Professional training or competencies for the future?

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ABSTRACT

The changes in the labor market since the second half of the twentieth century have forced managers to define new ways of selecting and developing employees. In this context, they gained ground discussions on occupational training and competencies identification. This article is a theoretical study, which contributes to the academic conceptual understanding of the constructs professional qualification and competence and stimulates debate and research about which competencies will be most relevant to companies in the future. From the historical analysis and the evolution of these concepts, it becomes clearer the distinction between them, both in French and in American perspective. Interfaces are discussed with the contemporary setting and gives priority to American approach of competence, most widely used model in Brazil. The text aims to identify aspects of competence that address the contemporary setting of the working world and, given the characteristics of the future companies, mentioned in the literature, comments on the convergence of individual competencies (knowledge, skills and attitudes) and meeting future demands labor market.

KEY-WORDS: Competence. Occupational training. Knowledge. Skill. Attitude.

175

Qualificação Profissional ou Competências para o Mercado Futuro?

RESUMO

As mudanças ocorridas no mundo do trabalho desde a segunda metade do século XX têm obrigado os gestores a definirem novas formas de selecionar e desenvolver os trabalhadores. Nesse contexto, ganharam espaço as discussões sobre os processos de qualificação profissional e de identificação de competências. Este artigo constitui um estudo teórico, que contribui para o entendimento conceitual acadêmico dos construtos qualificação profissional e competência e estimula o debate e a pesquisa sobre quais competências serão as mais relevantes para empresas no futuro. A partir da análise histórica e da evolução desses conceitos, torna-se mais clara a distinção entre eles, tanto na perspectiva francesa quanto na americana. Discutem-se as interfaces com o cenário contemporâneo e prioriza-se a abordagem americana das competências, modelo mais utilizado no Brasil. Neste texto pretende-se identificar aspectos das competências que contemplem o cenário contemporâneo do mundo do trabalho e, em face das características das empresas do futuro, mencionadas na literatura, comenta-se a convergência entre as competências individuais (conhecimentos, habilidades e atitudes) e o atendimento às demandas futuras do mercado de trabalho.

PALAVRAS-CHAVE: Competências individuais. Qualificação profissional. Conhecimentos. Habilidades. Atitudes.

1 INTRODUCTION

The changes that occurred in the working world, stemming mainly from technological development, the unpredictability of the emerging problems in firms and the consequent adoption of new models of management, have led managers to rethink the criteria for the selection and development of people at work. This context in which highlights the situation of unpredictability and instability of the world of contemporary work, stimulates a need to review the competencies required of professionals who will act in the future.

The visibility that the concept of competence has assumed, nationally and internationally, in the face of a society in constant change, based on complexity and unpredictability, is highlighted by Sá and Paixão (2013). Le Boterf (2003) says that the most traditional sense of the concept of competence no longer allows us to understand the challenges posed by the 21st century, permeated of complexity and interdependence. These authors emphasize the significance of a new perspective for professionals in the future.

Changes in the world of work, as the transition of engineering tasks for the globalization and the speed of scientific and technological development, altered the form of production and aggravated the competitiveness in business. To incorporate values that best meet the needs and expectations of customers, companies were significantly impacted on training and empowerment of people for the jobs, requiring more and more from the professionals (Malvezzi, 1999). Barbosa and Cintra (2012, p. 39) agree that "the reflection as to the factors that ensure the competitiveness, nowadays demonstrates a movement that is to consider those competencies as a competitive differentiator."

Changes in the internal environment of companies also indicate changes in the world of work. It emerges the profile of the employees of Generation Y, which, according to Lombardy, Stein and Pin (2008), are people born between the end of the 1970s and the mid-1990s, a time marked by characteristics related with the pace of change, the need and the degree of interactivity, access to information and understanding of the

177

world, which together define a new way of being and acting in society, with significant implications in the world of work. This generation demonstrates to be more impatient, multitasking and multifunctional. According to Calvosa, Vilhena, Xavier and Xavuem (2012), it has been found that people of that generation value less the permanence in a single company, have higher level of training and highlight that what can make a difference in the market lies in the fact of worrying about the constant recycling of knowledge, practicing everything they learn, becoming increasingly skillful and not having fear of having an attitude, thus approaching the direct relationship between competence and employability.

Some of the challenges for organizations nowadays, and that will gain space in the future, include globalization, the physical spaces, technology and staff.

The job opportunities begin to break down the physical boundaries of the office; the virtuality is increasingly part of the day by day of workers that have handy electronic devices such as *smartphones* and *tablets*, which allow the monitoring of events in real time, be it in bars and restaurants or while walking through the streets.

The changes in careers also have an impact on the contemporary world and the future of work. According to Malvezzi (1999), the model emerging from career involves an irregular and unpredictable mobility in which individuals pursue their path guided from their own competencies. The spiral career is presented as one more aspect that impacts the professional development, because the rise is no longer only linked to an area of knowledge or the "time working at the same company".

The revision of the competencies required from professional in the coming years implies a new position/motion of the various links in the world of work which calls for more agility, flexibility and innovation of companies and professionals (Manfredi, 1999; Borges & Yamamoto, 2014; Lawer & Worley, 2010).

In addition to the updates in various areas of knowledge, of technical nature, it shall be required development related to personal and relationship dimensions, of various skills and, most importantly, attitudes related to the proactivity, the ability to overcome difficulties and even

178

innovation as a guiding principle. From then on, it arises the appearance of the concept of competencies which will be discussed below.

> In its individual dimension, the concept of competence begins its construction in an environment of increased competition, uncertainty and unpredictability of the market, acceleration and expansion of information, decrease in formal employment and growth of work pressure and informal, emergence of the economy of services and organization of work with a focus on accountability and results. In this context, there is a need to train people who can mobilize their competences, as specific situations that are present in certain environments (Barbosa & Cintra, 2012, p. 47).

Before the recognition that the competences are related to professional life and with the world of contemporary work, this study goes deeper in the historic rescue of concepts of professional qualification and skills, seeking their possible links with this dynamic market and exercising a future scenario, based on academic productions of the new characteristics required by the market.

2   LITERATURE REVIEW

2.1   THE EVOLUTION OF THE CONCEPT OF PROFESSIONAL QUALIFICATION FOR THE CONCEPT OF COMPETENCE

In this topic it is summarized the history of professional development, addressing the trajectory of qualification to competence, explaining their differences and possibilities under the prospects of French and American schools, and presenting, the temporal cutouts, their representations or reflections in Brazil.

There are several definitions, as well as debates, for the theme competence (Perrenoud, 1999, p. 7; Manfredi, 1999, p. 15; Fleury & Fleury, 2001). Not to incur in negligence, several authors and their conceptions were studied about the subject matter, presented below.

During the 19th century, the skills were acquired during the execution of work, along with the professional trajectory, with systematic training, as described in Borges and Yamamoto (2014, p. 35), the worker

179

who repeated his movements without interruption was trained in "factory of training of individuals" to ensure the speed, accuracy and productivity complying with organizational objectives.

In Europe, Dugué (2004, p. 20) presents the Guilds as the educational institutions of the professionals before the war, whose regulations were authoritative and rigid: "(...) In the Old Regime, these corporations coded relations (rules of recruitment, salary, training) among masters, companions and apprentices, in a way not only to enable the competition, but also to control its effects". In Figure 1 below, it is represented this form of professional education.
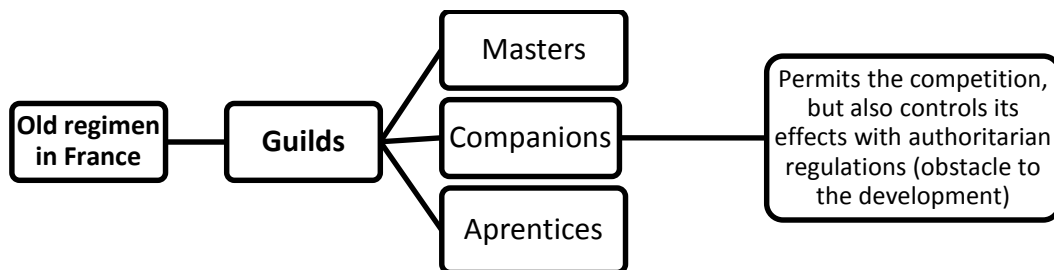
Figure 1: Guilds

Source: Elaborated by the author

According to Dugué (2004), in the post-war period, around 1945, with the lack of qualified persons to carry out the tasks, the rule of supply and demand replaces the rules of authority. With that, despite of the economic impulse, two major problems marked the 19th century, from which arises the concept of qualification, as it is presented and highlighted in Figure 2.
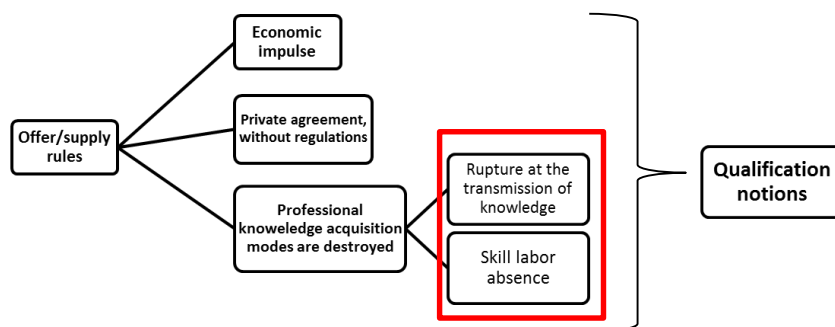
Figure 2: Qualification Notion

Source: Elaborated by the author

In the post war context in Europe, two systems are installed that reinforce the notion of the qualification (Dugué, 2004):

- The **collective conventions**, which classify and rank the jobs, participate in the regulation of wage ratio, institutionalize the concept of qualification of the work and merge the correspondence between know-how, employment and wages;

- The **Professional education**, which classifies and organizes the knowledge regarding the diplomas, reinforcing the concept of qualification.

Once qualified, the people received their diplomas, passport to jobs in industries, jobs that stretched for about 30 years (Dugué, 2004).

Qualification — Professional teaching at schools — Diploma — Industry Employment

Figure 3: Right path for employment

Source: Elaborated by the author

In Brazil, it was approved in 1906 a credit from the Federal Government so that the States could create technical professional schools. "The Guilds, until then called Schools for Apprentices Artisans, began to be called Lyceum and deemed for professional education of all branches and degrees" (Garcia, 2000, p. 7). Later, they began to be called Federal Technical schools, an education system parallel to the official system, which was organized in partnership with the industries, through the National Confederation of Industries (CNI). It was originated in 1946, the system "S" (Senai, Senac, Sebrae, etc.), in order to train skilled labor in Brazil, commitment justified by the increase of industries in the country after war (Garcia, 2000).

The qualification, until then translated as a synonym for preparation of "human capital", begins to lose direction, as described by Manfredi (1999, p. 20):

> This conception of hegemonic qualification (...) anchored in the Taylorism and ford models for production and work organization, goes into crisis with

181

the reorganization of the capitalist system through the adoption of systems of flexible production and the creation of new forms of work organization.

The concept of qualification becomes the target of criticism in Europe and the first limit is the impediment to professional development for not resolving the issue of recognition of knowledge acquired on the job, because, once restricted to implementation in the context of the diploma, the professionals had no way to grow professionally. From the years 1970, the system of professional qualification is defied in a more evident way due to its non-adaptation to major developments of the production system (Dugué, 2004).

The system of qualification was well suited to stable organizations, Taylorism, but much less to more flexible organizations. Therefore, as changes occur in business, what was taught no longer has more applicability and the system of qualification appears as a limited system. The qualification has become "an obstacle that hinders the adaptation of labor to the demands of the production apparatus" (Dugué, 2004, p. 23). "Gradually, new ideas and a new vocabulary were being incorporated into the daily lives of Brazilian companies and prepared the ground for incorporation of the concept of jurisdiction" (Fleury & Fleury, 2001, p. 10).

Before the face of insufficient technicist qualification system (whose matrix is the model *job/skills*) facing new conditions of production and the so-called Knowledge Age, the concept of competencies emerges in France, in which it is used not only knowledge, but also the appreciation of intellectual capital and the mental mobilization for the action of workers (Manfredi, 1999; Leite & Goulart, 2006).

Although several authors agree with the rupture of the qualification, with respect to the terminology "competence", there is no consensus in the scientific literature. Manfredi (1999) and Hirata (1994) believed in the widening of the concept of qualification, reframing it, but, even so, they recognized the polysemy of the concept of competence. On the other hand, Ramos (2006) and Zarifian (2001) differed the meaning of competence from qualification, pointing some dimensions of qualification that would be denied and other affirmed, simultaneously, the concept of competence. As for Vieira and Ribeiro (2005), the notion of competence is emphasized the

182

dimension of the experimental qualification. What we have as congruent is the lack of a model of competence, characteristic of its relativity, subject to contingencies.

Two conceptual lines are considered as the main ones and will be discussed in this article: French school, represented by Zarifian, Le Boterf and perrenoud, and American School, represented by McClelland, Boyatzis and Spencer & Spencer.

In short, while the American school is concerned with the issue of dedication of the person for the job in search of superior performance in a given position or function, the French school also associates the concept of competence to this delivery, but independently of any position, that is, for the own person. Both consider the context as a key factor to mark out the behaviors acceptable (Dutra, 2004).

Next is in Table 1, a summary of the concepts of qualification and competence, according to the authors that are references in their respective themes.

Qualification	Competence
The qualification has three dimensions: (1) Conceptual, which combines the processes of graduation to the value of diplomas (*status* and remuneration); (2) social, which relates the process of graduation with the social recognition of the position; (3) experimental, in which the graduation is associated with the development of the qualities of individuals (personal attributes, potential and values) (Ramos, 2006).	The notion of competence emphasizes the dimension design and weakens the conceptual dimensions of qualification (Vieira & Ribeiro da Luz, 2005).
	The competence is understood as a set of knowledge, skills and attitudes that will define a superior performance (Spencer, McClelland & Spencer 1994).
A synonym for preparation of "human capital", hegemonic qualification anchored in Taylor and Ford models for production and work organization. It is not fit to the model of the adoption of systems of flexible production and the creation of new forms of work	Before the face of insufficient technicist qualification system (whose matrix is the mode *job/skills*) facing new conditions of production and the so-called Knowledge Age, the concept of competencies emerges in France, in which it is used not only knowledge, but

183

organization (Manfredi, 1999).	also the appreciation of intellectual capital and the mental mobilization for the action of workers (Manfredi, 1999; Leite & Goulart, 2006)
It stems from vocational education, which classifies and organizes the knowledge around the diplomas that were a passport to jobs in the industries. Well suited to stable organizations, Taylorism, and much less to organizations more flexible, it ends up generating an impediment to professional development for not recognizing the knowledge acquired on the job, because, once restricted to implementation in the context of the diploma, the professionals had no way to grow professionally. The diplomas validate the knowledge and are acquired once and for all, giving the notion of a stable dimension (Dugué, 2004).	Competences are defined as "knowledge in action"; a set of knowledge and ways of being that combine harmoniously to fulfill the needs of a given situation at a given time. Refer to a mixture of knowledge and behavior that confers a role to 'know-be" and psychological investment. Competence, by definition is "Unqualifiable", is of conjectural order and cannot be considered a final attribute (Dugué, 2004).
Education system parallel to the formal education with the aim of forming qualified labor (Garcia, 2000).	The competencies are acquisitions, constructed learnings. The acquisition of experience takes time, are built slowly as a person faces situations (Perrenoud, 1999).
Essentially related to technical aspects of the job, which can be attested by a certificate issued by an institution socially recognized (Milk & Goulart, 2006)	Competence must be understood as the responsibility that the employee takes facing the productive situations, a practical understanding of situations that relies on knowledge acquired and transforms them as it increases the diversity of situations (Zarifian, 20101
	The concept of competence lies in the ability to act effectively in a determined situation, a capacity to innovate, improvise continually, building on the

184

	ability to create answers; being built at the capacity to create answers, it supports in knowledge, but without limiting itself to it. Knowledge and competencies are strictly complementary (Perrenoud, 1999).
	Capacity for learning and adaptation, associating and mobilizing their resources with relevance, in a work situation, knowing how to act. It is to be able to improvise where others do not do more than repeat, being the improvisation, fruit of a preparation that allows you to create on a foundation of knowledge and skills (Le Boterf, 1995).

Chart 1: Concepts of qualification and competence

Source: Elaborated by the author

2.2   COMPETENCE UNDER FRENCH PERSPECTIVE

In French school, Perrenoud (1999, p. 7) defines competence as "the ability to act effectively in a particular type of situation, supported by knowledge, but without limiting itself to it". The acquisition of experience takes time and skills are built slowly as one person faces situations, i.e., knowledge and competencies are complementary. he author presents three classic conceptions as "acceptable versions" of the concept of competence: (1) The transfer of knowledge through the teaching-learning process, the goal of education with the purpose of certification (which the author considers overcome); (2) other design would relate competence to performance, this being an indicator more or less reliable of competence; (3) finally, it considers the competence as a generic faculty, a characteristic of the human species, as a capacity to innovate, improvise continually, building on the ability to create answers (Perrenoud, 1999, p. 10).

Dugué (2004, p. 24) corroborates the authors, even considering the competence as "knowledge in action", i.e., "a set of knowledge and ways of

185

being that combine harmoniously to fulfill the needs of a given situation at a given time." According to the author, while the diplomas validate the knowledge and qualification has a stability dimension, the competencies refer to a mixture of knowledge and behavior that is in the order of the present and, therefore, cannot be considered a definitive attribute.

Zarifian (2001, p. 62) notes the emergence of a new management model of labor which is called "model of competencies", which is based on the accountability of the individual, i.e., "competence should be understood in the first place as the personal responsibility that the employee takes to the productive situations", but also "a practical understanding of situations that relies on knowledge acquired and transforms them as it increases the diversity of situations" (Zarifian, 2001, p. 62).

Similarly, the definition of jurisdiction brought by Le Boterf (1995) emphasizes the individual and assumes his or her capacity for learning and adaptation, associating and mobilizing his or her resources with relevance, in a work situation, knowing how to act; "it is to be able to improvise where others do not do more than repeat", being the improvisation, the fruit of a preparation, able to allow individuals to build on a foundation of knowledge and skills. According to this author, the competencies increase employability, however they are, by themselves, invisible, depending on the people to put into action so that it (the competence) exists. The essential of competence, in his point of view, is "knowing how to mobilize" your resources to act in a determined professional context " (Land Boterf, 2003, p. 11).

Le Boterf (2006, p.61) has three dimensions of competence:

> First, the size of the available resources (knowledge, know-how, cognitive abilities, behavioral skills ...) that he or she can mobilize to act; then it comes the size of the action and the results it produces, that is, the professional practices and performance. Finally, there is the Dimension of reflexivity, which is the distance in relation to the two previous dimensions.

With respect to the reflectivity and the detachment, the professional authority must be aware of his or her practices, according to Le Boterf (2006, p. 62) should "have a dual understanding: the situation on which he or she intervenes and how he or she does it". This intelligence of the

186

situations and this knowledge of himself or herself assumes a separation, necessary to improve their professional practices. The author still distinguishes the "know nothing "from "know-how", referring to the fact that know-act may mean, sometimes, not to act.

However, this definition has limitations in the point of view of Zarifian (2001) that, then, presents a multidimensional definition of competence fed by three aspects:(1) The taking of initiative is the responsibility of the individual; (2) and practical understanding of situations, which is based on the knowledge acquired and transforms them as you increase the diversity of situations; (3) the power to mobilize networks of actors around the same situations (Zarifian, 2001, p. 68).

However, there are difficulties and limitations posed by this "new logic", considered by Hirata (2001) preconditions for the development and adoption of broader sense of the concept of competence, namely: security and stability in employment, opening for which the employee adopts a reflexive posture in relation to its activity (studying and thinking), deepening of general and professional education and full wages and symbolic recognition.

2.3   COMPETENCE UNDER AMERICAN PERSPECTIVE

Dutra (2004) presents the emergence of the concept of competence under the perspective of the American School:

> The basis of this concept is the displacement of the focus that was on the stock of knowledge and skills for how the person mobilized his or her stock and repertoire of knowledge and skills in certain context, so as to add value to the environment in which he or she was inserted. The concept of competence has been proposed in a structured way for the first time in 1973 by Davis McClelland (Dutra, 2004, p. 22).

From a study conducted to argue about the validity of instruments for measuring the characteristics fixed for the purpose of selecting people, McClelland (1973) introduces the construct skills and emphasizes that the main difference in relation to the perspective, with a focus on the construction of a concept to understand the changes in vocational training, would be the methodology of management of skills or techniques well

187

defined. This approach was quickly absorbed by companies and was spread by its characteristic consistent with that of the capitalist market (Fleury & Fleury, 2001; Dutra, 2004; Milk & Goulart, 2006).

Unlike the French approach, the literature on the subject matter presents the superior performance as a major concern. "competence is a combination of knowledge, skills and performance... the ability to apply knowledge, skills and judgment in practice. The simultaneous integration of knowledge, skills and attitudes necessary for the performance in a role assigned and defined" (Spencer, McClelland & Spencer, 1994).

Thus, the analysis of a "model of competencies" in the perspective of the American school would consist of the identification of behaviors and personality characteristics that distinguish the superior performance of a person to accomplish a task. Despite of the several forms of definition, in essence, they are presented as elements or pillars of competence that came to be known as CHA (Fleury & Fleury, 2001; Leite & Goulart, 2006):

- **Knowledge:** they constitute the set of information, knowledge associated with the experience, the intuition and the values;

- **Abilities:** capacity of the individual to apply their knowledge in practice; it is the know-do;

- **Attitudes:** affective-cognitive evaluation of the reality, that determines attitudes and behaviors, "promptness" behavior.

However, the concept of competence in American perspective also receives criticism, which refers to the fact that these are related only to the individual and to a set of tasks relating to positions that they occupy. Like this, they would be just giving new attire of the Taylors's and ford's principles in a modern version (Fleury & Fleury, 2001).

In table 2, below it is summarized the concept of competence under the different perspectives.

French perspective	Reference authors	American perspective	Reference authors
It presupposes the ability of people to learning and	Le Boterf Zarifian Dugué	It is concerned with the issue of surrender of the	McClelland Boyatzis Spencer &

188

adaptation, knowing to mobilize their resources to act in a professional context. It associates the concept of competence to delivery, but independently of any position, that is, to the very person, considering the individuals, their subjectivity and their experience.	Perrenoud	person for the job in search of a superior performance at a given position or function. It is the simultaneous integration of knowledge, skills and attitudes necessary for the performance in a role assigned and defined.	Spencer.

Chart 2: Competence under the French and American perspective

Source: Elaborated by the author

2.4   A CONTEMPORARY VISION OF COMPETENCES IN BRAZIL

Vieira and Ribeiro (2005) reported that the concept of competence, in 1980, was seen as the most appropriate for entrepreneurs. The model would be able to meet the demands of the new context established, strong technological development and reorganization of work, characterized by the flexibilization of production, integration of sectors, multi-functionality and polyvalence of workers and exploitation of knowledge not related to the prescribed work. The beginning of the consolidation of the concept of competence is in transition from the concept of qualification for the competence, migrating from "identification of capabilities required to act in a certain type of job to get a superior performance " (Dutra, Fleury & Streets, 2008, p. 25).

Between the years of 1980 and 2010, a period called neocolozination of HR, it was increasing the demand for skilled workers, due to the opening

189

up of the market and the introduction of new technologies. The spread of Human Resource Management (ARH) in Brazil occurs under the leadership of American multinationals, which explains the higher adhesion of the American prospect in the country. Among the key elements of the speech in this period are the managerialism and entrepreneurship, being introduced a vision of people as business people of themselves, with free initiative, originating in the movement of human relationships (Wood, Tonelli & Cooke, 2011).

> In the Brazilian case, this debate emerges in the academic discussion, founded originally in American literature, considering competence as *input*, something that the individual has The introduction of French authors like Le Boterf, Zarifian, English authors such as Jacques and his followers (Billis and Rowbottom, Stamp and Stamp), contribute to conceptual and empirical enrichment, generating new perspectives and approaches (Fleury & Fleury, 2001, p. 43). 186).

With the new management imported styles and in need of organizational performance, in addition to the essential upgrades, functions, and more complex capabilities of workers start to be valued, such as abstract reasoning, values, identification with the company, ability to be guided by objectives, solve problems, create, raising alternatives, disagree, etc. The new management model searches for, thus, relating the competence of people with the organizational strategy and with the learning processes. (Borges &Yamamoto, 2014; Leite & Goulart, 2006).

Researchers from the University of São Paulo (USP) study an approach that combines the individual competencies with organizational skills. Fleury and Fleury (2001) classify the skills developed by individuals who work in an organization in three large blocks: (1) competencies of business (related to the understanding of the business, involving the strategic vision and planning); (2) Technical- professional's competencies (specific to a certain activity); (3) social competence (required to interact with people).

> When we place organization and people side by side, we can see the ongoing process of exchange of skills. The organization transfers its assets to the people, enriching them and preparing them to face situations both professional and personal, in the organization or outside of it. The people, to develop their individual

190

capacity, transfer to the organization their learning, enabling them to face new challenges (Dutra, 2008, p. 7).

Vieira and Ribeiro (2005, p. 106) point out in conclusion of their study that

> The improvement of performance has led companies to modernize their management and invest in raising the skills of their employees, [...] at the same time as the diplomas and certificates will lose their prestige if not complemented by the experience that, in general, is more important than education.

The experimental dimension, on the contrary, strengthens the management skills, the emphasis given to knowledge, associated with verbs like know how to act, mobilize resources, integrate multiple and complex knowledge, know how to learn, learn to engage, take responsibility, have strategic vision (Fleury & Fleury, 2001; Vieira & Ribeiro da Luz, 2005).

The United Nations Educational, Scientific and Cultural Organization (Unesco), through its International Commission on Education for the 21st century, chaired by Jacques Delors, in 2010, publishes a report which sets out four pillars of a new type of education with a focus on (1) learn to know, (2) learn to do, (3) learn to live together and (4) learn to be. Considering the competence construct, it is the "Attach to do", which means to associate the technique with the application of theoretical knowledge, not decoupling the knowing and doing (Delors, 2010, p. 31).

That said, it becomes clear the consolidation of the construct competencies as different from qualifying, because it considers the individual, their subjectivity and their experience as concluded by Vieira and Ribeiro (2005, p. 106):

> The subjectivity of employees, the fruit of their values and beliefs, commitment and solidarity, as well as their ability to interact with the other actors of the organization, to reflect on the work, to understand and interpret the situations, it is mobilized to produce the desired organizational, results in order to keep their business competitive. This logic is the ideological nature of the discourse of skills and reveals that the notion of qualification has been undergoing a conceptual displacement, which contributes to the strengthening (or consolidation) of the concept of competence.

191

Regardless of the approach, it appears that the concept of competence involves the explicit knowledge, which is the formal systemic knowledge, belonging to the sphere of empirical procedures, and the tacit knowledge, understood as a knowledge related to personal abstraction, which mobilizes strategies and reasoning complex capable of generating the required action in a specific context (Leite & Goulart, 2006).

2.5. THE CONTEMPORARY SCENE IN THE WORLD OF WORK AND COMPANIES OF THE FUTURE: CHARACTERISTICS MENTIONED IN LITERATURE

The globalization of the economy began with the process of internationalization of the capital, at the end of the 19th century, integrating the world into a new network of relationships that, in addition to technological progress, was responsible for the strengthening of large companies. In this way, organizations were able to acquire the innovations and expanded beyond the borders of their origin. The advancement of globalization and the technological revolution head, therefore, the list of phenomena that construct, from then on, this new configuration. (Goulart & Guimarães, 2002).

> At the beginning of the 1980s, it was started changes in social, economic, political and technological contexts, resulting in an intense process of restructuring of the productive logic. This new environment shifts the decisive conditions of entrepreneurial success: local competition for global competition; industry focus to the customer; of standardized products for flexible and innovative products; products in scale to high quality products and attractive price (Barbosa & Cintra, 2012, p. 44).

Other authors make reference, still, to the influence that these changes in the world economy had on the functioning of organizations and say:

> All these changes in the economic environment and business have been translated, in the organizational context, into a series of restructuring programs, a reflection of the desperate attempt of companies to give account of an environment that became much more complex, dynamic and changeable (Birchal & Muniz, 2002, p. 26).

192

Confirming this point of view, Malvezzi (2014) notes that globalization gives rise to a new arrangement characterized by compression of time and space in which performance is the brand more visible of a globalized society in which people are forced to adapt.

In order to discuss the challenges and dilemmas in the world of work in the 21st century, a study has been conducted that showed that some values are emerging and relevant in contemporary society:

> The globalized world of the knowledge society has brought significant changes to the world of work. The concept of employment is being replaced by the work. The productive activity is dependent on knowledge, and the employee must be a creative, critical thinking subject and, prepared to act and adapt quickly to changes in this new society. (...) At this juncture, in that technological change is the rule, to seek conditions for the anchoring of the preparation of the professional of the future requires a strategy varies (Silva & Cunha, 2002, p. 77).

Peixoto Filho and Silva (2014) confirmed, years later:

> The international context is characterized by deregulation/ liberalization of economies, by increasing external vulnerability, the financializing of wealth at the expense of products and higher occurrence of systemic crises. What is configured is a process of relaxation in the productive sector and in labor relations, which implies the demand for a more flexible and capable workforce, with greater accumulation of skills that are not only technical, but also social (Peixoto Filho & Silva, 2014, p. 79).

The knowledge society "is not simply a society of *experts*, or a company that produces knowledge constantly, but an area in which the cultures of knowledge interpenetrate and weave networks of capillarity" (Farts, 2008, p. 583). In this way, it affects the daily life and the world of work, generating both admiration for scientific and technological advance, as "insecurity, instability and vulnerability, defined as characteristic traits of a modernity that is liquefied, to dilute the certainties of the modern illusion in the disposable, in *performance* and in the individuation" (Fartes, 2008, p. 583).

The change in the organization of work exerted its effects also on the models of management. Chanlat (1996) reports that the traditional forms of administration were already being replaced by modes of management based

193

on excellence, in search of total quality, which emphasize the overvaluation of the action, the permanent challenge, adaptability, versatility of labor and the smoothness of the hierarchical relations.

> The understanding of these changes in the nature of organizations is of fundamental importance so that we can understand the nature of new labor relations and human work in this new context. That is, what are the attitudes and skills that came to be required of persons who work in this new organizational world in gestation (Birchal & Muniz, 2002, p. 26).

The ability of people to keep the skills required by the labor market is called employability, as described by Birchal and Muniz (2002, p. 28):

> The employment relationship is not based on fidelity anymore and is based on professionalism and the ability of the worker to keep up to date with the needs of the labor market. (...) the new form of relationship between employers and employees - synthesized in the concept of employability - drops the paternalism of labor relations that characterized the bureaucracies and adopts the shared responsibility. The rule is now the professional training for the whole life.

It is verified then, a new scenario, characterized by instability, in which the ambivalence emphasizes the logic of competence.

> What the job market will ask are professionals who make use of the resources of its personality. What you the wage earners are looking for is a new professional identity, which gives meaning to the knowledge and skills they have acquired and which increase their chances of employability (Land Boterf, 2003, p. 11).

Zarifian (2001) presents three major mutations that modify the characteristics of the job: **Event, communication** and **service**. According to the author, the event is "something that supervenes partially unpredictable not programmed, but of importance for the success of productive activity", what we call chance (Zarifian, 2001, p. 41). It modifies the way to face the professional learning, enables a dynamic learning and encourages the search for an appropriate solution, i.e., "know how to invent the answers to be given to a social, complex and unstable environment" (Zarifian, 2001, p. 42). With regard to the communication, Zarifian (2001) verifies that this becomes a central organizational question, which goes beyond the provision of information and refers to a mutual understanding,

194

whose quality of interactions is critical to improve the performance of the organizations. Finally, the notion of service is defined by the author as "a change in state or in conditions of activity of another human being, or an institution (…); consists of producing a service to a recipient" (Zarifian, 2001, p. 48). The notion of service places the customer or user as a priority, at the expense of the product. Therefore, knowing the needs and expectations of the customer could influence the form of production and to provide this service with a view to quality and his or her satisfaction.

Dutra (2008, p. 7) ponders the value of people, relating them to the competitiveness of enterprises and, therefore, "its effective contribution to the wealth of knowledge of the organization allowing it to maintain its competitive advantages in time". Barbosa and Cintra (2012, p. 39) agree that "the reflection as to the factors that ensure the competitiveness, nowadays demonstrates a movement that is to consider those competencies as a competitive differentiator." Araújo, Silva e Brandão (2015) also emphasize that the subjects learning, skills and innovation are recurrent when it is analyzed the competitiveness in organizations.

Borges and Yamamoto (2014, p. 57) identifies five pillars of the socioeconomic status in the world of work that influence and affect companies in the future: 1) Changes in the notions of space (...) allowing to manage events at distance and the ability to store information in an ever more compact way; (2) high circulation of financial capital and technology, making the competition between businesses more intense and global; (3) increase the unpredictability of political events, social and cultural rights, making the activity of planning difficult; (4) bombardment of information and processing of meanings, amplifying the importance of symbolic dimension; (5) creating the possibility of living different identities.

Kouzes and Posner (2010, p. 29) emphasize that the work load and pressure are aspects present and constant in today's world of work and do not tend to decrease in the near future, because "new advances in technology will surprise us daily [...] and the world will continue to face unexpected challenges".

195

In the contemporary scene in the world of work "new professionals must be able to operationalize their knowledge in an integrated manner to their skills and cultural experiences " (Silva & Ca, 2002, p. 79).

With respect to the work place, the traditional world of the office (or factory) is very different from the conditions and instruments found today and influenced by contingencies:

> The experience of the work became more complex because it is no longer allocated in a known and visible area, relatively easy to control, to be transferred to the world characterized by the properties of the hypertext, where its ambiguity and uncertainty are increased. One of the most significant challenges of worker is the confrontation of routine discontinuities that require a continuous adjustment, for which it lacks sensibility or institutional support" (Malvezzi, 2014, p. 15).

Announcing what would occur in the following years, Ulrich and Smallwood (2010, p. 13) report that "the organization of the future exists today when leaders change their focus in the structure of their organization to the set of competencies that the organization needs to execute the strategy".

The point of view of these authors is shared also by Lawer and Worley (2010, p. 184), according to whom, in the face of the acceleration of the speed of change, organizational effectiveness must be seen differently; it is "increasing the number of executives who ask for more agility, flexibility and innovation of their companies". However, the author s emphasize that companies still show great difficulty putting the adaptability in practice, due to seeking their competitive advantages in stability and the implementation (Lawer & Worley, 2010, p. 185).

A skill considered precious by Champy (2010, p. 3) for businesses of the future is "see what others cannot see." In the vision of the author, it is important to tune the perception of companies with the market needs in a keen and enterprising eyesight; adapting is the prerogative of survival in current, volatile and demanding market. Changes in the market should be monitored and employees should be quick to identify them and communicate them (Champy, 2010; Rao, 2010).

In the face of unpredictable and frequent climate in the organizational scenario to which the individual who administers his or her

196

professional life is subject, this is forced to reorient their identity, their attitudes, goals, routines and social networks, what is called an entrepreneur subject. To Filion (1999), the entrepreneur is a creative individual, capable of defining and achieving goals and who is always attentive to opportunities in the environment. Malvezzi (1999) considers as entrepreneur that worker who acts as an economic reflexive agent, that produces economic value from their activity. The "economic reflexive agent is one professional that reinvents himself or herself, acting in such a way that the others trust him or her and see advantages in joining him or her" (Malvezzi, 1999, p. 66). In addition to the graduation of the entrepreneur, his or her behavior may be coupled to the underlying characteristics that emerge in a professional context and that, in the face of unusual situations, can compromise the results (Minello, Scherer & Alves, 2012).

Five capacities are proposed that organizations of the future must demonstrate to operate in the business world of tomorrow: Talent, Leadership, agility, connection from "outside" to "inside" and purpose (Ulrich & Smallwood, 2010, p. 13).

The analysis of the literature on the theme leadership in the modern enterprise suggests changes related to the previous view. Currently, leadership is not limited to the traditional position held by particular person; it shall include a reference to more qualified professionals, able to make complex decisions in situations of pressure and great responsibility. These professionals must involve their team, be able to promote education, counseling, awake the enthusiasm and maintain a healthy climate in the work environment. Leaders must still be the link in the company's mission with the front line, understand the need of the company to share its vision with employees in order to awaken a sense of belonging, creating the possibility of building together. The leaders of the future will be able to give autonomy and voice to their followers (Drucker, 1997; Harmon, 1997; Somerville & Mroz, 1997; Gergen & Vanourek, 2010; Kouzes & Posner, 2010; Rao, 2010).

> The manager (entrepreneur) works with uncertainties, creating innovations, changing the equation of the production function (capital and labor). His managerial act is idiosyncratic. You might say, then, based on the thoughts of Schumpeter, that the idea of innovation is

197

always linked to changes, new combinations of factors that break with the existing balance (Barbosa & Cintra, 2012, p. 34)

Another significant change in the market of contemporary work is related to the expectation of professionals with respect to work, as shown in chart 3, then.

Expectations	BB Generation	X Generation	Y Generation
Bond	Company	Teams	Projects
Remuneration	Fixed/isonomy	Fixed + variable	Fixed/ result
Environment	Formal	Moderate	Informal
Control	Schedules	Schedule + results	Result
Hierarchy	High	Medium	Low
Information	Vertical	Selective	Horizontal
Speech	Sealed	Strategical	Transparent

Chart 3: Expectations of the generations about work and career

Source: Calvosa et al. (2012, p. 12)

"The fun, the light environment and relaxed atmosphere will also be very valued by employees and may contribute to their long-term commitment "(R, 2010, p. 40). With respect to learning, Rao (2010) noted that it is important to undertake efforts both in the context of employee (willingness to learn) and the company to offer a challenging environment that encourages the development of their skills and tools.

The creativity, innovation and the fact of being visionary, are appointed as benefits for companies in the market. For being more insightful, creative companies are growing faster than their competitors, they think in an innovative way and can simplify the complex problems to their consumers (Champy, 2010; Kouzes & Posner, 2010).

A glimpse of possibilities is a competence highly valued in the leaders of businesses and nurture innovation, however, is hampered by the speed of change, due to the complexity of the problems and uncertainty; therefore, it is still necessary to be very developed. Despite of the difficulty of putting these news concepts in practice, the business leaders of today do not have another choice but to take decisions in complex world and accelerating the pace of change, because the "old fashionable"

administration is not more efficient, the boundaries of time, space and language were broken; of the sectors and market segments; and of the public, private and social sectors (Drucker, 1997; Harmon, 1997; Somerville & Mroz, 1997).

Somerville and Mroz (1997) presented a perspective that a well-succeed organization as in the 21st century would be the one to address the solution of problems and whose attitude expected should be to check the alternatives and possibilities, including those related to care of any employee needs and the decision-making process as universal quest for learning. According to the authors, aspects such as flexibility and adaptability are relevant and should be considered in the company of the future (R, 2010, p. 41). In the new model of communication, the organization with a hierarchy, based on boxes is no longer adequate, the management needs to be shared, the communication needs to occur in all directions (Zarifian, 2001).

> The organization of the 21st century is characterized by the responsibility, for autonomy, by risk and uncertainty. Perhaps it is not a peaceful environment, but it is very human. The rigidity and the artificial discipline of a conventional company ended. In its place, there is a world full of confusion, challenges and failures characteristic of the truly human world (Hammer, 1997, p. 48).

More recently, Gergen and Vanourek (2010, p.162) suggest still emerging trends that will define the organization of the future: (1) The division of people, teams and organizations of the institutions and traditional structures forming new settings each time more virtual; (2) the authenticity, the valuation of own ideas, the use of its potential in a job that makes sense, choices based on values and priorities; (3) the integration, i.e., the restoration of coherence and consistency in life, less emphasis on yield and more on learning, challenge, personal achievement and even fun, bringing the professional performance of personal life.

In order to emphasize the identification of relevant skills for businesses of the future, in chart 3 it is correlated the characteristics of the contemporary scene that influence the world of work with the skills presented in the literature as necessary to deal with this reality.

199

Contemporary setting	Required competencies
1- Constant changes in socioeconomic scenario, globalization, technological change, the knowledge society, characterizing unpredictability and uncertainty.	Adaptability, flexibility to deal with instability and vulnerability. Ability to deal with new challenges, maintain access to information and the understanding of the world.
2- Modification of the notion of time and space, which are new settings in addition to the physical spaces determined. With the availability of access to virtual resources and digital ever greater, at hand and at any time, the boundaries of time, space and language were broken.	The ability to manage the distance and store information in an ever more compact, interactivity, the initiative way. Commitment of people for results: agility, connection with the virtual world, provision for ongoing learning, dedication.
3- Migration of the concept of formal employment for work, with the growth of the interrupted work, informal, autonomous. Increase of entrepreneurs and career in a spiral.	Development of individual competencies as autonomy, entrepreneurship, creativity, initiative, analysis and criticism. The ability of the worker to keep up to date with the needs of the labor market. Resilience, ability to reinvent himself.
4- New management models and new organizational settings that change their approach to the organizational structure for the set of competencies that the organization needs to execute the strategy, development of human capital. Smoothing of hierarchical relations.	Proactivity, innovation. Professionals' ability to be guided by objectives, to solve problems, disagree, analyze, create and raise alternatives. Choose a job that makes sense, choices based on values and priorities.
5- New generations, their expectations of work and career that will lead to changes in the internal environment of enterprises.	Productivity, variable remuneration for results, informal atmosphere. Constant recycling of knowledge, putting into practice what they learn, become ever more adept and do not be afraid to have attitude.
6- New forms of activity of leadership	Leaders who can make complex decisions in situations of pressure and great responsibility, to glimpse

200

	potential solutions. They must be able to promote education, counseling, awaken the enthusiasm and maintain a healthy climate in the work environment, giving autonomy and voice to team members, encourage a sense of belonging. Leaders must still be the link between the company's mission and to the front line.

Chart 4: Contemporary scenario and the competencies required from professionals
Source: Elaborated by the author

3   FINAL CONSIDERATIONS

The characterization of the scenario in the world of work at the time that this text was produced can be summarized as follows: the globalization of the economy, coupled with technological development occurred from the mid-20th century, became responsible for changes in the organizations, in relations and conditions of work. The professional qualification, adopted initially as a way to promote better use of people in the world of work, appears as a system limited because it doesn't keep up with the demands of adaptation of the workforce to new forms of production. These changes have a relevant influence on what is to be expected from the worker and the concept of competencies required of the worker, construct that suggests that it must be identified knowledge, skills and attitudes that favor the performance of professionals that are working and will act on the labor market in the coming years.

It is worth noting that the concept of competence includes the importance of knowledge and qualification, involves the explicit knowledge, which is the formal systemic knowledge required in qualifying, and adds the tacit knowledge, understood as a knowledge related to personal abstraction, which mobilizes strategies and reasoning complex capable of generating the required action in a specific context. Therefore, the concept of competence arises for beyond the knowledge and refers to a mixture of knowing and

201

acting upon the acquisition of new experiences, in certain contexts that facilitate learning and accumulation of professional baggage. In addition, the more challenges a professional proposes to tackle, the more situations he or she will experience, more competencies he os she may develop and more resources will have to cope with future situations. Soon, the concept of competence came to append a new meaning to the requirements resulting from the change in the contemporary scenario and its influence on the job.

The competencies converge, therefore, for the ability to mobilize resources to act in the face of the unpredictability of the market. The constant changes in socioeconomic scenario, marked by the globalization of the economy and technological change, will start to require from the professional's skills such as flexibility to face them.

The organizational life, whose transformation points to new settings, is to require management models marked by innovation, by the influence of time and space variables, by the ability to face new challenges and by the hierarchical smoothing. This set of changes suggests a more efficient way of leadership, capable of pursuing the organizational goals without losing sight of the well-being and the interest of the worker. In this sense, the leaders of the contemporary world need to develop skills such as initiative, proactivity, innovation, adaptability, capacity to give autonomy and voice to the followers, and develop in them a feeling of belonging, awaken the enthusiasm and maintain a healthy climate in the work environment.

All of these aspects culminate in the development of human capital, as mentioned in the texts that point to the characteristic of the contemporary world, proposing the selection and retention of talent, encouraging continuous learning and the condition to generate effective results for the company.

The acceleration of the dynamics of the process of development and its influence on the functioning of organizations, the turbulence generated and the complexity of the context are inexorable facts. The challenge, therefore, is connected with the strategy, with the prospect of the future, with the management of people and with the many challenges arising from this transformation. In this way, the skills mentioned by the authors in this

202

text tend to increase the employability of professionals, since they reconcile with the need for adaptability of companies of the future. It is inferred, therefore, that these powers, especially those related to the challenges of the future scenarios of markets, as consolidated in chart 3, will have its relevance enlarged in the scenario of the future.

The concept of competence came to widen and even replace in importance the concept of qualification, because people do not enrich the intellectual capital of an organization just because of their qualification expressed by the diploma, but mainly for their personal characteristics contributing to organizational growth. In this sense, the French concept of competence, whose roots are found in the critique of workers in the late 1960s, seems to dominate the organizational contemporary context, given that companies like Apple, Google, the producers of auto vehicles, among others, are in search of these talents able to leverage their development.

The new management model, which seeks to relate to the competence of people with the organizational strategy and with the learning processes, needs to adapt also to the transformation of meanings, seek conditions for supporting its employees and anchor the preparation of these professionals of the future, which will require a differentiated strategy. The companies of the future will need to provide a challenging environment, which encourages the improvement of the skills and tools of their employees, as well as entrepreneurship attitudes, with free initiative in searching of better results and maintaining competitiveness.

The aim of this article is adhered to a theoretical reflection on what skills will be the most relevant for professionals and companies in the future, identifying at the academic constructs contributions for professionals and managers in organizations on a current scenario and their trends identified in the literature. The article culminates with identifying the need for revision of the competencies required of professionals in the coming years, which implies in a new position/motion of the various links in the world of work, which calls for more agility, flexibility, adaptability and innovation both within the framework of the companies and professionals. It is, therefore, recommended new studies, especially in the field surveys to discuss and point in an applied way the more relevant competencies

203

required from professionals in the coming years. Thus, it is expected that this study will serve as a stimulus for discussion and research about the future of organizations, professionals and skills.

204

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208