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Umiejętność autoprezentacji i inne pożądane kompetencje nowoczesnego pracownika w kontekście nowoczesnych metod rekrutacji

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THE ABILITY OF SELF-PRESENTATION AND OTHER EMPLOYEE COMPETENCIES AT THE BACKGROUND OF MODERN RECRUITMENT METHODS

Summary

This paper underscores that knowledge, skills and attitudes that enhance our flexibility, creativity and vulnerability to change are of great importance. What is especially important when searching for a job, keeping the job and striving towards professional development are the conjoined abilities of good self-evaluation and self-presentation. Knowing oneself and one's abilities (their proper presentation) influences the accuracy of educational and professional decisions, the result of recruitment and selection, the quality of performance at work and finally – it lets employees develop their potential. The purpose of this paper is also to elaborate on employees' recruitment, especially at the background of innovative methods aimed at hiring the best of the bests.

UMIEJĘTNOŚĆ AUTOPREZENTACJI I INNE POŻĄDANE KOMPETENCJE PRACOWNIKA W KONTEKŚCIE NOWOCZESNYCH METOD REKRUTACJI

Streszczenie

W prezentowanym tekście podkreśla się, iż dzisiaj istotne znaczenie mają wiedza, umiejętności i postawy, które sprzyjają naszej elastyczności, kreatywności oraz podatności na zmianę. Szczególnie ważne w zdobywaniu zatrudnienia, a następnie jego utrzymaniu, a także ciągłym rozwoju zawodowym są ściśle powiązane ze sobą umiejętności: dokonania właściwej samooceny oraz autoprezentacji. Dobra znajomość siebie i swoich możliwości (właściwa ich prezentacja) wpływa na poprawność podejmowanych decyzji edukacyjnych i zawodowych, efekt procesu rekrutacji i selekcji, jakość wykonywanej pracy, pozwala też skutecznie rozwijać potencjał tkwiący w pracownikach. Celem niniejszego artykułu jest również poruszenie tematu rekrutacji pracowniczych, zwłaszcza zwrócenie uwagi na innowacyjne metody służące pozyskiwaniu jak najlepszych kandydatów do pracy.

Introduction

Increasing one's self-esteem and developing the ability of making a good impression can be a great asset towards convincing the employer and getting the job. As far as in the 1970s, Leon Niebrzydowski wrote that self-esteem played an important role not only in learning oneself, but also in managing one's behaviour and in achieving lifestyle goals. According to the author, apart from job-specific information needed to find a proper job, self-cognition

helps us extract unique abilities which we did not realize before[1]. Self-esteem has been defined similarly by Henryk Kulas. He described it as a set of various opinions and judgements one. They can concern both its current qualities and possible chances of development[2]. The mentioned judgements are conjoined with human physical qualities, his or her personality traits and relationships with other people[3]. In *Leksykon pedagogiki pracy* we read: „[…] self-esteem is supported by life experience and opinions of other people. It is crucial in terms of deciding upon a job or a school"[4]. It is also noteworthy that the subject literature includes various definitions of self-esteem, determined by varied factors, e.g. if taking into account the level of self-esteem, we distinguish high or low level. The level of self-esteem is hidden in e.g. the level of aspirations (dependent on one's self-cognition and self-determination) and also in the set of goals one is striving to achieve[5]. Thus, people with low self-esteem are convinced that their actions are of low effectiveness and they value themselves low. They do not undertake tasks that are more difficult to challenge, they are susceptible to public opinion and are afraid of failure[6]. From the other hand, high-esteem people are assured of their abilities and know what they are capable of. They function well in a society, trust their strengths and are immune to public opinion[7]. People with higher self-esteem are more optimistic, expect evolving success, put more effort in performed activities and as a matter of fact, they receive better results. This makes their self-esteem even higher or it simply maintains it at an adequate and satisfying level[8]. Thus, people develop their self-esteem through achieved successes, failures, life experience, current events and public opinion[9]. Success in choosing a job and then in performing the job is associated with self-cognition, willingness to learn new things and the ability of setting and achieving goals. It is also important to know how to search for a job and be aware of modern recruitment methods, which are described further in this paper. Is is noteworthy that the basis of increasing self-esteem is being able to change one's image and knowing different techniques and strategies of self-presentation is of substantial value here. On the other hand, our ability of self-presentation is used every day – not only in case of public speeches, i.e. scientific conferences or business meetings.

Referring to the title of the article, it is worth mentioning that **public speeches and communication,** associated with the abilities of argumentation, presentation and defence of one's stand, getting the message through to other members of the society (taking advantage of

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[1] L. Niebrzydowski, *O poznawaniu i ocenie samego siebie,* Warsaw 1976, p. 9 and 45.

[2] H. Kulas, *Samoocena młodzieży,* Warsaw 1986, p. 6.

[3] J. Kozielecki, *Psychologiczna teoria samowiedzy*, Warsaw 1986, p.77.

[4] T. W. Nowacki, *Leksykon pedagogiki pracy,* Radom-Warsaw 2004, p. 221.

[5] T. Piątek, *Społeczno-pedagogiczne uwarunkowania aspiracji i planów życiowych studentów,* [in:] *Teoria i praktyka wartości w pedagogice,* ed. W. Furmanek, Rzeszów 2011, p. 268.

[6] H. Kulas, *op. cit,* p.70.

[7] R. E. Franken, *Psychologia motywacji,* Gdańsk 2005, p. 477.

[8] A. Fila-Jankowska, *Samoocena autentyczna. Co ukrywamy sami przed sobą,* Warsaw 2009, p. 21.

[9] R. E. Franken, *op. cit,* p. 487.

the new media)[10], belong to meta-competencies. They should be unique attributes of each professional, regardless of the profession he or she has been prepared to perform. Thus, meta-competencies include: **flexibility** – the ability to adjust to changing conditions, searching unique solutions and conjoining different fields of knowledge, or **taking advantage of computer technologies** in decision-making processes and performing different tasks, being at the same time able to look with a critical eye at emerging solutions[11].

1. The meaning of good self-presentation in recruitment and selection processes. Problem outline

Success in life, also professional success, is highly dependable on the way we are perceived by others. Virtually every person is trying to give the best possible image of oneself – on the other hand, however, we tend to filter information about ourselves. When put in the situation of direct presence of other people, a person usually finds a reason to make certain impression that will help achieve his or her goals. Sometimes, in order to achieve a goal, a person can be cautious about their actions and sometimes he or she behaves according to tradition or social position. Keeping control of one's actions and controlling the way of being perceived by the society carves the shape of one's self-presentation[12]. Based on the time horizon of the goals determining certain self-presentation behaviour we can speak about self-presentation tactics and strategies. The first type concerns achieving interim and situational goals, while the second concerns long-standing and non-situational goals. As an example we have the behaviour of a man who wants to be perceived as a competent and professional person[13]. It should be underscored that the subject literature often promotes the concept of Edward E. Jones and Thane S. Pittman, which presents five strategies of self-presentation: *ingratiation, self-promotion, intimidation, exemplification* and *supplication*[14]. In recruitment processes the first two strategies are the most common. Especially the self-promotion strategy relying on presenting an agile person, with many talents and skills. Ascribing a status of a competent person comprises a high level of general skills and attributes (intelligence, physical fitness) and specific skills (e.g. ability to operate professional computer software). One type of self-promotion is exemplification, i.e. creating the impression of a person being honest,

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[10] According to T. Oleksyn: „one side of meta-competencies is associated with learning and reflection skills, the other side however is co-related to being able of challenging the moments of uncertainty, which should now be increasingly useful." T. Oleksyn, *Zarządzanie kompetencjami. Teoria i praktyka,* Cracow 2006, p. 24.

[11] M. Sabat, *Jakimi kompetencjami Polacy mogą zwyciężać w XXI wieku?,* [in:] *Kompetencje dla rozwoju. Głos polskich think tanków,* ed. J. Szomburg, Gdańsk 2011, p. 45-46.

[12] E. Goffman, *Człowiek w teatrze życia codziennego,* Warsaw 1981, p. 38; M. Leary, *Wywieranie wrażenia na innych. O sztuce autoprezentacji,* Gdańsk 2004, p. 14.

[13] E.Stojanowska, *Opisywanie siebie w warunkach autoprezentacji oraz prywatnie. Style autoprezentacji,* Warsaw 1998, p. 21-35.

[14] A. Szmajke, *Autoprezentacja: maski, pozy, miny,* Olsztyn 1999, p. 22 and next.

honourable, conscientious, loyal and dedicated (for example, towards a company). Therefore, a job candidate presents qualities that are valued by employers and their verification is possible only after some period of employment. However. the effectiveness of this strategy depends most of all on consequent behaviour[15]. Ingratiation, on the other hand, means creating an impression of a likeable, attractive and decent person. Nevertheless, in a job-finding situation (for example, a job interview), it is better for one to abandon conformism and try to enhance self-esteem and present personal opinions[16]. Apart from using a proper self-presentation strategy (which is often a mix of several self-presentation strategies), in order to gain and maintain a positive image, it is very important to make a good first impression in front of a newly met person. It has been proved that we subconsciously judge a person after the first seconds of interaction. In this short period of time a person's posture, voice and clothing influence our decision whether we accept the person or not.

Today, employers use a variety of innovative recruitment forms, focusing most of all on the cost of selection and possibility of fishing out the best job candidates. The above mentioned ability of self-presentation (elocution, way of speaking, mimics) is important especially in case of a video CV, sent directly to the employer or posted at a recruitment portal run by an employment agency or a specialised company. The choice of the type of CV, making the document unique and interesting for recruitment specialists is an important element for self-presentation. It is noteworthy that experts analysing this field indicate the increasing importance of an internet-active job-candidate. The Internet helps a candidate present themselves even before the first eye to eye contact takes place. He or she can run a blog, participate in social fora or give opinions on professional fora[17]. The development of the Internet has triggered the creation of the following recruitment methods: **Recruitment 4.0**, whose aim is to leverage the actual advantages of social media. This attitude focuses on cost-effectiveness of recruitment processes, i.e. employers choose such communication tools that will let them reach the target group and build social background around their company; **Crowdsoursing -** consisting in delegating tasks to a broad number of recipients, basing on an open request or question. In practice it takes the for of an Internet announcement with a request to solve a problem (best solutions are rewarded). This way, Internet users, inluding possible talents, can take active part in the recruitment process[18]; **Gamification**, which uses games to engage a broad number of recipients in the process. The recipients are of different age and they are engaged into actions that in real conditions are recognized as routine actions. The player reaches consecutive levels and receives awards for the timely completion of

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[15] G. Królik, *Autoprezentacja*, Katowice 2004, p. 11-13.

[16] A. Szmajke, *op. cit.*, p. 23.

[17] R. Wood, T. Payne, *Metody rekrutacji i selekcji pracowników oparte na kompetencjach,* Cracow 2006, p. 83.

[18] M. Jeffery, *Trendy: Rekrutacja 4.0, czyli spojrzenie w przyszłość,* [in:] *Rekrutacja 2012. Narzędzia i trendy,* ed. M. Stempak, A. Penda, published by HRstandard.pl, December 2011, p. 9-13. Report available on the Internet: http://hrstandard.pl/raport-rekrutacja-2012/ (date of access: September 2nd, 2014).

a project. Competing with others, he or she participates in competitions, surveys and research on interesting subjects. Games are also a great tool used for teaching future employees how the company functions[19]. Summing up, the trends in the field of recruitment and selection processes are associated most of all with the development of new mobile technologies. A recruitment process becomes more automatic and partially shifts to virtual reality. This is the way modern employers search for talents and communicate with them.

Taking into account various interpersonal goals, self-presentation behaviour can be divided into: assertive (proactive, used for establishing the desired social identity) and defensive (used for image protection, in case certain threats have arisen)[20]. New recruitment methods, allowing for or limiting the practice of using self-presentation tactics. They require particular actions undertaken by employees: increased activity, innovativeness, creativity – in order to present themselves in the most effective way. Moreover, modern self-presentation comprises not only the verbal and non-verbal contact, but also all the documents that are taken into consideration for evaluation of our profile. For initial selection, apart from the application forms, a candidate can expect a phone call that will considered and analysed during the recruitment process (*call screening*). This method is used for cases, when an employer does not want to reveal too much information about the vacancy (because of competition issues) or when a certain candidate resides in a distant location and both parties wish to save time and money. Moreover, the meeting can take a form of a structured interview, which allows making comparisons among potential workers[21]. Recruitment specialists take advantage of new types of selective interviews, such as *behavioral event interview*, which concerns mostly candidate's competencies and focuses on questions concerning candidate's past. The interview concentrates on professional tasks and situations a candidate had to deal with in the previous job. Behavioural questions constitute a tool for verification of professional skills and successes declared by a potential empoloyee[22]. It is increasingly popular to record interviews with candidates, for example at job fairs, sent for evaluation. This makes it possible for recruitment specialists to call a possible trainee before he or she leaves the fair. Summarizing this part of the paper it is necessary to point out that HR specialists face a difficult challenge of taking into account young people's attitude to work (labour mobility, willingness to change and develop, task-solving attitude, appreciation of good atmosphere at work, taking care about the balance between work and private life). Managing a young team is associated with implementing changes to recruitment and selection processes. It concerns, most of all, recruitment via new channels: social media, mobile

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[19] *Ibidem*, p. 13-15; J. Jankowski, E. Mazurczyk-Jankowska, Tools: *Gry w rekrutacji – nowa era*, [in:] *Rekrutacja 2012, op. cit.*, p. 40-42.

[20] M. Leary, *Wywieranie wrażenia na innych. O sztuce autoprezentacji*, Gdańsk 1999, p. 29.

[21] M. Dale, *Skuteczna rekrutacja i selekcja pracowników*, Cracow 2001, p. 137-138.

[22] B. Jamka, *Dobór zewnętrzny i wewnętrzny pracowników Teoria i praktyka*, Warsaw 2001, p. 110-111.

applicaitons and non-standards types of recruitment, i.e. taking advantage of games or business simulations[23].

2. Employer expectations towards employees' competencies – summary

The key element, having great impact on the development of knowledge-based economy, is human capital, which is usually described by the subject literature as one of the indicators – the level of owned competencies[24] (knowledge, skills, talents, psychological attributes and features concerning health). The research made as part of the project titled *Bilans Kapitału Ludzkiego* indicates that in the years 2010-2012 the Polish labour market required mostly highly qualified specialists. This demonstrates that this indigenous economy is heading towards innovativeness. Apart from general requirements for specialist professions (level of education, good command of foreign languages, experience and sex), employers paid attention to the following types of competencies: *interpersonal* – associated with working in groups, communication skills, problem solving; *self-organizational* – requiring proper organization of work, timeliness, entrepreneurship and the will to undertake initiatives; *professional* – specific for a given job. It is necessary to add that the occupational group of specialists is internally diverse, therefore the detailed requirements towards them differed according to the type of vacancy and the way of announcing the demand (recruitment channel)[25]. In a knowledge-based economy most workers perform tasks associated with data processing and exchange of information – i.e. design, growth strategy development, marketing, sales or services[26]. Apart from cognitive competencies, this type of work requires also soft competencies (i.e. personal and interpersonal)[27]. Their measurement includes strategic thinking, resistance to stress, ability of self-motivation and getting others to follow one's lead. Another important type of competencies are self-development competencies, especially the self-creative ones, which, according to W. Furmanek, include: competencies for interpretation of one's own level of development and for further development planning, self-esteem and self-acceptance[28]. In the open and constantly changing labour market human

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[23] *Wyzwania HR. Raport 2013*, Pracuj.pl, Warsaw 2012, p. 8 and 17.

[24] The author of the paper has assumed that „[...] competencies determine the link between individual skills, personality traits and qualities required for efficient implementation professional duties." K. Symela, *Kompetencje i jakość pracy doradcy zawodowego*, [in:] *Edukacja dla rynku pracy. Problemy poradnictwa zawodowego*, ed. S. M. Kwiatkowski, Z. Sirojć, Warsaw 2006, p. 311- 312.

[25] J. Górniak (ed.), *Młodość czy doświadczenie? Kapitał ludzki w Polsce*. Report summarizing the 3rd edition of Human Capital Balance from 2012, Polish Agency for Enterprise Development, Jagiellonian University, 2013, p. 56 and 70-73. Publication available on the Internet: www.bkl.parp.gov.pl

[26] A. Giddens, *Socjologia*, Warsaw 2010, p. 399.

[27] According to W. Furmanek „soft competencies is a collective term describing personal and social competencies. From the functional point of view, soft competencies ensure efficient self-management (personal competencies) and high efficiency in interactions with other people (interpersonal competencies)." W. Furmanek, *Edukacja a przemiany cywilizacyjne*, Rzeszów 2010, p. 188.

[28] W. Furmanek, *op. cit.*, p. 188-189.

personality and his or her ability of self-development play a crucial role. The required attributes are rooted in personality traits and let qualifications evolve towards professional competencies[29]. This process has been proved by the author of this paper in her own elaboration study[30]. Her respondents have acknowledged that *responsibility* and *self-reliance* are some the most important attributes that should characterise their potential workers. When speaking about attitudes, the most demanded attitude is *readiness of workers to refine their professional skills* and *effectiveness of their actions*. It is noteworthy that the opinions have not been influenced by the size of the company[31]. Basing her elaboration on her own research, the author of the paper has also tried to answer the following question: „Do the changes in the organization of work (place, time, distribution of tasks) generate the demand for information, skills and life attitudes?[32]

The above mentioned competencies, important not only in case of specialists in a given field, are a worthwhile suggestion for educational institutions. This also concerns the demand for knowledge about modern recruitment and selection methods among people who are about to enter the labour market. The next element that enhances the improvement of employees' situation is the system of vocational guidance – available for everyone and at every stage of educational and professional development. According to D. Kukla: „[...] due to helping students in getting to know themselves, vocational guidance can have a significant impact on the awareness of their predispositions and professional expectations"[33]. Today, discovering the potential (at any age) and an effective presentation of strong attributes in front of employers is one of the preconditions towards gaining and maintaining employment.

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Giddens A., *Socjologia*, Warsaw 2010.

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[29] Z. Wiatrowski, *Podstawy pedagogiki pracy*, Bydgoszcz 2005, p. 108.

[30] The analysis of the problem has been supported by the results of the self-elaborated study, titled: "The Preparation of Vocational School Students to Flexible Forms of Employment and Work Organization", which has been financed from the research funds in 2009-2010 as a promoter research project (MNiSW grant No. N N106 019236). It comprised, among others, 74 companies. The results of the study have been acquired with the help of the poll method and techniques of a survey questionnaire, prepared for the sole purpose of the study.

[31] A. Kulpa-Puczyńska, *Expectations of Polish employers rowards the qualifications and competences of vocational school graduates. Study report*, [in:] *Lifelong Learning: Continuous Education For Sustainable Development. Proceedings of International Cooperation*, Vol. 9, edited by N. A. Lobanov, V. N. Skvortsov, Saint Petersburg 2011, p. 137-141.

[32] A. Kulpa-Puczyńska, *Flexible forms of work organization vs the demand for new professional competencies – according to employers and representatives of labour market institutions*, Problemy Profesjologii, 2012, No. 2, p. 121-129.

[33] D. Kukla, *Sytuacja młodych ludzi na współczesnym rynku pracy*, [in:] *Między wychowaniem a karierą zawodową*, ed. B. Jakimiuk, Lublin 2013, p. 537.

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