

THE COMPETENCE MATRIX AS A TOOL TO ENSURE THE EFFECTIVENESS OF PERSONNEL DEVELOPMENT PROGRAMS IN SOCIAL ENTERPRISES

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Abstract: An active labor force in the labor market is the key to the vitality of the national economy, while at the same time, the most vulnerable and socially unprotected categories of the population may be insufficiently involved in socialization processes. As a result, such citizens, most of all, experience the negative impact of crisis phenomena and economic, social, and environmental shocks. The social enterprise is a business model that allows the involvement of socially unprotected categories of the population in labor activity and promotes the development of competencies necessary for socialization and demand in the labor market. This research aims to determine the critical competencies required to ensure the effectiveness of personnel development programs at social enterprises. The research methodology is based on a survey among representatives of socially disadvantaged groups, the analysis of a focus group of three social enterprises from Ukraine, and the use of DEMATEL method to determine and evaluate the relationships between the criteria and factors under study. The study results highlighted the most critical competencies: communicativeness, intellect, self-organization, responsibility, and adaptability. Furthermore, based on the focus group survey results, a competency model for employees (beneficiaries) of social enterprises was developed. The obtained results have a practical significance, as precisely the development of critical competencies should be paid attention to when assessing the employees of social enterprises using the business employment model.

Keywords: Social enterprise, human resource management, efficiency assessment, social economy, competence matrix.

1 Introduction

The Ukrainian labor market pays much attention to socially protected categories of the population while caring for the most vulnerable citizens (those with a different starting set of qualities and opportunities, which reduces their competitive ability in various spheres of life, including the labor market) has been ignored. However, it is considered an indicator of the stability and civilization of the state. These categories include:

- people with disabilities, the chronically ill, the HIV-infected;
- the elderly, and other categories with limited opportunities for work and a habitual way of life;
- orphans, homeless people, former prisoners, independent women raising children on their own;
- internal migrants, participants in the hostilities, the poor ones, representatives of the Roma national minority, and other groups of citizens.

They are often subject to discrimination because they belong to one category or another. Such citizens are referred to as “vulnerable populations”, which means individuals or social groups are more likely to suffer social harm from economic, environmental, artificial, and other factors of modern life (Bendasiuk, 2010). This part of society requires specific conditions at all stages of life, allowing not only to feel genuinely full society members, able to provide for their needs but also to make a contribution to the national profit, as opposed to the budgetary costs of paying social benefits. The principles of justice and equality underlying the ideology of equal opportunities of the Concept of Sustainable Development overlap with the concept of social inclusion, which, according to Saveliev (2012), conditioned the change in the socio-economic development of most Western European countries and laid the foundation for the development of the Concept of Sustainable Development.

2 Literature Review

The social inclusion of particular groups is one of the primary conditions for overcoming unemployment and poverty (Andrian, 2020). Pirvu & Iordache (2020) share this opinion, noting that the social inclusion of specific population groups is a crucial way to solve such social and economic problems as employment,

long-term unemployment, and poverty. Moreover, this approach is also very suitable in the context of the demographic crisis and the rapid aging of the economically active population of Ukraine because it is possible to increase the economically active population of Ukraine due to the intensive inclusion of socially vulnerable categories of the people in the sphere of employment.

The social enterprise is a model of economic activity, which involves socially unprotected categories of the population in labor activity and developing their competencies, allowing them to be competitive in the traditional labor market as well. Finally, social companies are a type of social business (Tykkylainen, Ritala, 2021). Such companies make an essential contribution to the economy in at least three ways: job creation and new opportunities, support for the most vulnerable people, and high-quality public services (Social Enterprise UK, 2019). In other words, social enterprises exert influence on the national economy in three ways: by raising the possibility, increasing the desirable, and introducing the acceptable (World Economic Forum (2021)). By serving social purposes, they are an essential tool that governments use to support social innovation and sustainability (European Commission, 2021). Social enterprises generate income by selling products and services to customers while creating social value by targeting underserved and often poor communities (Bunduchi et al., 2022). By aiming for both social goals and financial sustainability, social enterprises improve the economy and increase the number of resources raised (Jayawarna et al., 2020), as well as the range of stakeholders in their operations (Phillips et al., 2019).

The phenomenon of social enterprises, their typology, and their importance to the country’s economy were also investigated by Edwards (2008), Alter (2007), Price (2008), and others. In addition, social enterprises as a type of business and social entrepreneurship as a phenomenon were studied by Zavadskikh, Tebenko (2020), Svinchuk (2017), and other researchers. However, the theory of entrepreneurship does not sufficiently reflect the specifics of human resource management in social enterprises, in particular on the formation of personnel development programs, given the fact that the economic results of the enterprise are not the primary goal of such enterprises, and staff turnover is often a positive metric. Thus, the managers are limited in selecting practical tools for working with personnel.

Research on socially insecure families and studies of the factors that cause the impoverishment of many households point to the so-called “vicious circle of poverty” – the relationship between the low educational level of most members of the group and their meager incomes. Thus, such families’ low level of affluence does not allow them to invest in self-development, and the lack of development does not allow them to find employment and earn a salary. The problem is also exacerbated by a lack of social capital and social connections favorable to socialization (OECD, n. d.).

The employment model involves the creation of jobs and training and (re)socialization opportunities for the target audience, who are usually excluded from the traditional labor market. This model provides long-term results by strengthening the ability to cope independently of the target group, nurturing alternative role models of behavior, and improving their standard of living and quality of life.

Social enterprises operating according to the employment model are a platform for social adaptation and a springboard of labor socialization for members of marginalized or stereotyped communities with deviant lifestyles and who are at a great distance from the majority of society, have different starting conditions, and a high barrier to entry into the traditional labor market (Hong and Ju, 2019).

The phenomenon of these social enterprises is that the turnover rate is simultaneously seen as a metric of positive performance (Sytnyk & Yurchenko, 2021). In particular, if a person refuses to participate in the social enterprise activities due to a manifestation of weak will and a desire to return to previous living conditions – the turnover rate will harm the effectiveness evaluation of individual programs and the activities of the enterprise as a whole. Whereas dismissal (or it is more appropriate to characterize this phenomenon as “release”) initiated by an enterprise or an individual as a sign of the latter’s personal and professional growth and their ability for self-realization in the traditional labor market – is an indicator of achieving the social enterprise’s mission.

The study of competencies began in the early 1970s, and today there are many discussions around competencies among academics, entrepreneurs, government, and the social sector. Boyatzis (2008) believes that competence is an essential characteristic of the individual that leads to or entails practical or better performance. Spencer & Spencer (1993) argue that competence is a primary personality characteristic causally related to a particular criterion of effectiveness and better performance at work or in a specific situation. Competencies lead to a performance in the causal effect that competence (intention) causes behavior (action), which in turn affects performance (outcome). At the same time, competence is the enduring trait and characteristic determining performance. A critical aspect of the concept of competence is the ability to distinguish those with better performance (Zwell, 2000). In business, competence is the skills, knowledge, and abilities characteristic of being visible to customers, better than their competitors, and difficult to imitate (Mooney, 2007). For an individual, competence is the mobilization of knowledge, actions, and emotions used to create value (Bendassolli et al., 2016) and the proven ability to responsibly and autonomously use their knowledge, skills, and abilities (personal, social, or methodological) in various situations, such as work, training, professional and personal development (Chiru et al., 2012).

Thus, the personnel performance evaluation process requires shifting the focus from the employee’s ability to contribute to the development of the organization to the personal development of the employee, strengthening their potential, cultivating competencies of ability to cope independently, and as a consequence, self-actualization both within the given enterprise and outside of it. As a result, there is a need to analyze the indicators’ dynamics, which will allow us to understand whether the employee is growing over himself. Also, it is needed to determine the growth areas of the employees, the difficulties they face, and their needs on their way to the traditional labor market.

The research aims to determine the critical competencies necessary to ensure the effectiveness of personnel development programs at social enterprises.

3 Materials and methods

The study surveyed 100 representatives of socially vulnerable groups in Ukraine: representatives of families with many children (20), former prisoners (20), representatives of Roma communities (20), former orphans (20), people with disabilities (20), who noted that among their close circle of communication there are no successfully employed people (61 %). We should note that in the majority, their only circle of communication is the family they live with (57 %). Furthermore, 74 % of those surveyed said that they felt that society did not want to have contact with them.

The research team conducted a focus group with managers of three social enterprises to determine the competencies that summarize the behavior of a person ability to cope independently. The first enterprise is “Winds of Change” (Odesa, Ukraine). The enterprise has been operating since 2020 and is one of the first social enterprises whose beneficiaries are Roma non-writing women. The enterprise is engaged in the

production of bedding and in the context of working with beneficiaries: they teach women to sew, provide a workplace, write and read, basic legal literacy, and provide psychological counseling.

The second enterprise is “Nut House” (Lviv, Ukraine). The company has been operating since 2012 as a bakery, canteen, and catering. And in the context of working with beneficiaries, work with women who have fallen into difficult circumstances, provide psychological support, re-qualification, and foster ability to cope independently.

The third enterprise is “Samaritan” (Sumy, Ukraine). The enterprise has been operating since 2017 in the agricultural sector. The company has a small farm and is engaged in its maintenance and sale of farm products. The beneficiaries of the project are people with drug addiction in the past. Most of them are former prisoners. In the context of working with the beneficiaries, the enterprise:

- provides housing and employment;
- trains them in farm maintenance;
- prepares the beneficiaries for self-employment.

To form programs for developing specific competencies within the framework of social enterprises, there is a need to determine their relationship with each other. For this purpose, we will use the DEMATEL method (Fontela, Gabus, 1974), which allows us to build relationships between criteria and factors, and also allows us to assess the overall degree of influence of different elements or problems, to identify cause-and-effect groups and to establish causal relationships. In this study, DEMATEL will be used to identify complex relationships, construct an impact relationship map (IRM) of the criteria, and obtain the impact levels of each element over the others. The method is based on peer review. In our case, these scores were given by the founders of the three social enterprises by consensus. We assume that the scale is as follows: 0, 1, 2, 3, and 4, and means “no impact” with a score of “0” and “powerful impact” with a score of “4”.

4 Results

Having summarized the suggestions of the social enterprises studied, we can state that the vast majority of respondents identified the following competencies as the most important:

- communicativeness;
- ingenuity;
- self-organization and responsibility;
- adaptability.

These are essential behavioral competencies and do not depend on the position or type of activity. Since we will evaluate these competencies, there is a need to identify behavioral indicators, which will minimize subjectivity in interpreting one or another competency. The proposed competency matrix for employees (beneficiaries) of social enterprises, formed based on the results of the focus group survey, is presented in Table 1.

Based on the consensus and expert assessment by the founders of the three social enterprises “Winds of Change” (Odesa, Ukraine), “Walnut House” (Lviv, Ukraine), and “Samaritan” (Sumy, Ukraine), a matrix of pairwise competencies comparison was obtained (Table 2).

Based on this result, matrix D and matrix T were calculated. Thus, we established a threshold value and constructed a causal diagram. The critical evaluative competencies were determined by the values (ri + ci). According to Tabl 2, intelligence and adaptability competencies were the most crucial group of competencies with the highest (ri + ci) score = 3.6667, followed by communication competencies with a (ri + ci) score of 2.0. In contrast, self-organization competency had a score of 0 (ri + ci), which means it does not affect other competencies (Table 3, Table 4).

Table 1: Proposed competency matrix for employees (beneficiaries) of social enterprises

Competency	Description	Positive behavioral indicators
Communicativeness and interaction	Demonstrates readiness for dialogue	<ul style="list-style-type: none"> - shares information openly, gives maximum relevant information; - answers the question asked, speaks extensively and to the point, does not misuse jargon or terminology; - shows politeness and consideration for others, demonstrates active listening, is moderately pertinent, and displays empathy; - responds to calls and letters on time, calls back when agreed upon, responds promptly to inquiries, stays in touch and informs about existing changes in the situation; - asks for recommendations and is attentive to them, shares impressions, gives feedback
Intelligence	Quickly and correctly evaluates the current situation, adapts own behavior	<ul style="list-style-type: none"> - works through information quickly, establishes innovation in one's work; - asks pertinent questions, draws correct conclusions from the information and data received; - adapts own behavior and manner of communication to match another person; - is able to quickly learn a large amount of new information; - thinks comprehensively
Self-organization and responsibility	Can effectively and independently organize the work and take responsibility for the undertaken obligations	<ul style="list-style-type: none"> - is able to independently prioritize and balance, plans work independently, monitors compliance with deadlines; - works effectively in multitasking mode; - abides by rules; - makes decisions independently within authority, demonstrates interest in personal and professional development, acts proactively
Adaptability to change	Adapts to changes without stress	<ul style="list-style-type: none"> - remains calm under changing conditions and circumstances, easily tolerates unpredictability; - adapts to new challenges; - reflects positively, is open to new things; - is open to new ways of working, new tools and techniques

Table 2: Matrix of pairwise comparison for groups

	Communicativeness	Intelligence	Self-organization	Adaptability
Communicativeness	0	0	0	0
Intelligence	3	0	0	4
Self-organization	0	0	0	0
Adaptability	3	4	0	0

Source: compiled by the authors

Table 3: Received meanings for the competence groups

	Communicativeness	Intelligence	Self-organization	Adaptability	r_i	c_i	r_i+c_i	r_i-c_i
Communicativeness	0	0,0000	0	0,0000	0,0000	2,0000	2,0000	-2
Intelligence	1	0,4848	0	0,8485	2,333	1,333	3,6667	1
Self-organization	0	0,0000	0	0,0000	0,0000	0,0000	0,0000	0
Adaptability	1	0,8485	0	0,4848	2,333	1,333	3,6667	1

Source: compiled by the authors

Table 4: Direct and indirect influence of the criteria

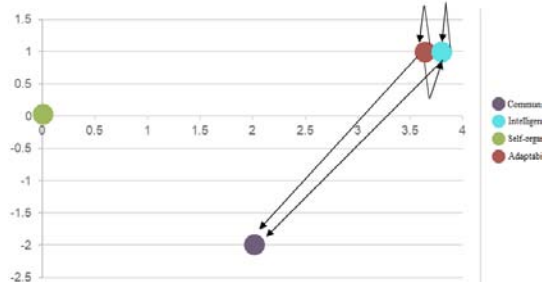
Criterion	r_i+c_i	r_i-c_i
Communicativeness	2	-2
Intelligence	3,6666667	1
Self-organization	0	0
Adaptability	3,6666667	1
Communicativeness		
Demonstrates tactfulness and consideration for others, demonstrates active listening, is appropriate	2,8423188	0,5867173
Asks for recommendations and is attentive to them, shares impressions, gives feedback	3,3174174	-0,5556273
Responds to calls and letters in a timely manner, returns phone calls if arranged, responds promptly to inquiries, informs of existing changes in situation	2,8779299	0,6446404
Demonstrates empathy	2,6995808	-1,3408039
Answers the question asked, speaks extensively and, in essence, gives maximum relevant information, does not abuse jargon or terminology	4,1033867	0,6650735
Intelligence		
Asks pertinent questions, draws correct conclusions from information and data received	3.1375162	0.2997541
Is able to quickly learn a large amount of new information	2.0604758	0.0161966
Processes information quickly, establishes innovations in his/her work	2.7030254	0.7931415
Adapts his/her behavior and manner of communication to the interlocutor	3.3397707	-1.1257582
Thinks multifacetedly	3.0868566	0.016666
Self-organization		
Complies with the rules	5.8510638	0.5744681
Works effectively in multitasking mode	7.7659574	-0.9574468
Is able to independently prioritize and balance, plans his/her work independently, monitors compliance with deadlines	10.402619	-0.1472995
Makes decisions independently within the limits of his/her authority, demonstrates interest in personal	9.7250409	0.5302782

and professional development, actively acts		
Adaptability		
Keeps calm in case of changing conditions and circumstances, easily tolerates unpredictability	4.9388889	0.0611111
Thinks broadly, open to new things	1	1
Forms ideas and approaches, evaluating the newest conditions	5.0555556	-0.0555556
Adapts to new challenges	6.0055556	-1.0055556

Source: compiled by the authors

Table 2 shows that the most critical competencies within the causal relationship are the competencies of intelligence and adaptability, followed by communicativeness. According to the study results conducted with the respondents, the competence of self-organization is not affected or any other competence. Causal relationships are depicted in Figure 1, which shows the correlation between competency groups.

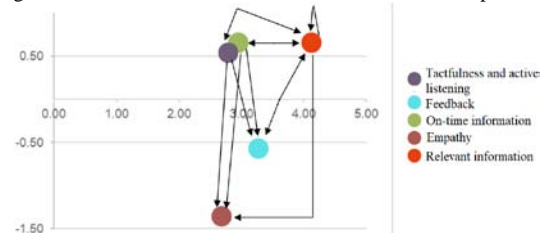
Figure 1: Cause-and-effect links for competency groups



The competence of intelligence affects itself and the competence of communicativeness; the competence of adaptability affects itself and the competence of communicativeness.

Intelligence and communicativeness also affect each other. The competence of communicativeness does not impact any competence, but it is affected by the competence of intelligence and adaptability. The self-organization competency is not affected by or has influenced any other competency.

Figure 2: Cause-and-effect links for communicative competence



Considering the communicative competence by elements (Figure 2), we can see the following most essential qualities:

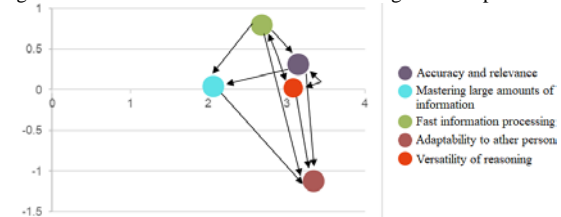
- ability to answer the question asked, to speak extensively and substantively, to give maximum relevant information, which influences the timely response to letters and calls;
- tactfulness and active listening;
- showing empathy and the ability to receive and provide feedback impacts all other competencies.

The second is the ability to answer calls and letters on time, which is influenced by the ability to receive and provide feedback and problem solving and delegation, as well as the ability to answer the question asked, speak voluminously and to the point, give as much pertinent information as possible. Being a tactful and active listener only affects the ability to answer a question, speak voluminously and substantively, and provide as much relevant information as possible, and affects the ability to receive and give feedback and be empathic. The ability to receive and give feedback only affects the display of empathy but is affected by the ability to answer the question asked, speak at length and substance, provide maximum relevant information, respond to letters and calls promptly, tactfulness, and active listening. Demonstrating empathy does not influence other

competencies, however, it is influenced by tactfulness and active listening, timely responses to letters and calls, and the ability to receive and give feedback.

Rapid information processing affects correctness and appropriateness in language, versatility in reasoning, mastery of large amounts of data, and adaptability in speaking to an interlocutor (Figure 3).

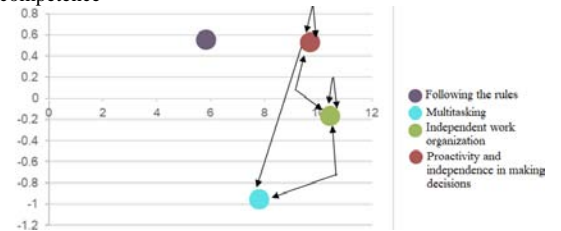
Figure 3: Cause-and-effect links for the intelligence competence



This competence affects all other competencies but is only affected by reasoning versatility. Correctness and appropriateness of language affect the ability to master a large amount of information, adaptability to the interlocutor, and versatility in reasoning. Mastering large amounts of data only affect versatility in a sense, but they are affected by correctness and appropriateness in language and quick information processing. Versatility in reasoning affects only adaptability to the interlocutor, but it is affected by correctness and suitability of statements and rapid processing of information.

Following to rules and self-organization affect themselves and multitasking (Figure 4).

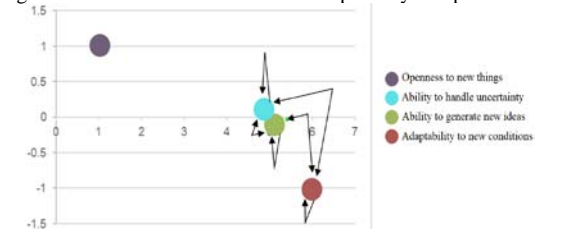
Figure 4: Cause-and-effect links for self-organization competence



Following the rules does not affect any other competency, but they are affected by self-organization and following the rules.

Openness to new things is not affected or influenced by any other factor (Figure 5).

Figure 5: Cause-and-effect links for adaptability competence



The ability to easily tolerate uncertainty affects the ability to shape ideas and the itself and the ability to shape ideas and adapt to new conditions. The ability to generate new ideas affects influence, adaptability to new situations, and the ability to

tolerate uncertainty easily. Adaptability to new conditions influences itself and is influenced by the ability to generate new ideas and easily take uncertainty.

5 Discussion

A social enterprise is an organization with a social mission and simultaneously adopts a commercial approach to self-financing its social measures, guided by all the rules of business (Bunduchi et al., 2022). In other words, all profits of such enterprises are refinanced to ensure the social mission. The task of the social enterprise is to solve problems for which there are no market or government solutions. Since the purpose of the social enterprise is to solve social issues, the answers may be different, as well as the ways to build business models to raise funds (Taeuscher et al., 2020). The management of these enterprises, on the one hand, involves the implementation of a profitable business model, and on the other – the implementation of a strategy of (re)socialization, adaptation, and further employee development with not only labor but also the joint social one. The profits of these enterprises are directed to implementing programs for (re)socialization and strengthening the ability to be independent. A share of the costs includes labor compensation – the salaries of the target audience of the enterprise resources (Jayawarna et al., 2020; Phillips et al., 2019).

Analyzing the interpretations of “competence” in most scientists’ works (Boyatzis, 2008; Bendassolli et al., 2016; Chiru et al., 2012) has a standard set of elements. However, almost none of the definitions says that it is transformed into behavioral patterns, which become success factors for a different position. Therefore, we propose an extended interpretation of the concept of “competence” – the thinking, values, beliefs, skills, and knowledge that are transformed into behavioral patterns and lead to the desired results in work.

Boyatzis (2008) proves that three clusters of threshold abilities and three groups of competencies distinguish outstanding performance. Specifically, threshold competencies include experience, knowledge (declarative, procedural, functional, and metacognitive), and essential cognitive competencies such as memory and deductive reasoning. At the same time, competencies that distinguish outstanding performance include: cognitive, such as systems thinking and pattern recognition; emotional intelligence competencies, including self-awareness and self-management; and social intelligence, including social awareness and relationship management, such as empathy and teamwork.

Most people from disadvantaged backgrounds have been on the margins of life for generations and feel almost superfluous in society. Low educational level has a significant negative impact on inclusiveness, especially for vulnerable populations, which suggests that the state should focus on early development related to education, which would further positively reduce unemployment and poverty (Andrian, 2020). Being excluded from society’s social, cultural, economic, and political life, they are practically marginalized and deprived of the natural development of such competencies as emotional intelligence, self-management, empathy, teamwork, and others. Therefore, we can assume that the competencies of outstanding productivity are unifying all social enterprises with a business model of employment, regardless of the type of industry of production or the service areas they provide. Developing such competencies will equip a person with opportunities to become part of any team and increase their chances for successful employment and labor development.

Competency models have become integral to any organization’s human resource management. They are widely used to improve personal and organizational performance because they include a set of success factors necessary to achieve significant outcomes for a particular position in a specific organization. Depending on the type of job, a competency model typically consists of 7–9 competencies and identifies minimum (threshold) competencies and more important competencies that lead to

better performance (Cripe, 2012). Competency-based human resource management uses the competency model to develop strategies in human resource operations, including selection, career and competency development, performance management, and compensation.

Thus, the competency model in an organization allows us to agree on a common language and understanding of what is meant by high performance, therefore allowing us to promote certain employee behaviors. The competency model in dynamics can be embedded as a performance metric for each employee of a social enterprise. Also, the summative indicator in dynamics can be one of the performance indicators of development programs and part of the overall performance evaluation model for social enterprises operating under the employment business model because their main goal is to cultivate the ability to cope independently with their staff. Thus, the ability to manage independently should be described as a competencies model and assess the dynamics of their development.

6 Conclusions

The study identified the key competencies that need to be formed through the development programs of social enterprises in any industry. This approach eliminates chaos and helps identify indicators, which in turn will form the basis for the method of personnel performance evaluation. The results showed that in terms of prioritizing the importance of competence and the cause-and-effect relationship between the competencies of intelligence, the following qualities are essential:

- the ability to ask appropriate questions and draw correct conclusions from the information and data received;
- the ability to adapt their behavior and manner of communication to the interlocutor is most important within the competence of intelligence;
- the ability to remain calm when conditions and circumstances change and easily tolerate unpredictability;
- to form ideas and approaches, evaluate new needs;
- adapting to new challenges is essential in the competence of adaptability;
- within the communicative competence, the most critical is the ability to ask for recommendations and be attentive to them, share impressions, and give feedback;
- to answer the question, speak extensively and to the point, provide maximum relevant information, and not abuse jargon or terminology.

The most critical competencies among self-organization and responsibility are the ability to prioritize and balance independently, independently plan their work, control compliance with deadlines, make decisions within their authority, demonstrate an interest in personal and professional development, and be proactive. The development of critical competencies, the strengthening of which affects other competencies, should be paid attention to when assessing the personnel (beneficiaries) development in social enterprises operating on the employment business model.

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Primary Paper Section: A

Secondary Paper Section: AH, AO