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DEVELOPMENT OF FORMS AND METHODS OF TRAINING OF THE PERSONNEL OF CORPORATION

The research urgency is defined: first, the importance of a control system of the personnel providing conformity of qualitative and quantitative parameters of human resources of strategy of a sustainable development of the organisation; secondly, a key role of a corporate educational policy as one of the major mechanisms of realisation of a control system of the personnel; thirdly, necessity of the further perfection of forms and methods of corporate training for unity of external and internal components.

Control system of the personnel, being a component of a corporate complex of management, is based on positions of business strategy of corporation on development of key competitive advantages the important place among which belongs to professionalism of workers. Thereupon it is necessary to underline an all-important role of an educational policy of the corporation which main objectives are: increase of professional qualification of workers; development of their personal potential; assistance to formation of the corporate culture corresponding to strategy of corporation; increase of controllability by the organisation on the basis of uniform management technologies; growth of capitalisation and increase of competitiveness of corporation. Among key principles of a corporate educational policy it is obviously possible to allocate: системність; advancing character of training; its continuity; efficiency; conformity to values of corporate culture; addressing and an individual approach; high quality [1].

The approach to structurization of a corporate educational policy can be presented in the form of a matrix which vertical is formed by personnel categories - the basic (heads, experts, working) and specific (young experts, a personnel reserve, the mobile personnel), and a horizontal - components of an educational policy by criterion of a place of realisation of educational programs - intracorporate and external. At formation of a corporate educational policy it is necessary to distinguish educational and professional standards. In a basis of working out of all professional educational

programs should be put competence the approach. Only on this basis declarative integration of education spheres and work is possible real, instead of. As a result of critical judgement of the fixed positions following vision of interrelations between base elements of the integrated system the educational - professional work is offered. In its base - the competence on which basis in close interrelation educational and professional standards are developed. The first become base for working out of the professional educational programs realised by educational institutions of various level; the second - are used at creation of corporate professional educational programs [2].

Requirements of corporation for training are set: production requirements; interests of the organisation; characteristics of personnel structure (age, the work experience, level of abilities, features of labour motivation and another). The three-level system of an estimation of requirements for training is offered: corporation as a whole - revealing of requirements for the workers trained under certain programs; the post, a workplace - the finding-out, what knowledge, skills and installations are necessary for the worker on the given post or a workplace; the concrete worker - an estimation of conformity of abilities, knowledge, skills of real workers to the requirements shown to parametres of corresponding post and carried out work.

Multidimensional vision in organizational making corporate system is reduced to the following: as the first measurement the educational levels, the second - categories trained, the third - modes of study, the fourth - time parametres of training are considered. The problems typical for an intracorporate making educational policy: in the existing educational centres have training preparation mainly working whereas heads and experts are trained in external educational institutions; expenses on the educational centres separately are not considered and, as consequence, there is no possibility to spend an estimation of efficiency of intracorporate preparation; as a rule, business - groups personnel preparation passes in the affiliated organisations under various programs with use of different forms and training kinds, there are no uniform requirements on maintenance of educational process (a technique, educational classes, training apparatus); it is finished or period of validity of the given out licences for educational activity comes to the end [3].

Experience of the leading world and domestic companies applying for the status «the learning organisation», testifies that creation of corporate university. Already becomes a following stage of development the shared problems of their functioning demanding scientific judgement were outlined. Among them: weak conceptual study of projects on creation of corporate universities; low profitability of educational programs; low productivity of many educational programs; defects of the maintenance of formation and непрофильность many kinds of activity corporate university; not always defensible refusal of educational outsourcing in favour of creation of corporate universities; discrepancy of level of a considerable part of teaching and trainer's shots to criteria of corporate university; not a readiness control systems of them.

Within the limits of system of corporate training the border between intracorporate and external components is very mobile. It is necessary to break process of decision-making on outsourcing into two stages: on first (preliminary) scales of application of educational outsourcing, a parity of intracorporate and external components of training

of the personnel are defined; on the second outsourcing-project is developed and the final decision is accepted. Integration of corporations and educational institutions is complicated by a number of circumstances: discrepancy of offered specialities and educational programs to requirements of economy; out-of-date park of educational technics and low level of material support of educational process; shortage of the qualified teachers, actual destruction of system of increase of their qualification; backwardness of an exchange of experience between establishments [4].

Corporations even more often develop special programs of interaction with vocational training establishments: the companies participate in the organisation predegree and industrial an expert; spend considerable means for equipment of educational institutions by the equipment which the future worker will face on manufacture. The enterprises at own expense direct perspective workers on reception of vocational training or on passage of courses of a training for a new profession, spend target preparation of students, having concluded the tripartite contract with educational institution and the student.

Following principles should be put in a basis of the further perfection of mechanisms of interaction of corporations and establishments: integrated approach of the actions united by the general purpose, mutually connected on terms, resources and the executors, providing introduction in educational practice of the new and qualitatively advanced educational programs which are meeting the requirements of employers; application of new information, educational technologies, introduction of progressive methods of the organisation of educational process and training, and also the uchebno-methodical materials corresponding to modern world level; the high quality of training provided within the limits of modern control systems with quality; formation and manufacture integration; formation at graduates professional competence, providing competitiveness and a demand on a labour market.

Forms of integration of corporations and system in the conditions of its reforming should develop on a basis modulno-kompetentnostnogo the approach. Last represents the concept of the organisation of educational process where as the training purpose set professional competence trained and as means of its achievement - modular construction of vocational training acts. The leading companies realise various models of interaction with high schools: train students on a workplace, initiate short-term and intermediate term programs of vocational training within the limits of corporate system of training, open chairs at profile faculties in high schools [5].

Transition to two-level system of the higher vocational training has helped business to resolve in a complex the given problem and to begin formation of model of the private-state partnership with high schools. Within the limits of generalisation of various approaches to integration into a chain «high school - the employer - the worker» four mainstreams are accurately looked through: assistance to development of scientific and pedagogical potentials of profile high schools; strengthening of material base of educational institutions; stimulation of trained youth, search, selection and support of the talented students focused for work in the company; creation by corporations in profile high schools of the uchebno-research centres (innovative ranges).

Thus, it is obviously possible to formulate following primary goals on the further development of external forms of additional vocational training: creation of the structured file of the additional programs reflecting dynamics of development of the market; working out scientific and uchebno - methodical maintenance of these programs, interface of the basic both additional programs and possible creation of the uniform list of specialities and qualifications); an establishment of conformity of additional qualifications to tariff qualifying characteristics.

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MAKROEKONOMICZNE UWARUNKOWANIA MIĘDZYNARODOWEJ KONKURENCYJNOŚCI KORPORACJI

Wstęp

Konkurencyjność międzynarodowa może być definiowana w różny sposób, także jako proces dochodzenia do umiejętności konkurowania na różnych poziomach i osiągania coraz wyższej zdolności i pozycji konkurencyjnej. Konkurencyjność ma charakter międzynarodowy, gdy jej proces obejmuje dwa lub więcej krajów [2, s.1; 3, s. 48-66]. W analizie konkurencyjności międzynarodowej duże znaczenie przypisuje się współcześnie behawioralnym aspektom przewagi konkurencyjnej jaką mogą osiągać wielokulturowe korporacje transnarodowe. Istotną rolę odgrywa tutaj właściwie przygotowana i wdrażana strategia przedsiębiorstwa, która może być traktowana jako jego zasób, czyli inaczej mówiąc część jego potencjału konkurencyjnego.

Konkurencyjność można analizować na poziomie korporacji (przedsiębiorstwa, firmy), gałęzi (sektora), gospodarki narodowej oraz regionu gospodarki światowej (grupy krajów). Przedmiotem analizy w niniejszym opracowaniu jest międzynarodowa konkurencyjność korporacji, a celem badania jest próba zdefiniowania tej kategorii i identyfikacja jej uwarunkowań wynikających z makrootoczenia.

Pojęcie międzynarodowej konkurencyjności przedsiębiorstwa

Uogólniając różne ujęcia powiedzieć można, że konkurencyjność, która może być analizowana na różnych płaszczyznach, oznacza zdolność zarówno przedsiębiorstw, sektorów, regionów jak i krajów lub ugrupowań międzynarodowych (takich jak np. Unia Europejska) do konkurowania na rynku międzynarodowym czy globalnym, przy osiągnięciu założonej wysokiej stopy zwrotu od zaangażowanego kapitału [9, s.36; 5, s. 49-50].