

EMPLOYEE OF THE 21st CENTURY

Prof.dr.sc. Enes Huseinagić, email: huseinagic_e@hotmail.com
Ma. Dženana Huseinagić, prof., email: dzenana.h@hotmail.com

Abstract: *With certainty we can say that in contrast to today's employee who comes to work by established procedure, an employee of the 21st century, respectively employee of the future could work anywhere, at anytime and on any workplace with the acquired competencies. Already during the school and preparation for employment any employee of the future will need to possess a specific list of competencies, knowledge and skills to meet the challenges that accompany the problem of first employment and the development of his career. Today's organizations introduce new business models, compared to conventional kind which prevailed two decades ago. Crucial role in the acceptance of "new" employee have played a globalization changes related to market requirements. Therefore, it is necessary for organizations to set up a competence approach. Implementation of effective organizational values, clearly profiled strategy and expectations from an employee, in developed countries have proven to be the main reasons for the introducing the competences. Those competences are regarding the ability of employees. They represent the basic unit in developing and satisfying human resources and work place. At the same time they create a way of communication in organizations that allow employees to demonstrate a certain kind of behavior in terms of performance, efficiency, effectiveness, and their attitudes.*

Keywords: *competences, human resources, knowledge, organization and labor market.*

INTRODUCTION

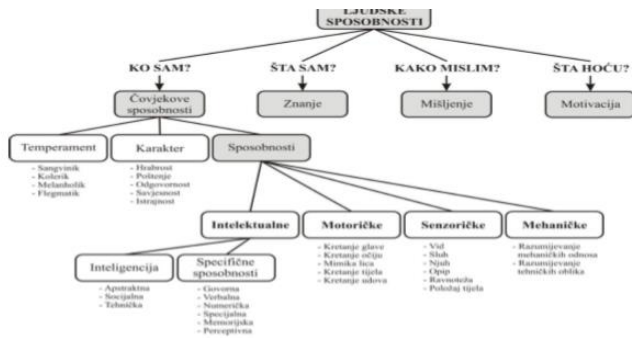
Dynamic changes in the world have inevitably contributed to the different criteria of employers and their expectations from future employees. All economic analyzes say that the changes will become more pronounced in the XXI century due to even greater upcoming globalization and new approach to technologies. Authors who write about human resources believe that management can handle human resources the same way as with all others. In their opinion, the role of the overcoming of human resources should belong to managers. Of course, this opinion is very rough. Because people besides that, that they can be sources, they also have resources and they own them themselves, not managers or managers. In the former Yugoslavia, the term "liberation of human abilities-for which a compatible translation" Human Resource Management- was used. And if it was a translation, it would be assumed that human capabilities in the work are more or less blocked, and it is the task of managers to find the most effective way to do this. In any case, a man (employee) and his abilities are essentially an integral part of every event.

Effective inclusion of human capital, the intellectual capital of employees in business activities can substantially change the results in the end. Therefore, it is not only enough to understand the capabilities of employees as intellectual capital, but they must be respected, valued, and included in the planning and implementation of various activities.

1. DETERMINATION OF HUMAN RESOURCES

Researchers, who announce the future and predict the conditions for successful overcoming of future problems, emphasize that the decisive role in the XXI century in all segments of business activity will be played by people and their abilities. There will be no more technical secrets among the competitors. Although there would be a technical advantage over one another, it will only happen for a short time. For this reason, some do not see a special competitive space in technical advantages, but see it in unused and even unknown human abilities.

1.1. Rast and competitiveness



In terms of growth and competitiveness, it should be emphasized that all management activities will adapt their strategy and support to the needs of a specific market. In the growing markets of Asia, the Middle East, Africa and South America, they will focus on high quality training and development to ensure that their employees have the skills required to manage sustainable growth. In the developed markets of Europe and North America, the management structure has long been using performance management and development activities to ensure that employees are equipped to secure, or increase operational competitiveness, and thus provide clients with top quality services.

In all markets, human resources are focused on high quality and leadership that manages a high level of employee engagement and their responsibility.²²

2. HUMAN CAPACITY

Human abilities are an extremely broad concept, which involves all known and unknown traits. That is why we are talking about human abilities in a wider sense, and they are numerous and diverse and relate to different areas of human life. So we talk about psychological abilities, physiological and physical. In addition, we can distinguish people's abilities in terms of how they acquire these skills. One man developed a great deal in relation to hereditary dispositions, among which all kinds of abilities belong, while others

acquired in the course of their lives. Among them, knowledge of all kinds belongs. When talking about human abilities in the narrow sense, we have in mind in most abilities, knowledge and motivation. Regardless of how much and how much ability we can find in man, the organization and behavior of people in them are decisive.

2.1. Human abilities are numerous

Figure 1 illustrates human abilities in the broader sense.

2.1.1. Ability

Abilities are essentially human potentials for the development of certain values. By themselves, they decisively influence the solution of problems with completely unknown solutions, yet they come to the fore in combination with knowledge. Business ability is the capacity of a natural and legal person to create legal effects by own manifestations of will, or to acquire rights and obligations. The physical capacity of a natural person is acquired by age, and the legal date of creation, unless otherwise determined by legal regulations (law). There are three levels of activity in the physical capacity of individuals: full capacity, partial capacity and complete incapacity. A person who is not an adult can only create legal effects determined by law. Instead of a person who does not have the capacity to work, his / her legal representative or guardian will be able to read his will.

2.1.2. Knowledge

Knowledge is part of man's abilities and enables the solving of known problems, such as those already seen and resolved. Regardless of where and how this knowledge has been gained, it mostly helps solve problems with known solutions. With the capabilities of man or employee, knowledge can be used to solve problems with still unknown solutions. Knowledge

²² J. Bramham, Human Resource Planning, Institute of Personnel Management, London 1990, 48.

definitions in most of the literature are much more complex than the definitions of information and data. It should be noted that knowledge is ambiguous and ambiguous, since there is still no consensus on the nature of knowledge, except that knowledge is based on the perception of reality and offers a rational explanation for it. Knowledge is a combination of data and information that adds opinions of experts, skills and experience, and results in a valuable set used in decision making. It is built on the basis of information extracted from the data. While data is a property of things, knowledge is the property of people who use things in a certain way.²³

Knowledge can be defined in various ways, such as: - facts, information and skills that a person has acquired through experience or education; theoretical or practical understanding of an object, - the totality of everything known in a field; facts and information, - awareness or familiarity acquired through the experience of a fact or situation.

The authors define knowledge in different ways: - Knowledge is confirmed true faith - most philosophers accept this definition, especially empirical philosophers who believe that knowledge can be confirmed by facts.²⁴

- Knowledge is information in context - knowledge has value if it fits without contradiction into a wider framework of knowledge,²⁵

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- Knowledge is experience or information

through which they can communicate and which can be exchanged.²⁷

- Knowledge, which consists of data and information, can be considered as a much wider understanding of situations, relationships, causal phenomena, and theories and rules (explicit and implicit) that lie in a given domain or problem, where the emphasis is on understanding.²⁸

- Knowledge can be considered as composed of understanding, generalization, and abstraction, which we carry with ourselves on a permanent or semi-permanent basis and apply for the interpretation and management of the world around us.²⁹

Philosophical debates generally begin with Plato's formulation of knowledge as "justified by true belief." There is, however, no universally accepted definition of knowledge, nor does it seem to be visible, and there remain many contests of the theory. Acquiring knowledge involves complex cognitive processes: perception, learning, communication, association and conclusion. The term knowledge is also used to indicate a reliable understanding of an object, with the potential ability to use it for a specific purpose.

2.1.3. Skills

Skills indicate the ability to handle the performance of a particular action or activity. These are predominantly abilities, which relate to man's motor skills and abilities. They enable quick and motor skills and skills. It enables a quick and effective motor response to the difficulties. Although the expression of skill is used in various meanings, it is largely reserved for

²³ <http://autopoiesis.foi.hr/wiki.php?name=KM+-+Tim+55&page=Definicija+znanja>

²⁴ I. Nonaka & H. Takeuchi, *The Knowledge – Creating Company: How Japanese Companies Create the Dynamics of Innovation*. Oxford University Press, 1995.

²⁵ B. Aune, *Rationalism, empiricism, and pragmatism: an introduction*. Random House, New York 1970, 35.

²⁶ W. James, *Pragmatism's conception of truth*. *The Journal of Philosophy, Psychology and Scientific Methods* 4, 1907, 141–155.

²⁷ V. Allee, *Twelve principles of knowledge management, Training & Development*, 1997, Vol. 51 No. 11, pp. 71-4.

²⁸ N. Bennet, E. Dunne i C. Corre, *Skills development in higher education and employment*, Open University Press □ SRHE, Buckingham 2000, 69.

²⁹ K.M. Wiig, K. M. *People-focused knowledge management: how effective decision making leads to corporate success*, Elsevier Butterworth-Heinemann, Oxford 2004, 132.

the motorcycle area.

2.1.4. Personal traits

These are all the virtues of man, which in themselves are not necessary in solving the problem, but give a personal emphasis to every human reaction. In this case, it is about character, temperament, etc. which act as catalysts for human response, while they themselves do not solve the difficulties. Thus, the perception of personal traits is narrow. The comprehension of personal traits in the broadest sense would include all human traits or abilities to personal traits in the narrow sense, that is, human characteristics in general.

2.1.5. Human abilities

In management practice, we understand human abilities less structurally, but therefore more functional. We are less confident about types of human competencies (Who am I), but they are more concerned with the question of what skills a person should have to do the job (WHAT can I do?). In this case, it also comes to the replacement of the notion of possibility with the concept of ability. Thus, in the management circles, they are happy to talk about sponditions for doing some work. So they think of the possibility or what a person can do. These abilities are composed of abilities and knowledge, and not only abilities.

From the ability, which each individual has, we can evaluate his future success, but the announcement is much more detailed, if we can also answer the question of what he wants (What do I want to do?). Thus, the abilities, knowledge and motivation of the central competence, which we try to recognize and influence on them. It is not possible to reach the result if, in combination, the lack of one of these abilities. Thus knowledge, abilities and motivation are the main human mobilization force and give it the

opportunity to achieve success. Therefore, they are justifiably called the possibilities.³⁰ When we talk about abilities below, we mean knowledge, abilities and motivation. Motivation is very important for the behavior of people in the organization. So it can be concluded that human success depends on their abilities, knowledge and motivation.

2.2. The need for a new employee profile

As we know the end of XX. and the beginning of XXI. centuries has been a period of economic and political transformation, resulting in a multiplicity of integration of the world economy with new open markets in previously closed regions and new emerging competitors often with very different operational norms. This forced companies to adapt to the cultural norms of those countries with which they operate. At the same time, the information and communication revolution allowed access to an enormous amount of information. The emergence of the Internet has made it possible to access information and work together in dispersed conditions, as it has never been possible before. There was the emergence of the economy of any time / any space that allowed the work to be done anywhere and at any time. This created the presumption of a new profile of employees, employees of the 21st century, who appeared in every place and at all times, and when his need ceased, he also disappears.

C.D. Jerald points out that in the 21st century we will need employees with new skills due to changes in automation, demography, personal risk and responsibility. All these dimensions have been incorporated and major changes in business have been introduced. It is evident that in successful organizations in business much less control and hierarchy, and more and more autonomy and personal responsibility. In support of this claim, there is a reflection, or research, of the National Association of Colleges and

³⁰ B. Lipičnik and D. Mežnar, Human Resources Management, *Gospodarski vestnik*, 1998, 27.

Employers (NACE), in which human resource managers articulated the most desirable employee characteristics (ability to work in a team - teamwork, quick decision-making and troubleshooting, skills verbal communication with people inside and outside the organization, as well as the ability to plan, organize and define priorities).

2.3. The role of the education system in employee profiling

The educational system will surely have continuous exponential development under the direct influence of three factors: - dynamic changes in scientific and technological knowledge, which requires constant changes and an increase in the intensity of full-time education, ever-shifting changes in the world economy and economy that will require a flexible, efficient and easily accessible the system of retraining, training, innovating knowledge, etc. and - dramatic cultural changes from the perspective of the individual and, above all, young generation (technological and communication influence on the process of socialization, changes in the structure, function and dynamics of the family, globalization of cultural and information offerings). In this atmosphere and domestic education policy, it will not be possible to avoid taking a certain number of priorities and goals that relate to profiling of employees. The most important function will surely be inclusion in the global division of labor and the aspiration to achieve the best possible position in it. By integrating and expanding the European Community as well as intensifying economic ties with other countries of the world, processes of a specific division of labor will continue in Europe. Bosnia and Herzegovina will necessarily have to define its economic profile. The undisputed interest of our country is that it does not remain the raw material base and the source of cheap labor, but to get better quality positions with emphasis on the sphere of

highly specialized production (food and biotechnology, software) and high-profile services (trade with the east of Europe and the Middle East , catering, traffic, intellectual services). The basic basic requirement for achieving desired positions significantly different from today's priorities (primary agriculture and industry, unrealistic ambitions in low-budget tourism) are urgent staff restructuring through changes in education to create a critical mass of adequately educated employees.

2.4. Human Resources Management in Enterprises of the 21st Century

Human Resources Management is a function that helps organizations achieve goals by achieving and maintaining employee effectiveness. Specific objectives related to human resources management are: - improving the motivation and performance of the individual; - developing individual careers and planning progress; - securing an incentive reward system; - identifying and developing potentials at the individual and overall, organizational levels; - determining the needs; and plans of education and training, - professional orientation and distribution of people to workplaces that better suit their abilities and preferences.³¹

CONCLUSION

What is evident in the past twenty years, Bosnia and Herzegovina has not improved its practice of educating and developing employees because education and development are not yet activities that attach strategic importance. There is no significant correlation between the characteristics of organizations (size, ownership, activity, age and education structure) and the importance they attach to education and development of employees, ie that education and development in Bosnia and Herzegovina does not

³¹ A. Marcetid, http://www.poslovnisavjetnik.com/sites/default/files/privitak/ps_106_low_part43.pdf.

significantly predominate those organizations that were expected. All external research indicates the need for significant investments of BiH organizations in the education and development of their employees, employees for the 21st century not only for the purpose of competitiveness in the domestic market, but also in order to achieve competitive advantages in an increasingly integrated European and world market. Knowledge in the contemporary society is a key factor in achieving competitive advantages; knowledge and skills of employees represent the basic resource of organizational success, and permanent education and development become an inescapable need. In other words, "continuous, ie lifelong learning and the continuous improvement of individual and organizational skills and knowledge have become the *conditio sine qua non* of those companies that want to survive in the highly competitive global marketplace that surrounds us."³² As the nature of the work is changing irreversibly, so are the people who need to do it. "The knowledge economy, a value that incorporates all the attributes of the future global economy, is based on the concept of" the workers of the knowledgeable qualities of high professional qualification and flexibility of doing work, which in turn produces temporary labor (without permanent employment). Basic characteristic of employees XXI. It is believed that in the future, more and more people will have to work without a formal workplace in the future and be dedicated to the concept of continuous learning (advanced training) and they rely on future employers precisely on the opportunities that they can provide in this regard. Working practices such as temporary engagement, by project, flexible working hours, work at home, virtual offices and teams actually give the greatest emphasis on the organization's flexibility and innovation, and thus the ability of global survival.³³

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³² N. Pološki Vokić, Human Resources Management in Large Croatian Organizations, *Economic Review*, 2004, (55), 5-6: 455-478

³³ R. Rudman, *Human Resources Management in New Zealand 4th edition*, Pearson Education, Auckland 2002, 15.