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### INNOVATION TRAINING AND DEVELOPMENT TECHNOLOGIES FOR MANAGERIAL PERSONNEL

### ПРОБЛЕМИ ІННОВАЦІЙНОЇ ПІДГОТОВКИ Й РОЗВИТКУ УПРАВЛІНСЬКОГО ПЕРСОНАЛУ

**Urgency of the research.** Implementation of the innovation training and development technologies is the basis for the effective human resources use and their effectiveness increasing.

**Target setting.** Interest in the professionalization process of managerial staff is gradually growing. Determination of the main tendencies in the management education and eliminating the problems of effective use of training and development technologies for managerial personnel, requires detailed consideration.

**Actual scientific researches and issues analysis.** The scientific works of R. Ansoff, M. Armstrong, E. Kuznietsov are devoted to the analysis of theoretical and practical aspects of managerial personnel professionalization.

**Uninvestigated parts of general matters defining.** The development of the complex education technology of personnel training and development is still uninvestigated scientific issue.

**The research objective.** Innovation training and development process of managerial personnel is the subject of the article. The main goal of the article is to research existent educational technologies for managerial personnel development, to analyze their effectiveness and to propose the most useful one.

**The statement of basic materials.** The problems of management education in Ukraine are viewed. The ways of addressing challenges were suggested. Also the main tendencies of Ukrainian business education market are researched. Issues and challenges of business education area were examined. The comparative analysis of the traditional and non-traditional educational methods was conducted. The degree of effectiveness of their implementation was defined.

**Conclusions.** Unique innovation educational technologies for managerial personnel are proposed, such as implementation of soft skills' development, learning organization conception, corporate university and knowledge center. But the problems of legal, financial and methodological maintenance still exist. It was proposed complex education technology.

**Keywords:** managerial personnel; professional training and development; management education; innovation educational technology.

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**Urgency of the research.** Nowadays professional training and development of personnel, especially managerial one, is one of the most essential questions of the personnel management, regardless at

**Актуальність теми дослідження.** Впровадження інноваційних освітніх технологій є запорукою ефективного використання людських ресурсів організації та підвищення їх ефективності.

**Постановка проблеми.** Інтерес до процесу професіоналізації управлінських кадрів зростає. Отже, визначення основних тенденцій в менеджмент-освіті та усунення проблем, що заважають ефективному використанню технологій розвитку та підготовки персоналу, потребують детального розгляду.

**Аналіз останніх досліджень і публікацій.** Питанням аналізу теоретичних та практичних аспектів професіоналізації управлінських кадрів присвячені наукові роботи Р. Ансоффа, М. Армстронга, Е. Кузнєцова.

**Виділення не досліджених частин загальної проблеми.** Розробка комплексного підходу до використання інноваційних технологій підготовки персоналу у процесі їх професіоналізації залишається недостатньо опрацьованим науковим питанням.

**Постановка завдання.** Виділити основні інноваційні технології підготовки управлінського персоналу та визначити рівень ефективності їх імплементації в освітній процес.

**Виклад основного матеріалу.** Визначаються проблеми використання освітніх технологій в підготовці управлінських кадрів в Україні та причини їх виникнення. Розглянуто шляхи їх подолання. Проведено порівняльний аналіз традиційних та інноваційних освітніх технологій підготовки. Визначено ефективність впровадження інноваційних освітніх технологій.

**Висновки.** Було виявлено, що найбільш ефективними методами підготовки управлінських кадрів є практика навчання на робочому місці, формування «софт-скілс», створення корпоративних університетів. Однак є необхідність формування законодавчого, фінансового та методичного підґрунтя для їх використання. Запропоновано комплексний підхід щодо використання інноваційних освітніх технологій.

**Ключові слова:** управлінський персонал; професійна підготовка та розвиток; менеджмент-освіта; інноваційна освітня технологія.

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which stage of its life cycle an enterprise is. Whether it is the stage of formation, active growth, new markets' capture or restructuring, the need for the qualified personnel is the essential one in the conditions of intensive competition. One of the most important tasks put before the Ukrainian society is increasing of the public production level and hence, the Ukrainian economies' competitiveness.

**Target setting.** This task achieving depends to a large extent on the employees' labor quality, in other words on their professionalism. The critical moment in this issue is managerial staff's professional competence, since they particularly define the possibilities of this task solving. Therefore, the definition of the qualification level of the different categories of structural human capital (and first of all, managerial personnel) and influence upon its development is one of the most important trends of analysis of modern societies' socio-economic development tendencies.

The actuality of the research topic arises from aforesaid, which is defined by making-out of new technologies of managerial personnel's professional training and development. Thereby one of the most essential goals of the enterprise management could be solved, that is increasing of management effectiveness and organization's resultiveness.

**Actual scientific researches and issues analysis.** The study of the issues of professionalization of managerial activity and management professional system's innovative forms development is reflected in the works of foreign scientists such as R. Ansoff, I. Ansoff, M. Armstrong, B. Becker, S. K. Malcom, A. Tough, D. Cofer. An important contribution to the theory and practice of formation of the model of managerial professionalization was made by Ukrainian scientists E. Kuznietsov, V. Apopii, H. Shedrovyts'kyi, O. Turetskii.

**Uninvestigated parts of general matters defining.** Hereat, we have to take into account that many issues of this activities' sphere are researched insufficiently or weakly. The development of an integrated approach to the use of innovative technologies for the managerial personnel training in the process of their professionalizing remains the underdeveloped scientific issue.

**The research objective.** The main goal of this research is to determine the innovation educational technologies of managerial personnel's professional training and development and define the degree of their implementation effectiveness. The study has challenged the assumption that the modern professional training of managerial staff needs to be revised and to implement the soft skills development and on-the-job training and development methods.

**The statement of basic materials.** The market review of Ukrainian management education shows, that there is the deficit of qualified managerial staff in Ukraine. Issues of professional competencies' analysis in Ukraine are defined by the following problems: (1) There is the absence of the state support in the management education sphere; (2) The legal basis in the management education sphere is undeveloped or irrelevant; (3) There is not state development program in management sphere and recommendations for business conducting; (4) Management education is of low-quality; (5) The little attention is given for the questions of innovation technologies of training and development in the management education and development sphere.

These problems could be explained by instability of political, economical and social environment in Ukraine. They are a heritage of Soviet centrally planned economy that is characterized by inconvenience and awkwardness of organizational structures, disparity of legal, organizational and economic reforms to the national economies' needs, complexity of innovative activities' results implantation, inadequate staff stimulation and motivation system, management bureaucratization, lack of managerial staff's initiative and competence, lack of necessary bases for managerial education. As a result property of Ukrainian management system is the lack of competent and qualified managerial personnel.

So the main problems of management education in Ukraine in creation of high-quality system are the following: (1) formation of adequate and necessary legal bases for management education; (2) provision of the state support in management education sphere; (3) implementation of innovation technologies into the management professional training and development system.

First two points are concerned with general methodological bases of management education process, and the third one is inherent with specific issues of personnel management.

So the main tasks of the innovation approaches' use in managerial professional training and development are reduction of the training and development terms; minimization of companies'

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business processes' breakoff; orientation to the competencies, not to the knowledge; managerial team building and training; and entire use of employees' skills. As much as it is important to provide for the mass character of professional training, we need to ensure the high quality of this process.

We have to conduct training in two ways, remotely and directly at the job site. This is possible by: (a) understanding of the role of practice as the foundation for education's innovation function; (b) finding of the adequate ration of practical and scientific education's specificity; (c) implementation of reformative tendencies of management education on bases of trainees' creative abilities and talents; (d) using of the advanced technologies of e-learning; (6) elitism and training programs' quality provision in management education system.

This could be provided by the following innovation approaches in the secondary professional development, which are: (1) transfer from the development of traditional *hard skills* (industrial, technical, mathematical, computer-based, linguistic and so on) to the *development of soft skills* (leadership, skills of people management, negotiation skills, effective presentation and communications and so on); (2) formation and development of *learning organization* conception; (3) implementation of such a technological novelty as *gamification* for example, case-study method, business simulation, project-based method, basket method, storytelling); (4) formation and development of *corporate university*; (5) formation and development of *knowledge center*; (6) implementation of staffs' *on-the-job training and development* methods (for example, job shadowing, rotation, secondment, change-a-role, budding, mentorship).

These approaches are directed to the following tasks achieving: (a) creation of employees' powerful identity; (b) management and productive skills development; (c) leadership formation; (d) emotional and executive intelligence formation.

With the purpose of education process effectiveness increasing and educational milieu enriching we have to use several approaches of professional training and development in complex. Application of innovations must be subject to the modern development level of information and communication technologies that will allow increasing the educational programs' effectiveness.

So innovation education technology in management is a complex of three interrelated aspects. First of all, the modern content of the management education supposes not so much objective knowledge mastering, as *development of competencies that are adequate to the modern business practice*. This content must be well structured and presented in the form of multimedia educational material. Secondly, use of modern educational methods is the use of *active methods of competencies' formation* based on the trainees' interaction and their implication into the educational process, but not only on the passive material perception. Thirdly, creation of the modern *educational infrastructure* involves informational, technological, organizational and communicational components, which allow effective use of advantages of e-learning.

But many universities and companies mean by innovation educational technologies exceptionally active application of informational and communicational technologies, such as Internet, multimedia, webinar, teleconference, etc., but not the adaptation of the new innovative educational methods. It is especially common to Ukraine. Such narrow view of educational technologies is not able to improve the education quality.

Thus, we have to focus attention to these three aspects of innovation educational technology, but the special emphasis must be made at the adaptation of modern educational methods in management. The traditional ones are case-study method, business simulation and project-based method. They are the most noticeable and significant one. Their use in management education is worldwide. Educational programs based on these methods are worked out by business schools, professional associations, specialized training organizations and corporate universities. Traditionally the most active consumers of such innovation educational technologies are business schools.

But in the former USSR area the problem of such methods' use still exists. Many specialists substitute the traditional western content of case-study or business-stimulation methods (for example, of Harvard Business School, Boston, USA; or Richard Ivey School, Ontario, Canada) for our domestic understanding of them. Mostly, they do not include the action-oriented content describing situation, typical for our companies or industrial branches, or this content is graded.

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Also most of leading world universities and business schools use the project-based form of education in management. Mostly projects last from one to sixth months and consist from two parts. One part is entrepreneurial, related to the business plan working-out, and the second one is consulting, included the actions working-out for the existing companies.

But if we analyze the Ukrainian management education market, we can notice, that this method is not so widespread, as in European or American educational institutes. Still we have the great challenges in the adaptation process of the project-oriented educational method, which are associated with the low knowledge and practical level of trainers or with the problems of their ratio.

The third traditional educational method is stimulation business administration, among which we can mention such as business simulations, role play and board games. They are directed to the beforehand training of managers in the risk conditions of the business environment. Business stimulation allows trainees practicing of main conceptions of virtual companies' administration process, seeing and comprehending of their activities' results before the start of their real business practice.

The difference between use of such a method in Ukraine and foreign countries consists in that the leading international business schools and universities use the business simulations as the course integrating all the disciplines studied in the program, in contrast to Ukraine.

In some business schools the Center for Interactive Simulations was formed (for example, in Pittsburgh Business School, Pittsburg, USA; Wharton Business School, Pennsylvania, USA) with the purpose of formation and implementation of innovation educational technologies into the educational process.

Such Center was created in Ukrainian business school, for example in Business School MIM-Kyiv. Its main task is maintaining of four business simulations in the frames of different MBA programs and Executive Education. But it exists in the changing political, business and educational environment, so its activity is not as successful as of foreign ones.

Among the non-traditional educational methods in management, as were said above, we can consider such methods as job shadowing, rotation, secondment, change-a-role, budding, mentorship, play-back theatre, metaphorical game, etc.

According to the experts' estimates 70 % of corporate management training is on-the-job training and development methods. Hereat, the costs for them come to 20-30 % of the total budget for personnel development [2]. So we can say that they are low-cost methods. And other main advantage of these methods is the opportunity to receive knowledge at all reasonable time, work-based. So it is possible to realize the conception of ongoing training.

Thus, for the purpose of the educational process matching for the knowledge economies' request, it is appropriate to implement following educational techniques: (1) action learning; (2) e-learning; (3) simulation business training; (4) learning on the bases of researches and innovations; (5) learning on the bases of soft skills; (6) on-the-job training and development methods.

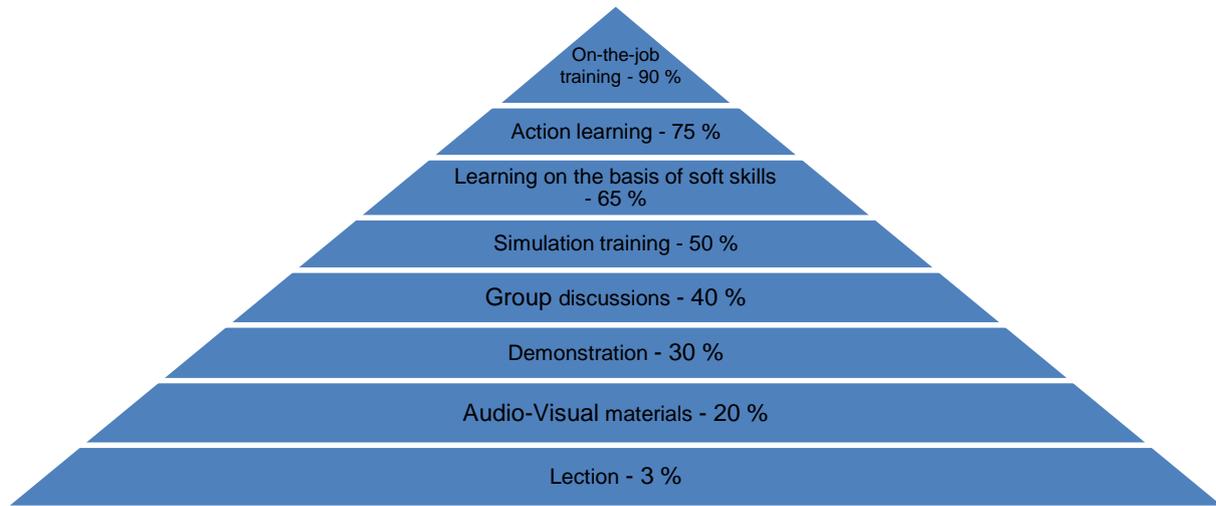
The research of implementation of the above-mentioned methods into the learning process of students of Management specialty at Odessa I. I. Mechnikov National University has shown next results. The degree of effectiveness of these methods in comparison with traditional ones we can trace on the Fig. 1.

In our view, the company must create the atmosphere of learning and development among the personnel on the bases of comprehensive encouragement of the new knowledge receiving by all employees. It must be provided by the learning organization conception implementing.

Given all of the above, we can hypothesize the following: the process of training and development of managerial personnel is a complex of interrelated training programs, educational methods, competencies' system and educational infrastructure, differentiated according to the different influence factors, conditions and obstacles.

**Conclusions.** In the conditions of the knowledge economy a growing number of companies consider training and development of personnel, especially managerial one, as the main competitive factor. So not only traditional approaches have to be used in educational process, but the special attention has to be given to innovative ones. In the article we researched the innovation approaches of the management education, and examined the issues and challenges of Ukrainian management educational system. Also the comparative analysis of the innovation methods' adaptation into management education process in Ukraine and foreign countries were carried out.

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**Fig. 1. Degree of effectiveness of the innovational educational techniques versus the traditional training methods (% is the degree of material's mastery)**

**Source:** Created by the authors on the basis of conducted researches

As a conclusion we can emphasize, that the top managers of Ukrainian organizations focus insufficient attention not only to the implementation of innovation approaches of management training and development, but also to the process of personnel training and development, generally. Obstacles, interrupting this process, are different. Among them are the top managers' incomprehension of this process' role in the organization's efficiency improvement; problems of legal, economic and technical maintenance; lack of financing in the educational sphere; lack of qualified professional trainers and coaches; low employees' motivation in the field of self-education; difficulties of educational process' effectiveness appraisal, etc.

But we have not to forget main advantages of the use of innovative approaches' implementing into the educational process. Among them we can mention following, improvement of labor quality; increasing of labor productivity and efficiency; upgrowth of staff's motivation; reduction of the cost for personnel; realization of employees' creative and professional potential and so on. Finally, the use of modern educational technologies contributes to the organization's steady competitive positions achieving in the market and opens up the possibilities for the continuous personnel development.

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