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BUSINESS EDUCATION IN THE SYSTEM OF PROFESSIONAL DEVELOPMENT OF CORPORATION MANAGERS

The corporate education system is implemented through sequential and step-by-step in-company training based on integrity of goals, objectives, functions, learning technologies, content structure of the training material, which add flexibility and vitality to the entire learning process with an advance reflection of reality. The definition of a corporate training center in terms of a systematic approach is formulated as a system in which training and development of personnel is initiated and managed by the company itself, carried out within the company and involves internal resources. Thus, training and professional development of managers is not just an element of organizational practice or type of activity of certain employees of the organization, but a full-fledged part of the development strategy of the organization and the entire existing organizational system. To implement this process, modern TNCs create corporate training centers in which training and personnel development is initiated and managed by the company itself, carried out within the company and involves internal resources. The algorithm of creating a corporate training center covers a number of stages, in particular: support by the management, legal and financial support; creation of organizational and pedagogical conditions; program and content implementation support and practical application of the personnel training system; control and reporting system at the same time; adjusting training plans and programs; personnel motivation. The study does not exhaust the problem of professional development of managers in transnational corporations. Issues of cross-cultural training of managers in the corporate education system, training of andragogues (training managers, instructors, coaches, tutors, etc.) for effective activity in corporate training centers remain relevant. Perspective directions for further research are also theoretical-methodological and didactic substantiation of talent management and development of their creative potential, development of tools for stimulation and retention of managers who have received training.

Keywords: business education, professional development, manager, corporate training center, personnel training

INTRODUCTION

With globalization transformations in society, the need to develop human resources as the most valuable capital possessed by an organization comes to the fore. In this context, the problem of continuous professional development of personnel, covering formal, non-formal, informal education, including basic and additional training, retraining and advanced training, in-company training, as well as self-education and self-development, becomes especially relevant [1].

Scientific search is specified by the professional development of managers, because, as practice shows, the level of their professionalism, competence and personal qualities depends on the effective activity of the organization as a whole and, in particular, its competitiveness on the market [2].

A high level of professional qualification, along with a balanced and structured system for training and development of managers, play a crucial role in the German management culture [3]. Considering the costs of managers training as strategic investments, transnational corporations are at the same time developing a system of measures aimed at retaining trained professionals. German managers have a high level of corporate loyalty: the average length of service in one organization is 8 years, while in the US – 3 years [4].

The **PURPOSE** of the paper is to carry out a comprehensive scientific analysis of the managers' professional development systems in transnational corporations of Germany and Poland on the basis of systemic, personally oriented, competence, process and situational approaches, to

identify constructive ideas of experience of these countries and to substantiate possibilities of their creative application in modernization of the system of professional education of managers.

METHODS

The concept of the study is based on the provision that the professional development of managers as a purposeful process, covering a set of interrelated components and having a continuous and adaptive nature, gains efficiency and effectiveness, on conditions of a systematic approach to its organization, implementation of a holistic analysis of interacting mechanisms, related to theoretical and methodological, psychological and pedagogical, programmatic-methodological, legislative and regulatory support.

Implementation of this idea is ensured by three interrelated concepts:

– theoretical and methodological, substantiating a comprehensive methodological complex of approaches that covers systematic and closely related to it synergistic; personality oriented, the semantic field of which expands and specifies directly related culturological with acmeological and axiological components, and indirectly related subject-subjective and sociological-managerial, as well as competence, process and situational;

– theoretical, taking into account the leading theories, concepts and models of personnel management, first of all, from the standpoint of situational and process approaches and provides for separation of components, stages, content and identification of features of professional development

of managers in the corporate education system;

– practically oriented, aimed at revealing constructive ideas of the developed countries' experience and their creative application in the practice of Ukrainian realities.

RESULTS

The professional qualification of a specialist requires knowledge and skills necessary to perform a particular job, and it is always confirmed by a relevant document. We identify four types of professional qualifications:

– beyond professional qualification – the basic requirements necessary in any job, both professional and non-professional (e.g. social);

– general professional qualification is characteristic of a particular professional field, on which a group of professions is usually based;

– basic professional qualification – applies to a specific profession and covers basic skills necessary to perform tasks effectively;

– specialized qualification – additional skills specific to a particular profession, which are determined by professional specialization or special types of work.

Competences, unlike specialized knowledge and professional skills, are the basis of effective activity in various positions. The modern system of work most of all appreciates those competencies in the work of a manager, which contribute to realization of professional tasks [5]. Among them in the first place is the ability to effectively perform professional duties in accordance with the standards of the position, which provides for a certain range of profession-specific knowledge, abilities and psychophysiological characteristics that a specialist should possess.

It should be emphasized that in the context of our study, the notion of professional competence is broader than the notion of professional qualification, as it covers both the qualification required for the pursuit of professional activity and the ability to adapt to new conditions, which requires self-initiative, participation and provides effective activity. And efficiency is the sign of competencies that differentiates them from qualifications [6].

Among a number of competencies, Polish and German scientists identify the following categories:

1. Competencies related to the employee's potential, his or her abilities for development, use of abilities in order to acquire new competences, and their importance is so much the more the company is focused to changes and the need to develop new competences.

2. Competencies related to skills and abilities required to accomplish a particular job. These include well-known communication competencies, intellectual, interpersonal, organizational, technical, business, leadership qualities, self-organization, etc.

3. Knowledge-related competencies are preparations to accomplish specific tasks within a profession, specialty, position in an organization. This category includes competencies that describe the amount of knowledge that an employee should possess and can apply it in the respective situation. Knowledge can relate to facts, events, rules, theory.

4. Competencies related to activity styles describe personal characteristics such as orientation on social issues, collaboration orientation, goal achievement.

5. Competencies related to principles and values relate to rules, values, beliefs that allow to identify motives of the

activities related to expectations from work, life roles that influence a choice.

6. Interest-based competencies provide benefits in terms of tasks, types of work, working conditions. Particularly affect performance when professional activities are completely aligned with beyond-professional interests.

7. Physical competencies refer to skills related to physical requirements to work; they are divided into three groups: physical abilities, sensory perceptions, psychophysiological features.

8. Management competencies are qualities necessary for an effective performance of management functions when managing structural units and / or processes. Particularly management competencies ensure practical ability to manage production, individual business processes and business as a whole. They are relatively versatile because they are necessary for all branches and spheres of production.

Thus, from the perspective of our research, the functional capabilities of the modern model of corporate competencies should be oriented towards solving the widest range of tasks not only in the field of selection but also in the sphere of professional development of management personnel. In this regard, the managerial competency model, along with personal psychological characteristics, should include basic managerial skills that significantly influence quality of performing job duties and the overall effectiveness of the management process at different levels of the organizational hierarchy.

Development and application of this model is relevant to TNCs, which have such specific functions as integration of large amounts of resources (including labor), integration of several activities into a single technological cycle, significant geographical distance of production facilities from each other [7].

Conducted scientific researches on the analysis of competencies of managers showed that the source of professional success was primarily the socio-psychological competencies and personal qualities of management.

Results of the analysis of typical attributes of the activity of international business managers and generalization of competencies characteristic of each of them necessary for achieving success enable to create models of key competences for each category of TNC managers (Fig. 1).

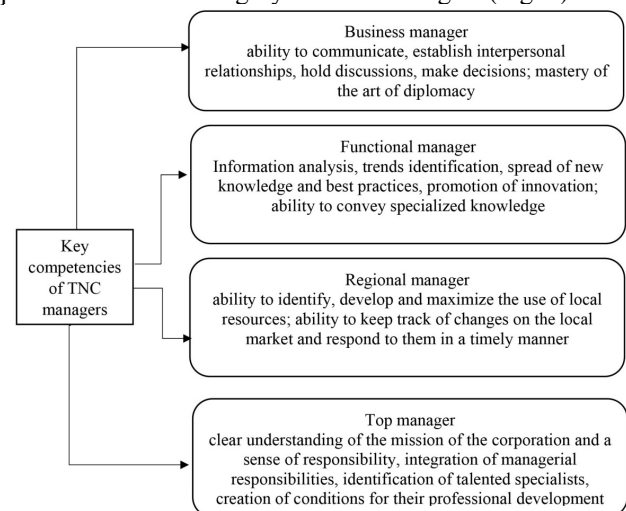


Fig. 1. Model of key competencies of TNC managers (author's development)

Thus, it can be summed up that employers in the process of selection of managers increasingly refuse to put forward qualification requirements and look for specialists with specific competencies they need.

Therefore, each transnational corporation can now be regarded as a learning organization, that is, a kind of educational institution that, on the one hand, provides employment and, on the other hand provides its employees with necessary educational opportunities for their professional development [8].

In order to effectively transfer these intangible assets, companies set up their own training centers with the purpose to create a supportive learning environment in which all employees can develop both professionally and personally. Obviously, to implement such a large-scale activity a single specialist in the training department is not enough.

CONCLUSION

Summarizing the above, let us briefly review the benefits of an in-house training organization and professional development of managers in corporate training centers. Thus, the most important things that managers receive while undergoing in-company training are: professional knowledge of the highest grade; broad view of business problems, ability to think systematically; experience (including experience in an intercultural environment); high level of understanding and trust (complementary team); meeting the need for self-development and recognition.

Consequently, a manager masters an innovative way of thinking about strategic development of the organization, while forming one's own development potential.

The main directions and forms of professional development of managers within corporate training centers may be: in-company training, distance learning using a computer network, participation in open seminars and conferences, internships in company units, project management, mentoring, coaching, etc.

Scientific and methodological support, as a professional

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interaction of the subjects of pedagogical activity, involves consideration of dynamics of professional development of specialists and constant interconnection of all subjects of the educational process. Components of scientific and methodological support for professional development of managers in TNCs are: defining goals and developing training policies; diagnostics of the existing level of personnel development, diagnostics of the need and readiness for training, identification of expectations; selection and formation of training content; elaboration of individual training and development plans; coordination of individual plans, elaboration of the general corporate training plan; elaboration of training and development programs; selection of types, forms and methods of training; selection of training managers; technical, financial and administrative support; conducting training; post-study support (implementation of acquired knowledge, adaptation of new knowledge to real life practices); a system for monitoring, tracking changes and evaluating effectiveness of training, identifying gaps, which is diagnostics at a new level at the same time; adjusting training plans and programs; personnel motivation.

The study does not exhaust the problem of professional development of managers in transnational corporations. Issues of cross-cultural training of managers in the corporate education system, training of andragogues (training managers, instructors, coaches, tutors, etc.) for effective activity in corporate training centers remain relevant. Perspective directions for further research are also theoretical-methodological and didactic substantiation of talent management and development of their creative potential, development of tools for stimulation and retention of managers who have received training, study of foreign experience in the development of leadership potential of an individual. The problem of forming ethical behavior of managers as a set of actions, social responsibility of management at the international level deserves a special attention.

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БІЗНЕС-ОСВІТА В СИСТЕМІ ПРОФЕСІЙНОГО РОЗВИТКУ МЕНЕДЖЕРІВ КОРПОРАЦІЙ

Система корпоративної освіти реалізується у компанії за допомогою послідовного та покрокового тренінгу, який засновано на цілісності цілей, функцій, навчальних технологій, структури змісту навчального матеріалу, які додають гнучкості та життєвої сили всьому процесу навчання за допомогою попереднього відображення реальності. Визначення корпоративного навчального центру з погляду систематичного підходу сформулюється як система, в якій навчання та розвиток персоналу ініціюється та керується самою компанією, проводиться в межах компанії та включає внутрішні ресурси. Так, навчання та професійний розвиток менеджерів – це не просто елемент організаційної практики чи типу діяльності певних працівників організації, а повноцінна частина стратегії розвитку організації та всієї наявної організаційної системи. Для впровадження цього процесу сучасні транснаціональні компанії створюють корпоративні навчальні центри, в яких навчання та розвиток персоналу ініціюється та керується нею самою, проводиться в межах компанії та включає внутрішні ресурси. Алгоритм створення корпоративного навчального центру охоплює низку етапів, зокрема: підтримку керівництва, юридичну та фінансову підтримку; створення організаційних та педагогічних умов; Програму та зміст впровадження та практичне застосування системи навчання персоналу; Систему управління та звітування, а також коригування навчальних планів та програм; Мотивацію персоналу. Дослідження не висвітлює проблему професійного розвитку менеджерів у транснаціональних корпораціях. Питання міжкультурної підготовки менеджерів у системі корпоративної освіти, навчання андрагог (навчальних менеджерів, інструкторів, тренерів, репетиторів тощо) для ефективного діяльності в корпоративних навчальних центрах залишаються актуальними. Перспективні напрями для подальших досліджень також є теоретично-методологічним та дидактичним обґрунтуванням управління талантами та розвитку їх творчого потенціалу, розвиток інструментів для стимуляції та утримання менеджерів, які пройшли навчання.

Ключові слова: бізнес-освіта, професійний розвиток, менеджер, корпоративний навчальний центр, навчання персоналу