

СЕКЦІЯ 6
КІЛЬКІСНІ ТА ЯКІСНІ АСПЕКТИ РОЗВИТКУ
ЛЮДСЬКОГО ПОТЕНЦІАЛУ В КОНТЕКСТІ
ІННОВАЦІЙНО-ІНВЕСТИЦІЙНИХ ТРАНСФОРМАЦІЙ

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**PERSONNEL TRAINING AND DEVELOPMENT PRACTICES AS AN
INNOVATIVE DEVELOPMENT FACTOR OF AN ORGANIZATION**

The need to develop the national economy following the direction of trends common to all mankind forces the researchers and practitioners in the field of management to find new technologies, the use of which might be useful to achieve the goals set. In this context, stimulating the innovative activity of a company can be considered as one of the important goals. Innovation is a driving force of modern economic development, but innovations do not arise out of nowhere, on their own, but are generated and put into practice by individual employees or groups of employees.

Human resources are considered to be the main sources of values, economic growth and sustainable competitive advantage [Praha-lad, Hamel, 1990; Barney, 1991; Pfeffer, 1994]. Today, ideas, innovations and creativity are recognized as the most important economic resources, because, eventually, creativity is what is intended to increase productivity and, consequently, the standard of living. Therefore, to survive, adapt, and gain competitive advantage, organizations need to unleash their employees' innate creative potential because employees' creative ideas can be used as building blocks for organizational innovation, change, and competitiveness [Amabile, 1988; Woodman, Sawyer, Griffin, 1993; Zhou, George, 2003].

The ability of an organization to create, manage, and maintain knowledge inside the organization leads to the generation of innovations [Nonaka, Takeuchi, 1995]. Thus, enhancing the level of knowledge of employees, as well as the conditions created for the enhancement, is a factor of innovative activity. The knowledge of employees is mainly enhanced through the personnel training system. The question that has to be answered is: are all methods and programs effective in innovatively active companies? We think that not all approaches to teaching are equally effective.

The literature on management presents two approaches to employee training and development. The first one - the narrow-based approach in this field is attributed to traditional teaching practices - lectures, seminars and trainings. This direction is characterized by the following key terms - "education", "training", "knowledge acquisition". The second approach is systemic in nature and considers the issues of personnel training and development from the perspective of a comprehensive understanding of employee awareness and behavior change using various methods and tools [Джой-Меттьюз, Меггинсон, Сюрте, 2006]. The key definitions used include: "releasing hidden capabilities and potential", "perfection and enhancement of the way an object is organized", "putting into practice the potential capabilities", "consistent movement towards a more perfect, complex and developed state" [Джой-Меттьюз, Меггинсон, Сюрте, 2006]. In addition, the innovative activity of employees is a manifestation of individual abilities. Its activation, implementation and directing into the final product or service is a function of the work environment or contextual variables that can participate in stimulating and supporting innovative activity [Amabile et al., 1996; Lubar, 1999; Shalley, Zhou, Oldham, 2004]. Thus, the training system, according to a broad-based approach, is able to influence the creativity of employees by changing the organizational culture and climate, promoting leadership in the field of innovative development, work planning, contributing to a strategy of maximum involvement of staff in the organization and its innovative development.

It is clear that it is the latter approach that meets the requirements of management in a modern knowledge-based innovative economy.

The philosophy of a broad-based approach to the learning system in an organization is similar to that of a learning organization, i.e. an organization in which continuous learning takes place at the system level to create and manage knowledge, resulting in improvements in the organization's performance as measured by financial and non-financial intellectual indicators [Watkins, Marsick, 1996; 1997].

The purpose of this study is to develop a model of the relationship between the practices of personnel training and innovative activity of companies on the basis of theoretical analysis of characteristics of a learning organization and the own pilot empirical study.

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ЛЮДСЬКИЙ ПОТЕНЦІАЛ В УМОВАХ СУЧАСНИХ ВИКЛИКІВ

Трансформаційні зміни світової економіки визначаються сьогодні інтелектуальною активністю індивідів, великих та малих компаній, держав, які забезпечують продукування нових ідей, що комерціалізуються в інновації. Перехід до економіки знань та інформаційного суспільства, стрімке поширення процесів невизначеності та волатильності змінює цінність ресурсів та технологій, визначає нові вектори управління й забезпечується зростанням ролі людського потенціалу та його активів, які є ґрунтовною основою сучасних інноваційних змін. Людський потенціал є одним із визначальних елементів розвитку національної економіки та якісною передумовою переходу до її інноваційної моделі, оскільки забезпечує генерування знань, трансформацію їх у інновації, їх капіталізацію й комерціалізацію. Саме тому беззаперечним є пріоритетне місце людини в системі сучасного соціально-економічного розвитку, триєдина роль якої визначається як джерело національного багатства, його частина і мета суспільного розвитку. Важливою також є вирішальна та зростаюча роль людини як носія творчості і креативу в контексті продукування інновацій [1].

Початок 2020 року ознаменувався появою нової загрози світовій економіці, якій пророкували чергову кризу ще в перебігу попередніх двох років. Більшість країн світу відчули на собі згубний вплив COVID-19. Стрімке поширення пандемії одну за одною стали паралізувати національні