

UDK 37:005.941

**HOROKHIVSKA Tetiana** – Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy and Innovative Education, Lviv Polytechnic National University, 12, Stepan Bandera str., Lviv, 79013, Ukraine

**ORCID:** <https://orcid.org/0000-0001-5997-4676>

**Researcher ID:** <https://www.webofscience.com/wos/author/record/9028880>

**MUKAN Nataliya** – Doctor of Pedagogical Sciences, Professor, Professor at the Department of Pedagogy and Innovative Education, Lviv Polytechnic National University, 12, Stepan Bandera str., Lviv, 79013, Ukraine

**ORCID:** <https://orcid.org/0000-0003-4396-3408>

**Researcher ID:** <https://www.webofscience.com/wos/author/record/1151955>

**MUKAN Olena** – Candidate of Economic Sciences, Associate Professor, Head of the Department of Doctoral and Postgraduate Studies, Lviv Polytechnic National University, 12, Stepan Bandera str., Lviv, 79013, Ukraine

**ORCID:** <https://orcid.org/0000-0003-0194-4292>

**Researcher ID:** <https://www.webofscience.com/wos/author/record/25912857>

**DOI:** <https://doi.org/10.24919/2413-2039.19/51.2>

**To cite this article:** Horokhivska, T., Mukan, N., & Mukan, O. (2024). Professional development of staff in the context of corporate training. *Human Studies. Series of Pedagogy*, № 19 (51), 18–24, doi: <https://doi.org/10.24919/2413-2039.19/51.2>

## PROFESSIONAL DEVELOPMENT OF STAFF IN THE CONTEXT OF CORPORATE TRAINING

**Summary.** The article presents the analysis of features of personnel professional development in the context of corporate education. The need to improve the system of corporate education as a basis for improving the efficiency and quality of professional development of staff is substantiated. The article analyses domestic (O. Banit, O. Kiryanova, G. Nosulich, A. Volkovska etc.) and foreign (A. Cahir-O'Donnell, T. N. Garavan, D. McGregor, E. Hicks, S. Hogan, R. Senge etc.) scientific and pedagogical literature on the study of the essence and content of the concept of “corporate training” in the broad and narrow meanings, and relevant examples are provided. The key principles of the corporate culture of a “learning organisation” (systemic thinking, common vision, team learning, personal mastery, cognitive models) are outlined. It is determined that corporate education implements a number of functions represented by three levels – subjects of corporate training; organisations for which corporate education is an instrument of organisational change and innovation; society. The article defines the concept of “corporate education” as a process of interaction between those who teach and those who learn, organised in the interests of the organisation and its employees, which is carried out both within the organisation and outside it, aimed at solving educational tasks and ensuring professional development of personnel. The essential characteristics of corporate education are considered, the role of personal potential of staff in corporate training is emphasised. At the same time, attention is drawn to the factors that determine the possibilities of improving the quality of staff's professional development in the corporate education system. A number of tasks facing corporate education in the context of enhancing the effectiveness of staff's professional development are considered. It is concluded that today there is no common vision among scholars of the essence of the concept of “corporate education”, which is interpreted by the authors as a means of achieving the mission of the organisation, increasing its competitiveness; the highest degree of implementation of the staff's professional development principle in the transition to a “learning organisation”, within which a learning culture is introduced, which uses the potential of employee development and acts as a competitive advantage of the company. It is emphasised that the purpose of corporate training is to improve the professional level of staff in order to increase their contribution to achieving maximum efficiency of the organisation.

**Key words:** corporate training, staff, professional development, principles of corporate training, corporate educational programme.

**ГОРОХІВСЬКА Тетяна** – доктор педагогічних наук, професор, завідувач кафедри педагогіки та інноваційної освіти, Національний університет «Львівська політехніка», вул. Степана Бандери, 12, м. Львів, 79013, Україна

**ORCID:** <https://orcid.org/0000-0001-5997-4676>

**Researcher ID:** <https://www.webofscience.com/wos/author/record/9028880>

**МУКАН Наталія** – доктор педагогічних наук, професор, професор кафедри педагогіки та інноваційної освіти, Національний університет «Львівська політехніка», вул. Степана Бандери, 12, м. Львів, 79013, Україна

**ORCID:** <https://orcid.org/0000-0003-4396-3408>

**Researcher ID:** <https://www.webofscience.com/wos/author/record/1151955>

**МУКАН Олена** – кандидат економічних наук, доцент, завідувач відділу докторантури та аспірантури, Національний університет «Львівська політехніка», вул. Степана Бандери, 12, м. Львів, 79013, Україна

**ORCID:** <https://orcid.org/0000-0003-0194-4292>

**Researcher ID:** <https://www.webofscience.com/wos/author/record/25912857>

**DOI:** <https://doi.org/10.24919/2413-2039.19/51.2>

**Бібліографічний опис статті:** Горохівська, Т., Мукан, Н., Мукан, О. (2024). Professional development of staff in the context of corporate training. *Людиознавчі студії: Серія «Педагогіка»*. № 19 (51), 18–24, doi: <https://doi.org/10.24919/2413-2039.19/51.2>

## ПРОФЕСІЙНИЙ РОЗВИТОК ПЕРСОНАЛУ У КОНТЕКСТІ КОРПОРАТИВНОГО НАВЧАННЯ

**Анотація.** У статті представлено аналіз особливості професійного розвитку персоналу в умовах корпоративної освіти. Обґрунтовано потребу удосконалення системи корпоративного навчання, як основи для підвищення ефективності та якості професійного розвитку персоналу. Проаналізовано вітчизняну (О. Баніт, А. Волковська, О. Кир'янова, Г. Носуліч та ін.) та зарубіжну (А. Cahir-O'Donnell, T. N. Garavan, E. Hicks, C. Hogan D. McGregor, P. Senge та ін.) науково-педагогічну літературу, присвячену дослідженню сутності та змісту поняття «корпоративне навчання» у широкому та вузькому значеннях, наведено відповідні приклади. Окреслено ключові принципи корпоративної культури «організації, що навчається» (системного мислення, загального бачення, командного навчання, особистої майстерності, когнітивних моделей). Означено, що корпоративне навчання реалізовує цілу низку функцій, що представлені трьома рівнями – суб'єкти корпоративного навчання; організації, для яких корпоративне навчання є інструментом організаційних змін та інновацій; суспільство. Визначено поняття «корпоративне навчання» як організованого в інтересах організації та її співробітників процесу взаємодії тих хто навчає і тих хто навчається, що здійснюється як в середині організації, так і поза нею, спрямованого на вирішення навчальних завдань і забезпечення професійного розвитку персоналу. Розглянуто сутнісні характеристики корпоративного навчання, підкреслено роль особистісного потенціалу персоналу в корпоративному навчанні. При цьому увагу звернено на розгляд факторів, що визначають можливості підвищення якості професійного розвитку персоналу в системі корпоративного навчання. Розглянуто низку завдань, що стоять перед корпоративним навчанням в контексті посилення ефективності професійного розвитку персоналу. Зроблено висновок про те, що сьогодні серед науковців відсутнє єдине бачення сутності поняття «корпоративне навчання», що трактується авторами як засіб досягнення місії організації, підвищення її конкурентоспроможності; найвищий ступінь впровадження принципу професійного розвитку персоналу полягає в переході до «організації, що навчається», в межах якої впроваджується культура навчання, що задіює потенціал розвитку співробітників і виступає конкурентною перевагою компанії. Підкреслено, що призначення корпоративного навчання полягає у підвищенні професійного рівня персоналу з метою збільшення його вкладу у досягнення максимальної ефективності діяльності організації.

**Ключові слова:** корпоративне навчання, персонал, професійний розвиток, принципи корпоративного навчання, корпоративна освітня програма.

**Introduction.** The rapid development of modern science, the expansion of computerization process in all spheres of human activity, the rapid rate of outmodedness of knowledge and technologies, and with them the competences acquired in the process of higher professional education have led to the wide spread of corporate education and training, the expansion of the innovative component of the process of retraining and staff's professional development. At the same time, personnel training for modern corporations is one of the tools for increasing labour efficiency and competitiveness. Corporate education and training contribute to the development of human potential – the driving force of the modern knowledge-based economy. That is why the costs for training and professional development of employees today represent long-term investments in the human capital of organizations. In this regard, the costs of corporate training in progressive companies are on the second place after salary costs, and in the world's leading corporations up to ten percent of working time is devoted to improving the professional level of the staff. In the conditions of constant aspiration of organizations to master a competitive advantage, new methods are developed, tools for effective organization of employee training are improved, which ensures the special topicality of the problem of researching the pedagogical aspects of staff's professional development in the context of corporate education.

**Analysis of recent publications** proves the deep attention of modern foreign and domestic researchers to the problems of corporate education. In particular, among foreign scientists who consider corporate education in the context of systematic organization of development and training in organizations (B. Bell, D. Bourantas, A. D. M. Clarke, R. Dipboye, E. Galanaki, T. N. Garavan, R. R. Haccoun, C. Hogan, S. Kozlowski, R. A. Noe, L. Ryan, A. M. Saks etc.). Among the authors who research corporate training from the point of view of the connection between training and the professional environment there are A. Fuller, W. J. Orlikowski, T. Tikkanen, L. Unwin etc. The problem of corporate education and training development became the subject of study of N. Chhinzer, G. Dessler, B. Fisher-Yoshida, K. D. Geller, G. P. Latham, L. Nadler, I. C. Wasserman, K. N. Wexley etc. M. D. Allen, R. Ashcroft, J. C. Meister, D. H. Treichler, etc. justify in their works the organization of a corporate university as an important form of corporate education.

In the context of our research, the problems studied by domestic scientists are interesting,

namely: the study of the peculiarities of corporate training in the field of professional education and adult education (O. Anishchenko, O. Dubaseniuk, M. Kozak, O. Ogienko, O. Kharchyshina, etc.); outlining the features of corporate education in the conditions of continuous education and lifelong learning (L. Lavrynenko, L. Lukyanova, N. Mukan, N. Nychkalo, V. Savchenko, etc.); the analysis of prospects for training and development of personnel in modern Ukrainian realities (O. Banit, O. Grishnova, I. Zhuk, M. Kryvolapchuk, I. Likarchuk, T. Petrova, etc.); various aspects of corporate university functioning (S. Kurbatov, I. Lytovchenko, I. Shumylo, etc.).

However, despite the wide range of achievements of foreign and domestic researchers working on various areas of development of corporate education implementation, the problem of considering staff's professional development in the context of corporate education until recently required sufficient scientific justification.

**The purpose of the article** is to analyse the features of personnel professional development in the context of corporate education. The purpose is specified in the following tasks: to analyse the scientific and pedagogical literature dedicated to the study of the essence and content of the concept of “corporate training”; to determine the characteristic features, factors affecting the quality of professional development of personnel in the system of corporate education.

**Presentation of the main material.** Today, the task of developing and improving the corporate training system, as a basis for increasing the efficiency and quality of staff's professional development, is becoming extremely topical. It is worth mentioning that the theoretical foundations of corporate training are based on D. McGregor's concept of models of a person's attitude to work (McGregor, 1960), developed in the works of A. Maslow (1943); the theory of organizational development, which became the basis for the concepts of organizational learning and learning systems (Schön, 1987), developed in the late 1970s and since the 1990s developed in the theory of the “learning organization” (Watkins, & Marsick, 1992).

In particular, according to R. Senge (1990), “the one that learns” may be called the organization that creates conditions for training and professional development of all personnel and is in the process of constant self-improvement. At the same time, the author is convinced that learning organization involves the implementation of five key principles that must be deeply rooted in the corporate culture of the organization (see Fig. 1).

At the current stage, a wide palette of various forms and methods of corporate training, as well as a number of scientific approaches to its study, have been developed. Currently, research in the field of corporate training is carried out in the context of a number of scientific areas – in Pedagogy, Psychology, Management, Sociology, etc. At the same time, corporate training is also studied in the sphere of functioning of various organizations, such as small firms, private companies, state institutions, industrial, commercial or educational organizations. All this led to the lack of a unanimous position among researchers regarding the definition of the concept of “corporate learning”.

At the same time, a review of the scientific literature devoted to the problems of the studied concept proves that today the authors in their works simultaneously use such terms as “corporate training”, “staff training”, “professional training”, “training and retraining of personnel”, “industrial training”, etc., which are given a synonymous meaning. In our opinion, the non-identity of the above-mentioned terms is ensured by the fact that, firstly, they operate with different terminology, which reveals the content of training and subjects of training (staff, employees, workers, etc.); secondly, they provide for different learning goals; thirdly, consider corporate learning implemented in various contexts.

In particular, in a broad sense, corporate training covers a number of organizations that are

united in a single corporation, adhere to the same rules, standards of activity, a single corporate culture (that is why personnel training involves a single program, but each organization has the opportunity to bring something authentic to the process of corporate training). At the same time, corporate training is also interpreted as sectoral training, which allows the entire workforce to respond flexibly to the modernization of production.

A. Cahir-O'Donnell, T. N. Garavan, S. Hogan (Garavan et al., 2012) are convinced that corporate learning is “not only about knowledge, but also about skills, ideas, beliefs, values, personal attitudes, habits, feelings, wisdom, common understanding and self-awareness” (p. 18). Instead, R. Bagg, E. Hicks, etc. understand learning in the working environment as “a process during which people, performing their professional tasks and roles, master knowledge, develop abilities, skills and visions that increase personal and organizational effectiveness” (Hicks et al., 2007).

Domestic researchers A. Volkovska and O. Kyryanova define corporate training as “a set of educational activities of the organization, with the help of which qualified retraining of employees takes place, which leads to an increase in the overall productivity of the organization” (Кир’янова, & Волковська, 2017). At the same time, as the most important advantage of the corporate education system, the authors consider the fact that the training of many employees is organized at the same time, the entire team or a

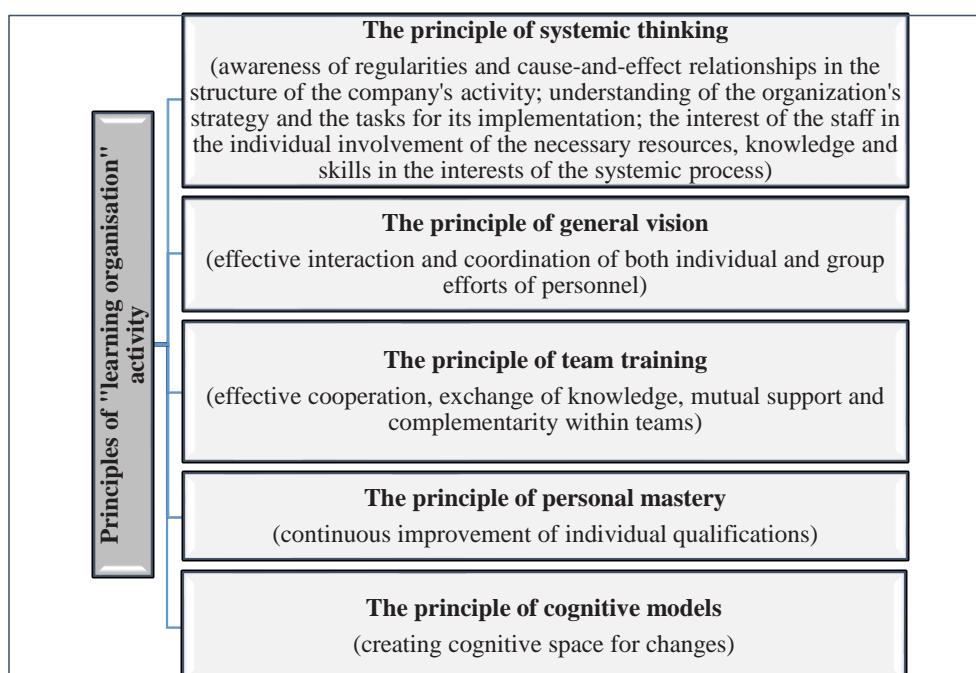


Fig. 1. Principles of “learning organization” activity



significant part of it participates in the training, which in turn saves material and time resources of the organization, ensures its development. We consider the arguments of H. Nosulich (2018), who in her research emphasizes that corporate training is primarily aimed at the development of personnel competencies, since “the training of employees in organizations, companies complements the knowledge acquired in a higher educational institution and provides the ability to adapt to production needs, to perform special functions necessary for the company’s activities” (p. 156).

In our research, we understand the concept of “corporate learning” as a process of interaction between those who teach and those who learn, organized in the interests of the organization and its employees, which is carried out both inside the organization and outside it, aimed at solving educational tasks and ensuring the professional development of staff. Thus, corporate training implements a number of functions related to both the subjects of training and a specific organization, society as a whole.

That is why these functions are divided into three main groups, clustered according to three levels. The first level is presented by the subjects of corporate training, for whom it acts as a guarantee of job retention, revealing abilities, a means of achieving professional development and career growth, expanding social ties, developing creative activity and increasing self-esteem. The second level is represented by the organization itself, for which corporate training is a tool for organizational changes and innovations, replenishment of the workforce, elimination of the gap between the existing competencies of the personnel and modern qualification requirements for the positions necessary for the development of innovative and anticipatory progress of the organization. The third level presented with society, for which corporate training creates conditions for improving labour potential.

Considering the problem of using innovative technologies in the system of corporate personnel training, O. Banit (2014) defines the characteristic features of corporate training: “the members of the organization are involved in the corporate training system, which affects its competitiveness; corporate training is anticipatory in relation to structural changes and renewal; corporate training is motivating and aimed at forming the need to acquire new knowledge, skills, abilities, to realize the need for self-development and self-realization, since the acquired new skills and knowledge provide staff with additional opportunities for professional

development both within the organization and outside it; corporate training is continuous both in the acquisition of knowledge, skills and abilities, and in social and cultural development; the corporate training system is flexible and mobile, able to adapt to constant changes; the purpose of corporate training is the effective transfer of knowledge, which involves their maximum application in real production situations and is expressed in a change in the behaviour of staff, the quality of their activities; corporate learning is innovative or creative” (p. 95).

In addition to the above mentioned, the essential characteristics of corporate training should include targeting and purposefulness (focusing on the organization’s employees), expediency (mastering the competencies required by the company), systematicity, integrity, and involvement in the management system of the organization that is the initiator of the training.

We are convinced that in the methodological principles of creating corporate educational programs, it is significant to take into account the necessary dynamics of the professional development of the organization’s staff, the real pace of development, and the necessary resources for organizing work. These programs are created taking into account the interests of the business as a whole, the interests of individual departments, organizations and employees themselves, since training and development of personnel is a vital tool for their motivation. If previously during the evaluation of an employee, the degree of his qualification (technological knowledge and skills within a certain specialty) was taken into account, today we are talking about competence as the ability to solve problems that arise in the production process, and not only technological ones. At the same time, in recent years, the role of personal potential in education has been increasing, which, in our opinion, is connected with some factors: professional development takes place in the conditions of the absence of a monopoly on information and access to electronic types of communication; the scope of the person’s choice of professional development ways is expanding; the variety of individualized, including alternative forms of training, active learning methods (business games and business simulations, master classes, brainstorming, experienced learning, behavioural modelling, coaching, etc.) is increasing.

In our opinion, the possibilities of improving the quality of professional development of personnel in the corporate training system are determined by such factors as: implementation of own training programs that correspond to the interests

of the company and are focused on the main production groups of employees; strategic and calendar planning of the training process in corporate training centres taking into account the real need for personnel with appropriate qualifications, considering production circumstances and its prospects; use of qualified employees of the organization as teachers; the possibility of using closed (official) information and documentation in the educational process; the possibility of quality control of corporate training by the interested units and personally by the heads of the organization; creation of training and teaching-methodical tools taking into account special requirements, standards, conditions of use in corporate training; the necessary level of professional training of the main contingent of listeners; use of real production and technological equipment of the organization.

It is worth mentioning that for the purpose of professional development of personnel, corporate training is designed to solve a number of tasks, such as: creation of conditions for the development of a creative, independent, socially responsible individual with high professional competence; cultivation of diversity as a basis for the development of intellectual and cultural potential; integration of educational and cultural components, organic combination of training and research; development of a creative environment, support of individualized forms of training, development of self-education and self-education; expansion of the temporal and spatial contexts of educational programs due to information

technologies, familiarization with current directions of science and practice, key figures of global scientific research in the field of the problems being taught; creation of an environment that stimulates staff to take an active life position with regard to a constructive attitude towards themselves, real professional life, realization of personal and creative potential.

**Conclusions.** The analysis of features of personnel professional development in the context of corporate training makes it possible to state that: today, among scientists, there is no unified vision of the essence of the concept of “corporate training”, which is interpreted by the authors as a means of achieving the organization’s mission, increasing its competitiveness, the effectiveness of personnel quality management, and solving strategic and operational problems of organizations, etc.; the highest degree of implementation of the principle of personnel professional development consists in the transition to a “learning organization”, within which a culture of learning is developing, which emphasises the significance of employees’ potential and acts as a competitive advantage of the company. The purpose of corporate training is to increase the professional level of personnel in order to increase their contribution to achieving the maximum efficiency of the organization’s activities.

We consider the clarification of the peculiarities of the mutual influence of corporate culture and training and professional development of the personnel of modern business organizations as prospects for further investigations.

## BIBLIOGRAPHY

1. Баніт О. Корпоративне навчання як інноваційна технологія у системі внутрішньо-фірмової підготовки персоналу. *Педагогічні інновації: ідеї, реалії, перспективи*. 2014. № 1. С. 94–98.
2. Кир’янова О. В., Волковська А. І. Сучасні підходи до організації корпоративного навчання в Україні. *Соціально-трудові відносини: теорія та практика*. 2017. № 1. С. 174–181.
3. Носуліч Г. Корпоративна освіта – підходи до визначення терміну. *Молодь і ринок*. 2018. № 6(161). С. 154–159.
4. Garavan T. N., Hogan C., Cahir-O’Donnell A. *Making Training & Development Work: A “Best Practice” Guide*. Oak Tree Press, 2012. URL: <https://www.scribd.com/book/226427281/Making-Training-Development-Work-A-Best-Practice-Guide>
5. Hicks E., Bagg R., Doyle W., Young J. D. (2007). Canadian accountants: Examining workplace learning. *Journal of Workplace Learning*. 2007. №19(2). P. 61–77.
6. Maslow A. H. A theory of human motivation. *Psychological Review*. 1943. №50(4). P. 370–396.
7. McGregor D. *The human side of enterprise*. New York: McGraw-Hill Book Co, 1960. 246 p.
8. Schön D. *Educating the Reflective Practitioner*. San Francisco: Jossey-Bass, 1987. 345 p.
9. Senge M. P. *The Fifth Discipline: The Art & Practice of The Learning Organization*. New York: Doubleday/Currency, 1990. 424 p.
10. Watkins K., Marsick V. Building the learning organization: a new role for human resource developers. *Studies in Continuing Education*. 1992. № 14(2). P. 115–129.

## REFERENCES

1. Banit, O. (2014). Korporatyvne navchannia yak innovatsiina tekhnolohiia u systemi vnutrishno-firmovoi pidhotovky personalu [Corporate training as an innovative technology in the system of in-house personnel training]. *Pedahohichni innovatsii: idei, realii, perspektyvy, 1*, 94–98 [in Ukrainian].
2. Kyrianova, O. V., & Volkovska, A. I. (2017). Suchasni pidkhody do orhanizatsii korporatyvnoho navchannia v Ukraini [Modern approaches to the organization of corporate training in Ukraine]. *Sotsialno-trudovi vidnosyny: teoriia ta praktyka, 1*, 174–181 [in Ukrainian].
3. Nosulich, H. (2018). Korporatyvna osvita – pidkhody do vyznachennia terminu [Corporate education – approaches to defining the term.]. *Molod i rynek, 6(161)*, 154–159 [in Ukrainian].
4. Garavan, T. N., Hogan, C., & Cahir-O'Donnell, A. (2012). *Making Training & Development Work: A “Best Practice” Guide*. Oak Tree Press. Retrieved from: <https://www.scribd.com/book/226427281/Making-Training-Development-Work-A-Best-Practice-Guide>
5. Hicks, E., Bagg, R., Doyle, W., & Young, J. D. (2007). Canadian accountants: Examining workplace learning. *Journal of Workplace Learning, 19(2)*, 61–77. <https://doi.org/10.1108/13665620710728457>
6. Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, 50(4)*, 370–396. <https://doi.org/10.1037/h0054346>
7. McGregor, D. (1960). *The human side of enterprise*. New York : McGraw-Hill Book Co.
8. Schön, D. (1987). *Educating the Reflective Practitioner*. San Francisco: Jossey-Bass
9. Senge, M. P. (1990). *The Fifth Discipline: The Art & Practice of The Learning Organization*. New York: Doubleday/Currency
10. Watkins, K. & Marsick, V. (1992). Building the learning organization: a new role for human resource developers. *Studies in Continuing Education, 14(2)*, 115–129. <https://doi.org/10.32014/2020.2518-1467.30>