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INTERNAL CORPORATE PERSONNEL TRAINING AS A FACTOR IN MANAGING ORGANIZATIONAL DEVELOPMENT

The article discusses the development of theoretical and methodological provisions and recommendations for managing the formation and development of an internal corporate personnel training system. In the process of research, the essence and content of the concept of «in-house training» was revealed, the reasons why corporations create their own systems of in-house training for personnel were identified, and the advantages of creating their own systems of in-house training in corporations were identified. The goals and functions of internal corporate training in a corporation are determined, the requirements that training goals must meet, the main types of internal corporate training programs are highlighted and it is shown what goals of the corporation they serve. A classification of types and forms of internal corporate governance is carried out and their characteristics are given. The identified classification criteria are at the same time parameters of the internal corporate training system. The study provided a comparative description of traditional and integrated approaches to organizing the process of internal corporate training, according to which supportive, crisis and advanced training are distinguished. It is the advanced internal corporate training of personnel that acts as a tool for organizational changes in the corporation, and, therefore, a necessary condition for its stable and long-term existence.

Key words: internal corporate training, internal corporate personnel training system, corporation, corporate governance, personnel management, human capital.

Ушкаренко Ю.В., Соловійов А.І. ВНУТРІШНЬОКОРПОРАТИВНЕ НАВЧАННЯ ПЕРСОНАЛУ ЯК ФАКТОР УПРАВЛІННЯ ОРГАНІЗАЦІЙНИМ РОЗВИТКОМ

У статті розглянуто питання розробки теоретико-методичних положень та рекомендацій щодо управління формуванням та розвитком системи внутрішньокорпоративного навчання персоналу. Одним із основних інструментів професійного розвитку співробітників є внутрішньокорпоративне навчання, важливість якого в сучасних умовах зростає. У процесі дослідження було розкрито сутність та зміст поняття «внутрішньокорпоративне навчання», виявлено причини, чому корпорації створюють свої системи внутрішньокорпоративного навчання персоналу, визначено переваги створення власних систем внутрішньокорпоративного навчання в корпораціях. Аналіз визначень внутрішньокорпоративного навчання показав, що воно розглядається як процес, система, схема організації підготовки дорослих, сукупність видів навчання. Розглядаючи внутрішньокорпоративне навчання у широкому та вузькому значенні слова, автори провели порівняльну характеристику систем професійного навчання всередині корпорації та поза нею. У результаті було зроблено висновок у тому, що великі корпорації усвідомлюють переваги внутрішньокорпоративного навчання, здійснюваного навколо корпорації. Разом з тим це не означає, що навчання свого персоналу вони проводять тільки всередині корпорації, можливі й інші форми внутрішньокорпоративного навчання. Визначено цілі та функції внутрішньокорпоративного навчання в корпорації, вимоги, яким мають відповідати цілі навчання, виділено основні типи програм внутрішньокорпоративного навчання та показано досягненню яких цілей корпорації вони служать – цілі адаптації або цілі, що сприяють внутрішній інтеграції. Проведено класифікацію видів і форм внутрішньокорпоративного управління та дано їх характеристику. Виділені критерії класифікації є водночас параметрами системи внутрішньокорпоративного навчання. У ході дослідження проведено порівняльну характеристику традиційного та інтегрованого підходів до організації процесу внутрішньокорпоративного навчання, відповідно до яких виділяються підтримуюче (традиційне), кризове та випереджаюче (інноваційне) навчання. Саме випереджаюче внутрішньокорпоративне навчання персоналу виступає інструментом організаційних змін у корпорації, а отже, необхідною умовою її стабільного та тривалого існування.

Ключові слова: внутрішньокорпоративне навчання, система внутрішньокорпоративного навчання персоналу, корпорація, корпоративне управління, управління персоналом, людський капітал.

Problem statement. The wealth of any society is determined by human capital and natural resources. From this point of view, Ukraine has powerful potential. Human capital includes accumulated investments in such areas of human resource activity as education and vocational training. In almost all developed countries, the share of human capital in the structure of national wealth is significantly increasing. Therefore, it is very important to use it effectively to develop the economy and improve the well-being of the population. Problems of personnel development are solved, first of all, through training and advanced training.

Most companies that have their own internal corporate training system (ICT) face similar problems: rotation of managers and rapid migration of middle management across internal divisions of the company. Corporations that have established work on personnel development and training attract and retain highly professional managers and specialists, providing them with the opportunity for career and professional growth.

Analysis of recent research and publications. The theoretical and methodological foundations of corporate governance, personnel management, and knowledge management are studied in the works of such domestic and foreign scientists and specialists as: Akoff R., Ansoff I., Milner B.Z., Meskon M.H., L.V. Balabanova, O.V. Krushelnitskaya, N.D. Lukyanchenko, D.P. Melnichuk, G.V. Osovskaya, L.B. Poshelyuzhnaya, O.V. Sardak and others. The works of the listed authors are of great importance for the scientific analysis of the place and role of corporations in the modern economy, the role, tasks and functions of the personnel management system as a whole in organizations. However, the system of internal corporate training as an independent object has not been fully explored and disclosed.

The purpose of the article. Consists of developing theoretical and methodological provisions and recommendations for managing the formation and development of an internal corporate personnel training system.

Presentation of the research material and its main results. One of the main tools for professional development of employees is in-house training, the importance of which is growing in modern conditions. The relevance of developing a system of

internal corporate personnel training in a company is determined by the following [9, p. 65]: the need to maintain a high pace of development in conditions of fierce competition; shortage of specialists with the required qualifications on the labor market; inconsistency of the state and non-profit professional education system with the company's requirements; an internal corporate training system helps the employee accept the company's corporate culture, helps to increase and strengthen integration into the corporation; it is ICT that makes it possible to create a knowledge management system in a corporation, which is especially relevant and important today; the creation of ICT is the first critical step towards the formation of a «learning organization» in which learning is the basis of all activities.

Training is necessary in cases where: a person enters a job; the employee is appointed to a new position or assigned to solve new problems; it is established that the employee lacks certain skills to perform the job; the corporation is preparing organizational changes. ICT can be organized in two ways: sending employees to study at external training courses (open programs) or organizing training within your company. ICT can include both training within the corporation and outside it [6]. Comparative characteristics of vocational training systems are given in Table 1.

Therefore, we can talk about ICT in the broad and narrow sense of the word. In the broad sense of the word, ICT is a set of all types of training (both internal and external, but at the request of the company) provided by the company to improve the skills of its employees, which are focused on the needs of the company and on achieving its goals. In the narrow sense of the word, ICT is personnel training conducted within and on the territory of a given corporation. The advantages of such an organization of the educational process are obvious:

- specialists do not leave their company for a long time;
- the employer can, in a short time, carry out retraining or advanced training of a significant number of its employees without any damage to the production process;
- the development of educational programs is carried out with the aim of maximizing the needs of a particular company for modern knowledge;
- since the work is carried out in a training group consisting of different specialists

Table 1

Comparative characteristics of vocational training systems

Parameters	Inside the corporation	Outside the corporation
1. Linking the learning process and results with the interests of the corporation	Tight	Weak
2. Control over the content of training programs	More	Less
3. Adjustments and changes to programs and the learning process	Easier	More difficult
4. Ability to establish close contacts with representatives of related companies	Less	More
5. Opportunity to exchange experience: corporate industry and inter-industry	More Less	Less More
6. The opportunity to broaden your horizons and realize your prospects	Less	More
7. Opportunity to understand the prospects of the corporation	More	Less
8. The ability to determine the place of your own corporation in the corporate world	Less	More
9. Opportunity to strengthen corporate culture	More	Less
10. Possibility of creating a corporate knowledge management system	More	Less
11. Demand for training results in this corporation	More (High)	Less (Medium)

Source: compiled by the author based on [3; 5; 6]

from one company, this contributes to a more active discussion of the issues considered in the educational process, their comprehensive analysis and the development of comprehensive solutions;

– «team-building» component of the learning process;

– the issues of creating a «single field» in the company – conceptual, informational, and value-based – are being resolved.

Each company must decide for itself whether it is ready to invest in personnel training or whether management prefers to hire specialists who already have the required level of qualifications.

Companies that are ready to invest money in training their employees believe that, firstly, it is less risky, because the company is well aware of the employee's strengths and weaknesses. Secondly, it has a positive effect on staff motivation and team climate. Employees who have improved their professional level will be able to solve more complex problems more easily and quickly. They will more persistently search and more often find the best answers to emerging questions, quickly cope with difficulties in their work, and respond more flexibly to external changes. They will have a higher level of commitment to their organization, a higher willingness to work for it with full dedication. In addition to providing

employees with the necessary knowledge and developing their skills required for work, during the training process students are given information about the company, the current state of affairs, the prospects for its development and the main directions of its strategy, the prerequisites are created for understanding and accepting corporate values, strengthening the desired patterns of behavior. And finally, thirdly, internal training is more profitable from a financial point of view. Of course, the company invests certain funds in training its employees, however, these costs are spread over time, while the recruiters' fees are too high [5, p. 74].

Many companies prefer to hire «ready-made» specialists, believing that this way they save time and money on training of its staff. However, they may not have enough time or money to find and purchase professionals. In modern conditions, it is becoming extremely difficult to attract highly qualified specialists to work in a company by purchasing them from the largest Western and Ukrainian companies. In addition, a successful professional manager coming from another company will not necessarily achieve the same high results in the new company. After all, each company has its own specifics. It should also be taken into account that successful companies have already developed their own corporate culture, and attracting

outside specialists requires quite a long time for them to adapt to existing norms and values.

A major challenge for many companies is retaining trained employees. By investing money in personnel training, the company thereby increases the value of its most important capital – people. However, having spent a lot of money on training, after some time they may not have a significant part of trained workers, since they can be bought up by other more «savvy» organizations. In this case, the development and implementation of special programs that provide employees with greater opportunities for career development after completing training, providing more meaningful and responsible work, increasing the level of remuneration for their work, involving them in solving general corporate problems, and providing opportunities for participation in corporate governance help to consolidate employees in the corporation. trained personnel, obtain an adequate return on investment in training, and also increase the motivation of employees for further training.

The content of ICT is revealed in its purposes, functions, types, and training programs offered. When organizing the learning process, it is important to correctly formulate learning goals. Like any goals in management activities, they must comply with the SMART principle [9]. Requirements for learning objectives are presented in Table 2.

In addition to general learning goals, the following characteristics are also characteristic [7]: goals serve as a guide in developing the content of educational programs; they allow you to accurately determine the requirements for students; they determine the form of organization of the learning process and the priorities in the activities of the subject of the learning and the organizers of the learning process, or what final results will be achieved by the company thanks to the learning; they define assessment criteria and serve as the basis for subsequent assessment of the effectiveness of training; depending on the goals set, appropriate models and teaching technologies are developed.

They must be brought to the attention of all members of the target group of students. This is necessary so that people understand why they are being trained and feel responsible [9, p. 138]. An analysis of the practice of organizing in-house training of leading Ukrainian and foreign corporations showed that the main goals of ICT are: implementation of a modern management system and development of the corporation's management potential; continuous updating of knowledge and development of modern business skills among employees of the corporation at all levels. More complete use of knowledge, skills and abilities of personnel; formation of common corporate goals and values, development of corporate culture; ensuring sustainable competitiveness

Table 2

Requirements for learning objectives

№	Requirements for objectives	Characteristics of requirements
1.	Realism	Reachability
2.	Specificity	Clarity and no reason for dispute. It must be clear to an external observer what exactly the desired result will be.
3.	Measurability	Characterizes the signs by which one can judge that the goal has been achieved
4.	Consistency	Performance standards must be consistent. Workers must agree with them
5.	Focus on gaining practical skills	Skills are necessary for students in practical activities, in contrast to education, the purpose of which is general development in a certain field of knowledge.
6.	Verifiability	Shows whether there is movement towards this goal.
7.	Attractiveness	Must interest the customer and client in achieving them.
8.	Time horizon	The period of time within which the goals must be achieved.

Source: compiled by the author based on [9, p. 38; 10, p. 179]

of the corporation; preparing staff for organizational changes.

At the same time, the owner (employer) and the employee pursue their own learning goals. Of course, when organizing ICT, the entire set of goals should be taken into account. These goals determine the role of ICT in the corporation. ICT acts as: a method of closing the gap between the current skills of employees and the qualification requirements for the position; a means of building corporate culture; a way to solve current business and organizational problems facing the company; method of staff motivation; a way to develop the entire corporation.

The design of ICT programs depends on the goals of the organization. The whole variety of organizational goals can be classified into two types: 1) goals that contribute to the organization's adaptation to the external environment; 2) goals that contribute to the internal integration of the organization and the preservation of its integrity. Based on the goals of organizational development, we can distinguish different types of in-house training programs, Table 3.

If the first type of programs is focused on achieving certain performance results that affect the results of the company as a whole and are manifested in the external environment, then the third type of programs is more conducive to achieving internal integration of the corporation. As for team building programs specifically for corporations, they promote both internal

and external integration. Especially if training programs involve clients, partners and other stakeholders. The same applies to the fourth type of program. The specificity of ICT in modern corporations is that the owners and top management of the company are rarely included in the ICT system, and this is certainly not true. They are the ones who must interact with external stakeholder groups and, at the same time, be able to organize the interconnected effective work of subsidiaries.

Programs to prepare for organizational change should be developed jointly by the owners, management of the corporation and its staff. Then participation in them will be interesting and mutually beneficial for everyone. Moreover, this will promote internal integration and reduce resistance to organizational change. It is obvious that these programs should be based on monitoring the external environment and take into account its influence. Therefore, their implementation will contribute to the corporation's adaptation to the external environment.

As for the sixth type of program, it is also focused on achieving the goals of adaptation to the external environment and maintaining the integrity of the corporation. Firstly, corporate culture is a set of values, attitudes, traditions, beliefs that are shared by the majority of employees of the corporation. Secondly, corporate culture manifests itself not only within the corporation, but also

Table 3

Types of in-house training programs

№	Need for training	Teaching method
1	Specialized training programs (sales, negotiation, creativity training)	Skill trainings, behavioral trainings, professional business growth trainings
2	Team building programs	Active group and intergroup activities followed by reflection of the group process. Business and role-playing games, analysis of organizational problems, team building trainings
3	Development of interpersonal and intra-company communication, formation of conflict resolution skills	Sensitivity training, case method, role-playing games, simulation business games
4	Management training	Lectures, seminars, practical classes, educational business games, role-playing and simulation games, internships.
5	Preparing for organizational change	Organizational thinking games, project development, analysis of organizational situations
6	Creating a unified corporate culture	Storytelling, trainings, coaching, mentoring, collective forms of learning, acquaintance with traditions

Source: compiled by the author based on [6; 8]

outside it. The behavior of any corporation in the market is a reflection of its corporate culture, which is the main factor in shaping the corporation's image. In conditions when the composition of the companies included in the corporation is constantly changing, while the corporation remains a stable entity, functioning stably in the external environment, it is very important for it that its corporate culture is uniform and supported by all subsidiaries. Therefore, these programs today seem extremely important and interesting.

Two approaches to organizing the ICT process can be distinguished: traditional and integrated, combined with organizational development. In accordance with these approaches, three types of training can be distinguished: supporting (or preserving), crisis, anticipatory (or preventive). The goal of supportive learning is to master fixed views, methods and rules in order to work effectively in known and repeated situations, to develop the ability of students to solve current problems. This type of training is particularly effective in transferring new knowledge to replace outdated knowledge and closing gaps in the knowledge and skills of workers and is intended to maintain the existing system of activities.

According to experts in the field of personnel management, in many modern companies, supportive training is sufficiently developed and used. Since this type of training is focused primarily on maintaining the current situation in the corporation, the preparation and training of employees corresponds more with «work in the past» than with «work in the future» and has little focus on what may happen to the organization and activities workers tomorrow. The next type of training is crisis training, which depends on the strategy of responding to any events or current situation. In this case, training is carried out within a single cycle, where the focus is on the effective completion of the task.

Anticipatory (or preventive) training is focused on the future, preparing the corporation to work in new conditions. This variety includes training for the future and training within the corporation vertically, horizontally and diagonally. The development of innovative training programs should be preceded by a forecast of the corporation's need for changes in professional and personnel potential, based

on corresponding changes in the external environment, in technology and organization of activities, in the management system.

Anticipatory learning, as a rule, deals with problems that may be so unique that it is not possible to learn by trial and error, problems for which the solution is not yet known and the very formulation of which can cause controversy and doubt. This led to the fact that advanced learning was often ignored. In this regard, many corporations have encountered serious difficulties associated with their own adaptation to changes in the business environment. Management staff are usually well prepared for supportive training. However, the responsibility of a manager focused on the development of the company is to ensure the potential for this development, which is only possible through advanced training.

As current practice shows, in ICT systems in modern conditions, mainly the first two types of training are used. Although, when building your ICT system, you should focus, first of all, on the advanced type of training, since it is this that allows you to develop all personnel and prepare them for changes. If in traditional (supportive) training practical problems are given as illustrations, some models are described and then applied to the practical activities of specific companies, i.e. While in essence there is a reproduction of already known, clearly defined professional experience, then with advanced (innovative) training there is a joint discussion of the problems of the corporation, where the active role is played not only and not so much by the teacher, but more by the listeners themselves (trainees). They identify and pose the problem, diagnose and analyze it, and determine solutions. Moreover, all students will ultimately implement these decisions themselves when they return to their workplaces after training.

Anticipatory (innovative) training is designed in such a way that students first consider the organizational change management model, then, using a specific example, they must draw up a list of necessary actions to accompany and support the changes. At the same time, it is very important to predict, evaluate and be prepared for the possible resistance that will be provided by company employees. Having discussed a possible reaction to the proposed changes, students jointly develop forms (methods) of combating them.

The above training programs and other courses help managers strengthen their leadership position during change. Such training allows them to study and predict the process of organizational change and the behavior of subordinates during this process, determine the forms of their resistance, and ways to overcome their resistance to organizational change. Joint discussion of problems allows you to exchange experiences, consider problems from all sides, calculate the possible consequences of decisions made, and outline real actions in the context of organizational changes. Such training acts as support for organizational changes in the corporation during the transition to a new level of development. At the same time, it is important to train not only managers; it is advisable to train other categories of key employees as well. What happens in this case. They are offered or they themselves formulate and solve possible problems, independently determine their tasks in the process of organizational change. In this case, resistance is reduced, the tension with which subordinates encounter all changes is relieved, and the process of organizational change occurs more smoothly, without conflicts.

Conclusions. Thus, ICT acts as a necessary condition, as a tool for organizational change, training plays an innovative transformative role in the activities of the corporation. The decision on advanced (innovative) training is made by the corporation's management, based on its strategy and change management needs. Innovative training on a corporate scale can and should be used as a means of controlled transformation of the existing experience of both employees and the corporation as a whole. Naturally, in order

to develop future-oriented personnel, it is necessary to have a sound corporate strategy, and for this, in turn, constant monitoring of the internal and external environment of the organization should be carried out. The presence of such a strategy serves as the basis for planning work in the field of personnel development and training.

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