment projects (148 projects in 2012, what gives the 7th place) as well as in terms of new jobs (13.1 thousand in 2012, what places Poland in the 3rd place). Directly the issue of competitiveness is treated by the
Global Competitiveness Ranking prepared by the World Economic Forum. It measures competitiveness at the macro level. In Poland, the highest rank was awarded to the market size (19th position; growth by 1 place), higher education system and training (the 36th place; drop by 5 places), and development of financial markets (the 37th place; drop by 3 places). Worst was assessed infrastructure (the 73rd place; improvement by 1 level), the macroeconomic environment (the 72nd place; improvement by 2 levels), innovation (the 72nd place; drop by 5), degree of business development (the 60th place, as before), and labour market effectiveness (the 57th place; improvement by 1 position).

Moreover, interesting are the results of empirical research concerning evaluation of competitiveness by Polish entrepreneurs (Nowacki 2010, p. 22-27). They show that Polish entrepreneurs with greater anxiety treat foreign firms than domestic ones as their competitors. Answering the question of evaluation of their competitiveness vis-à-vis foreign enterprises as much as 25.8% of the respondents said they were less competitive than foreign companies. Answering the same question, though related to Polish firms, such a statement was provided by merely 5.3% of the entrepreneurs surveyed. A big part of the interviewed entrepreneurs (47.5% in relation to foreign firms and 47% to Polish firms) considered their competitiveness as similar to others’ one. A clearly better assessment of their competitive abilities is manifested in relation to domestic firms – 33.1% of the entrepreneurs in question considered themselves as rather more competitive, with 19.4% in relation to foreign firms. On the other hand, 14.6% of entrepreneurs considered their companies as definitely more competitive than other forms from Poland, and 7.2% of them considered themselves as definitely more competitive than foreign companies.

The assessment of the most important factors of competitiveness indicates that as the essential factor deciding competitiveness Polish entrepreneurs consider price of products and services (65.35 % of indications). Further, there were indicated: quality of customer attendance (51.6% of indications), enterprise’s image (38% of indications), good locality of the enterprise (33.2% of indications), having loyal clients (27.5% of indications), ability to react quickly to changes in the environment (23.2% of indications), and a wide distribution network (22.4% of indications), and efficacy of marketing actions (21.9% of indications). Entrepreneurs do not estimate innovativeness in enterprise functioning. Innovativeness in marketing accounts for 9.2% of indications, in knowledge management – for 5.3% of indications, in finance management – for 5.1% of indications, whereas innovativeness in human resource management – for merely 4.4% of indications (Nowacki 2010, p. 22-27).

Introduction of innovations to an enterprise results from various premises. First of all, from striving for a continuing adjustment of enterprises to demographic and psychological changes in buyers, which determine their new needs, as well as from striving for a positive perception of the enterprise which wants to distinguish itself against the background of competitors (Kall, Sojkin, Szymczak, Urbaniak 2003, p. 176). An important role in this striving is played by intangibles assets such as human resources and knowledge as an indispensable, strategic element of building competitiveness of enterprises. They are an element of development and progress for the whole economy and individual enterprises as well as a key to be distinguished among other firms. Competitiveness and innovativeness of enterprises
depend on those resources management. This particularly concerns employees training. This is manifested by the aims of human resource management and effects of employee training.

**Objectives of human resource management and aims and effects of employee training**

Human resource management is connected with the strategy of fulfilment of the personal function in an organisation. The key features of human resource management comprise (Pawlak 2003, p. 22 - 23):

- treating people as a factor of company’s assets with a strategic importance, which deserves investing;
- comprehensive look at a team of people;
- emphasis on an individual and team development of employees as a condition of company’s development;
- the need to make employment at an enterprise more flexible;
- differentiation of forms of remuneration, current and deferred, tangible and intangible;
- an analysis of personal actions and decisions in the cultural context of an organisation, which is formed by internal norms and values, customs and traditions, views and beliefs;
- emphasis on the social order, mitigation of individual and collective conflicts;
- paying attention to the ethical aspects of employment relationship, emphasising the corporate social responsibility.

The basic objective of human resource management is to enable the enterprise to gain success owing to the people employed (Armstrong 2000, p. 19-20). Therefore, the objective of human resource management is to strive for the state where a set of factors such as e.g. tradition, work style, organisational structures as well as quality, commitment and motivation of the employed people approximates the enterprise to the desired success (Armstrong 2000, p. 57). To achieve it, there are undertaken a series of measures aimed at achievement of the organisation’s objectives with a simultaneous development of employees. Achievement of the paramount objective is possible owing to achievement of subordinate objectives of human resource management, which comprise (Pawlak 2003, p. 24):

- the technical objective – it relies on achievement of the best adjustment of people to workplaces. It is fulfilled when the company has an adequate number of workers, adequately to the type and volumes of tasks being fulfilled and financial possibilities; when the people performing their work for the company achieve a high labour productivity and quality; when workers identify themselves with their firm taking care of its interests and assets; when the enterprise has at its disposal an indispensable source of staff in difficult situations;
- the humanistic objective – it is connected with provision of proper working conditions and meeting life needs. It consists in the following: adequate treatment of employees; ensuring workers of due and fair remuneration (adequate to the enterprise’s abilities and competitive in the labour market); making possible for employees to meet their needs,
aspirations and strives within the framework of possessed possibilities; opportunities for professional promotion and development of the people working in the organisation.

Achievement of the objectives of human resource management allows for reinforcement of the features required contemporarily from a competitive enterprise, i.e. (Zając 2007, p. 18):
- orientation on customers,
- formation of human capital,
- dynamism of actions,
- concentration on values,
- professional competences,
- flexibility of organisational structures,
- miniaturised system of management.

The quality of human resource management becomes more and more important, which allows integrating the activities aimed at the market and customer with the organisation’s interior in such a way that it could be possible to fulfil the enterprise’s strategies. There arises the question how to integrate employees around the firm’s strategies as well as to improve the enterprise’s functioning through initiating changes within the organisation. It seems that in this process an important role is played by employee training.

Functioning of a modern organisation in the competitive, often global market, posing firms to greater and greater requirements, is to a great extent determined by presence of human resources with high qualifications, which are additionally subjected to systematic processes of enrichment and renewal. “Today, in the spheres of business, there prevails the conviction that market survivors will only be those organisations which will be actively managing the process of transformations. This, after all, depends on intellectual and professional abilities of the employed people, and those need to be systematically improved” (Bańka 2002, p. 139).

One of the ways to achieve this goal is a training policy carried out in a given unit, which allows a continuous development of competences of employees and, at the same time, affects building their loyalty towards the firm. The employee participating in training courses organised by the employer displays a greater effectiveness, feels appreciated and properly motivated. They are, moreover, aware of the growth of their market value as participation in training allows them permanent deepening their knowledge and improving skills they have. “Realising that the firm provides them many opportunities for development, they will be more and more involved in work and identify themselves with the firm and its goals” (Zbiegień-Maciąg 2006, p. 139).

The notion of training is in the literature on human resource management (HRM) often treated as a synonym of professional improvement. Various forms of training are aimed at employee professional improvement which, in turn, comprises updating and expanding one’s skills and knowledge serving both in the presently occupied and the future work places (Sekuła 1999, p. 107). At the same time, there is proposed differentiation of these notions and consideration of training as a process of teaching employees of the work modes on the presently occupied post, while professional improvement is treated as a process of develop-
ment of both the skills used at present and in the course of further professional career (Griffin 2004, p. 436). Training is a process of raising qualifications which are connected with the requirements stemming from the job being performed, whose objective is a growth of efficacy of activity and an increase of effectiveness of the employed people (Lewicka 2010, p. 78). Training is a systematic change of behaviour achieved owing to knowledge being a result of education, development, experience and receiving instructions (Armstrong 2011, p. 448).

In the organisation’s activities there are most often distinguished three main approaches to the subject matters of professional development of employees (Moczydłowska 2010, p. 183):
- the so-called ‘invisible hand’, in case of which the organisation assumes that it is not proper to interfere with the employees’ vocational plans as this is an individual matter of every employee;
- the so-called ‘search for pearls’, in case of which there is adopted the assumption that in every organisation there is a certain – not numerous – group of employees on whose development the firm ought to count;
- career coaching, which consists in matching the possibilities of the organisation and the needs presented by it with the employees’ individual career plans, their predispositions and abilities.

The dynamic changes taking place in the market environment and inside enterprises, quick technical and technological progress, development of the processes of management or globalisation cause that the knowledge acquired in the course of learning or the skills and competences gained in the course of professional functioning are devaluated very quickly. Hence, so important is seeking for employee development one of the aspects of which is organisation relevant training for them. The objectives assigned to particular training courses as well as to the entire system of training carried out in the organisation depend on the adopted therein strategy of human resources as well as on the existing discrepancies between the desired and real competence profiles of individual workers and their teams. The basic objectives achieved from the viewpoint of the organisation by professional training are, first of all (Golnau, Kalinowski, Litwin 2007, p. 346):
- raising employees’ qualifications within the framework of the planned technical and organisational changes as well as adjustment of them to the current requirements to be met in a given work place;
- improvement of the communication processes and development of other social competences;
- growth of integration of employees with their firm which enables them professional development;
- increasing employee availability and flexibility;
- development of skills to perform tasks within the framework of diversified posts in the firm;
- formation of the desired from the unit’s point of view attitudes towards the work being executed, serviced customers or collaborators.
It must be emphasised that the training objectives are closely related to the objectives of human resource management and the enterprise’s objectives.

An indirect effect of the carried out training, though the most important from the point of view of most organisations, is growth of their profits and strengthening of their market position owing to improvement of the quality of products and services offered to customers. Training contributes, moreover, to supporting exchange of knowledge between employees. The organisation investing in development of its employees has, moreover, greater opportunities already at the stage of acquisition of high-quality staff. People with great knowledge, competences and skills will more readily take a job at the enterprise which guarantees them further perspectives of professional development (Dajczak, Kijewska 2008, p. 14).

Training also yields definite results from the point of view of employees themselves. It enables them getting know the binding at work procedures of action and understanding the processes executed in the work place. It allows for a better performance of the exercised profession, development of the skills of self-control and self-assessment, leads to development of abilities of independent thinking. It prepares for potential professional changes – both promotions and transfers within the same organisation and in the case of possible change of an employer. It also facilitates development of contacts with superiors and collaborators, creation of a friendly working climate or improvement of relationships with customers.

Sources of financing employee training

The important role, which is played in the organisation by high-quality human resources, should prompt entrepreneurs to assign for the training activity at least part of the possessed own resources. The resources destined for this purpose should be taken into account in annual financial plans, and one of the possible forms of their inclusion in the firm’s budget may be formation of the organisation’s training fund. On the other hand, relatively seldom there are assigned for training financial assets acquired by way of credits or loans destined for this purpose. The firms taking care of development of their employees but lacking of sufficient means to be able to carry out activities in the field of e.g. training may apply for various types of support. Some entities may use, for example, subsidies from the Labour Fund and other public resources or support provided by NGOs (Juchnowicz, Rostkowski, Danielewicz 2009, p. 29). However, the most important role is played in this case by support from funds of the European Union for which development of human capital both in its macro- and microeconomic terms has for many years been an important issue of the common regional policy. The measures aimed at development of human capital are financed in the EU from the assets of the established in 1960 European Social Fund whose basic purpose was initially to support vocational and geographical mobility of workers, but in result of the reform of the regional policy in 1972 it became a more active tool of the Community policy (Pietrzyk 2001, p. 75).

As much as 95% of employers, who invest in professional development of employees, assign for this purpose their own assets (Szczucka, Turek, Worek 2012, p. 70). And it does
not much matter how big the enterprise in question is – the same percentage occurs at micro-enterprises (employing from 1 to 9 persons), whereas at small enterprises (from 50 employees) and medium-sized and large (up to 250 and more than 250 employees) it is only a little bit lower – it accounts for 93% and 92%, respectively. Financing employee development from public resources is declared by approx. 14% of all enterprises. In this case, discrepancies in terms of their volumes are, however, already much greater as financing of this type is applied by approx. 35% of medium-sized and large enterprises, 24% of small entities and only 13% of the smallest businesses. The surveyed businesses consider as sources of financing employee development also their own assets – the use thereof is declared by 10% of all enterprises, including as much as 30% of medium and large entities, 18% of small enterprises and approx. 10% of micro enterprises.

Among the general tendencies in the area of financing employee development, there prevail the firms which use for this purpose exclusively their own equities. Such a declaration was made by 72% of all entrepreneurs, including 73% of microenterprises, 63% of small businesses, and only 49% of medium-sized and large entities. In turn, exclusively employee resources are used in this case by only around 2% of all enterprises and micro enterprises, and by 1% of entities belonging to the two remaining categories. The low percentage also concerns financing employee development exclusively from public means – such a financing strategy is adopted by 3% of all enterprises and micro enterprises as well as by 4% of the remaining categories of entities. On the other hand, other entities apply mixed financing strategies.

It must be emphasised that the research findings are not limited exclusively to financing training but they refer to sources of financing various forms of employee development where training plays the most important role.

**Conclusion**

At contemporary enterprises, human resources are treated as a source of success. Human capital, incorporated in the enterprises’ employees, is at present one of the most important assets thereof. Organisations operating in the knowledge-based economy, relying in their activity on competences and competing in the open market, should take care of raising the quality of work of all employees. The changing terms and conditions of conducting an economic activity require not only the adjustment of technologies or organisational processes to the new needs but, first of all, a continuing process of extension of knowledge and skills of human resources of a given organisation. Investment in development of the possessed worker potential is equally important as creation of material bases of enterprise functioning. Undertaking actions in this direction, they increase the professional potential of employees, build their motivation and loyalty, contribute to an increase of labour productivity and effectiveness.

The quality of investing in human resources at enterprises in the Polish market is determined by accessible funds. Such opportunities are provided for Polish enterprises by EU
funds, one of the fundamental purposes of which is development of the human potential of
the organisation and economy. Changes towards employee development and their potential
are dictated by the relation of Polish enterprises and the state’s policy to the idea of corporate
social responsibility (CSR) currently being disseminated by the European Union.

Bibliography

Bańka W. (2002), Zarządzanie personelem – teoria i praktyka, Wydawnictwo Adam Marszałek,
Toruń.

Dajczak K., Kijewska K. (2008), Rola szkoleń w rozwoju kapitału ludzkiego przedsiębiorstwa,
„Zeszyty Naukowe Instytutu Ekonomii i Zarządzania Politechniki Koszałkińskiej”, nr 2.

Flak O., Głód G. (2009), Konkurencyjność przedsiębiorstwa. Część 1. Pojęcia, definicje, modele,
Uniwersytet Ekonomiczny w Katowicach, Katowice.


Juchnowicz M., Rostkowski T., Danielewicz D. (2009), Kierunki wspierania przedsiębiorstw w za-
kresie szkoleń zawodowych, Fundacja Rozwoju Kapitału Ludzkiego, Warsaw.


Korenik S. (2007), Budowa Gospodarki Opartej na Wiedzy w przekroju regionów jako wyzwanie
dla procesów integracji krajów Unii Europejskiej, (in:) Innowacyjny jednolity rynek - wyzwaniem


Ministerstwo Gospodarki, Polska 2013. Raport o stanie gospodarki, Warsaw 2013,
http://www.mg.gov.pl/ [access: July 2014].

Moczydłowska J. (2010), Zarządzanie zasobami ludzkimi w organizacji, Difin, Warsaw.

Nowacki R. (ed.) (2010), Innowacyjność w zarządzaniu a konkurencyjność przedsiębiorstwa, Difin,
Warsaw.

Olsztyńska A. (2005), Marketing wewnętrzny w przedsiębiorstwie, Wydawnictwo Akademii Ekonomicznej w Poznaniu, Poznań.


Pietrzyk I. (2001), Polityka regionalna Unii Europejskiej i regiony w państwach członkowskich,
Wydawnictwo Naukowe PWN, Warsaw.


Szymura-Tyc M. (2005), Marketing we współczesnych procesach tworzenia wartości dla klienta i
przedsiębiorstwa, Wydawnictwo Akademii Ekonomicznej, Katowice.


Szkolenie pracowników a podwyższanie konkurencyjności przedsiębiorstw czyli wyzwania gospodarki opartej na wiedzy

Streszczenie

Celem niniejszego artykułu jest wprowadzenie w problematykę konkurencyjności przedsiębiorstw, ze szczególnym uwzględnieniem znaczenia szkolenia pracowników w warunkach gospodarki opartej na wiedzy. Podjęto próbę określania związku celów i skutków szkolenia pracowników z punktu widzenia powodzenia podmiotu gospodarczego na rynku, na którym coraz większego znaczenia nabiera innowacyjność. Wskazano na uwarunkowania konkurencyjności, znaczenie zarządzania zasobami ludzkimi w podwyższaniu konkurencyjności przedsiębiorstw w kontekście celów szkolenia pracowników. Istotnym uwarunkowaniem szkolenia pracowników jest dobór źródeł finansowania. Analiza literatury przedmiotu z zakresu zarządzania przedsiębiorstwem oraz zarządzania zasobami ludzkimi, a także wyników badań wtórnych dotyczących poruszanej problematyki, wskazują na istnienie związku między szkoleniem pracowników a podwyższaniem konkurencyjności tych przedsiębiorstw. Organizacje działające w gospodarce opartej na wiedzy, bazujące w swej działalności na kompetencjach i konkurujące na otwartym rynku powinny dbać o podnoszenie jakości pracy wszystkich zatrudnionych. Zmieniające się warunki gospodarowania wymagają bowiem nie tylko dostosowywania technologii czy procesów organizacyjnych do nowych potrzeb, ale przede wszystkim ciągłego procesu poszerzania wiedzy i umiejętności zasobów ludzkich danej organizacji. Jest to możliwe dzięki uwzględnieniu szkolenia pracowników i doboru źródeł ich finansowania w procesie zarządzania zasobami ludzkimi. Efektem prowadzonych szkoleń, najważniejszym z punktu widzenia większości organizacji, jest wzrost ich zysków oraz umocnienie pozycji rynkowej, możliwe dzięki poprawie jakości produktów i usług oferowanych klientom.

Słowa kluczowe: gospodarka oparta na wiedzy, konkurencyjność, zarządzanie zasobami ludzkimi, szkolenie pracowników.

Kody JEL: M12, M51, M53, O15

Обучение работников и повышение конкурентоспособности предприятий, или вызовы для экономики, основанной на знаниях

Резюме

Цель настоящей статьи – ввести в проблематику конкурентоспособности предприятий, с особым учетом значения обучения работников в условиях экономики, основанной на знаниях. Автор предприняла попытку определить связь целей и последствий обучения работников с точки зрения успеха экономического субъекта на рынке, на котором все большее значение приобретает инновационность. Она указала обусловленности конкурентоспособности, значение управления людскими ресурсами в повышении конкурентоспособности предприятий в контексте целей обучения работников. Существенной обусловленностью обучения работников является подбор источников финан-
сирования. Analiz literatury predmetya iz oblasti uprawleniya predprijatiamy i upravleniya ludskymi ressursami, a takzhe rezultatov vtorichnyh issledovaniy, kasayushchihseh satreagivamoye problematiki, ukazyvayut sushch-
stvorenie svyzi mezhdu obucheniem rabaotnikov i povysheniem konkurento-
sposobnosti etikh predprijatij. Organizacii, deystvuyushcie v ekonomike,
osnovannoy na znagniach, baziruyushcie so svoey dejatelnosti na kompeten-
-ciakh i konkuriruyushcie na otkrytom rynke, dolzhny zabortitsya o povyshen-
ii kachestva truda svykh zanytyh na predprijatii, ibo izmeniaiushcie usloviya
osyutvleniya ekonomicheskoy deytelnosti trebyut ne tolko prisposoble-
nya tehnologii ili organizatsionnykh processov k novym nudyam, no prizhe
vsego postoyannogo processa rasширzenia znaniy i umenii trudovykh resur-
sov dannoy organizacii. Esto vozmozhno gladarya usloviy obucheniya rabaotnikov
i podbora istochnikov ego finansirovaniya v protsessе upravleniya ludskymi
ressursami. Efektom povodimogo obucheniya, samym vaznym s tocki
zreniya bolshinstva organizacii, yavlyaetsya rost ih pribyli i ukrplenie
rynokoy pozicii, vozmozhno gladarya uluchsheniyu kachestva produkty
i uslug, pred-
lagayemykh klientam.

Klyuchevye sloya: ekonomika, osnovannaya na znagniakh; konkurentosposob-
nost, upravlenie ludskymi ressursami, obuchenie rabaotnikov.

JEL: M12, M51, M53, O15

Artykuł nadesłany do redakcji w czerwcu 2014 r.

© All rights reserved

Afiliacja:
dr hab. Barbara Bojewska
Szkola Głowna Handlowa w Warszawie
Kolegium Zarządzania i Finansów
Instytut Zarządzania
ul. gen. A.J. Madalińskiego 31/33
02-790 Warszawa
tel.: 22 564 86 68
e-mail: bbojew@sgh.waw.pl