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GAO FEI

THESIS


**THE DEVELOPMENT OF HR MANAGERS’
 PSYCHOLOGICAL AND PEDAGOGICAL COMPETENCE
 IN THE FRAMEWORK OF CORPORATE TRAINING**

011 Educational, pedagogical sciences

01 Education / Pedagogy

submitted for the degree of Doctor of Philosophy

The thesis contains the results of my own research. The use of ideas, results and texts of other authors have references to the relevant sources

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ABSTRACT

Gao Fei. The development of HR managers' psychological and pedagogical competence in the framework of corporate training. – Qualification research paper as a manuscript.

The thesis for the degree of Doctor of Philosophy in the specialty 011 – Educational, pedagogical sciences. – Lviv Polytechnic National University. – Lviv, 2024.

Research topicality. At the beginning of the 21st century, in the business environment, special attention is drawn to the problem of human capital development, which is considered one of the business advantages of modern companies. HR management is an art and a science at the same time, as it is aimed both at the development of the company as a whole and the development of each employee in particular. HR management involves ensuring balance and harmony in professional activities, which has a positive effect on increasing labour productivity and achieving the company's defined results. Undoubtedly, an important role in this process is played by HR managers, who are called to organize a professional environment characterized by minimizing employee turnover, constructive communication, professional training and development on a continuous basis, etc. This requires careful initial professional training of HR managers and their professional development in the framework of corporate training.

Currently, the professional competence of HR managers, the peculiarities of its development during initial professional training, as well as the possibilities of its further development in the framework of corporate training are among the topical issues discussed by theorists and practitioners. Since HR managers work directly with the company's personnel, there is a need to develop their psychological and pedagogical competence. This competence is an integrative component of their professional competence, includes knowledge and abilities to use achievements and knowledge in the field of Psychology and Pedagogy for the purpose of establishing constructive communication and support, advising employees on opportunities for

professional development, organizing corporate training, etc.

In Ukraine and the People's Republic of China, the initial professional training of HR managers is carried out in institutions of higher education, which is regulated by the relevant regulatory documents (Ministry of Education of People's Republic of China, 1995, 1998, 2013, 2018, 2019, 2020a, 2020b, 2023; Ministry of human resources and social security People's Republic of China, 2022; The State Council of People's Republic of China, 2016, 2018, 2019a, 2019b; Верховна рада України, 2014, 2017; Міністерство освіти і науки України, 2018, 2019, 2021) etc.

The problem of professional training of modern specialists, in particular managers and HR managers, is considered by scientists who are representatives of various fields of knowledge: Pedagogy, Psychology, and management. The analysis of scientific literature confirms that various aspects of managers and HR managers' professional training in the system of higher education have been studied today:

- the theories, concepts, ideas of modern education and training (Akmal, 2023; Aslan, 2017; Baker, Hope, & Karandjeff, 2009; Berns, & Erickson, 2001; Chuang, 2021; Good, Hughes, Kirca, & McGrath, 2022; Hajar, 2021; Kelly, Garbacz, & Albers, 2020; Klein, 2018; Knowles, 1980; Land, 2012; Li, 2010; Mayer, Caruso, & Salovey, 2016; Tennant, 2020);

- the methodological approaches used in modern education: competency-based approach (Alt, Naamati-Schneider, & Weishut, 2023; Chappell, Gonczi, & Hager, 2020; Farahni, Ghorbanizadeh, Taghi Taghavifard, & Rangriz, 2021; Lišková, & Tomšík, 2013; Marx, & de Swardt, 2023; Mukan, Chubinska, & Zhongjun, 2023; Škrinjarić, 2022); activity-based approach (Anwer, 2019; Mishra, Bakhronova, & Djalilova, 2023; Noreen, & Rana, 2019; Пометун, 2021); systematic approach (Chen, Pavlova, & Ramos, 2021; Dymock, & Tyler, 2018; Lamanuskas, 2023), etc.;

- the systems, practices and strategies of training: personalized learning (Blanchard, & Thacker, 2023; Cavanagh, 2014; Cevikbas, & Kaiser, 2022; Mötteli, Grob, Pauli, Reusser, & Stebler, 2023; Xu, Hong, Zhang, Jiang, & Liu, 2023); collaborative active learning (Chang-Tik, Kidman, & Tee, 2022; van Dam, 2017);

contextual teaching and learning (Hakim, & Sari, 2022; Hyun, Wijayanti, Asbari, & et al., 2020; Indrayati, & Kuni, 2022; Naziah, Caska, Nas, & Indrawati, 2020; Ruto, Mema, Nduru, & Ota, 2021);

– general and professional competences of managers and HR managers (Kolot, Lopushniak, Kravchuk, Varis, & Ryabokon, 2022; Meyers, van Woerkom, Paauwe, & Dries, 2020; Oleksenko, 2015; van den Berg, Stander, & van der Vaart, 2020; Дорошенко, 2020; Дубінський, 2015; Заграй, 2021; Кобець, 2021; Кожан, 2013; Цигилик, & Лучків, 2020);

– the development of psychological and pedagogical competence of a modern specialist (Lukiianchuk, Kharahirlo, Sakhno, Tataurova-Osyka, & Stadnik, 2022; Гомонюк, 2020; Горохівська, 2017; Ждан, Бобирьов, Білаш, & Беляєва, 2017; Іващенко, 2021; Красильник, 2010; Півень, 2014; Садовенко, 2019; Стасюк, & Толок, 2012).

In the context of our research, the publications highlighting the peculiarities of: human capital development (Asana, Sudipa, & Putra, 2021; Chen, 2022); human resource management (Armstrong, 2009; Buckley, Wheeler, Baur, & Halbesleben, 2023; Burke, & Morley, 2023; Cheng, 2021; Cooke, Schuler, & Varma, 2020; Fenech, 2022; Gupta, Khang, Somani, Dixit, & Pathak, 2023; Hongal, & Kinange, 2020; Joo, & Ready, 2012; Jordan, & Troth, 2021; Khang, Rani, Gujrati, Uygun, & Gupta, 2023; Mansaray, 2019; Shayah, & Sun, 2018; Балановська, Михайліченко, & Троян, 2020); continuous professional development (Beltman, 2009; Forde, McMahon, McPhee, & Patrick, 2006; Hanif, & Ameer, 2013; Khan, & Siddiqui, 2023; Manoharan, Dissanayake, Pathirana, Deegahawature, & Silva, 2023; McAdams, & Olson, 2010; Ukko, Hildén, Saunila, & Tikkamäki, 2017); corporate training as an element of corporate culture of modern companies (Angelova, 2019; Lorincová, Miklošik, & Hitka, 2022; Molenaar, Brown, Caile, & Smith, 2002; Nosulich, Mukan, & Mukan, 2020; Paine, 2021; Peters, & Waterman, 2006; Sæbø, & Midtsundstad, 2022; Schuchmann, & Seufert, 2015; Shamsudin, & Velmurugan, 2023; Suen, Cheung, Wang, & Hui, 2022; Tian, Tang, & Tse, 2022; Žur, & Friedl, 2021; Баніт, 2014; Бондар, & Дороніна, 2018; Збрицька, 2013; Кир'янова, 2018;

Литовченко, 2015; Хілуха, 2021b; Ярмолюк, Хлуп'янець, & Яблонська, 2020) are of particular interest.

Having processed the research literature, having analysed the experience of higher education institutions regarding the development of HR managers' psychological and pedagogical competence as well as experience of modern companies, we determined *the contradictions* between: the need for the development of psychological and pedagogical competence of HR managers and the insufficient level of research on its theoretical justification; the requirements of employers for HR managers' psychological and pedagogical competence, inadequate level of its formation in the framework of initial professional training and the need to ensure the appropriate pedagogical conditions for its development in the framework of corporate training; the necessity of its development in the framework of corporate training and insufficient level of methodical support for the development of psychological and pedagogical competence in the framework of corporate training.

The results of the scientific and pedagogical literature analysis, the real need to systematize the practice of HR managers' psychological and pedagogical competence development, as well as the identified contradictions that need to be resolved, determined the choice of the research topic: "The development of HR managers' psychological and pedagogical competence in the framework of corporate training".

The corporate training of HR managers is **the research object**.

The pedagogical conditions of HR managers' psychological and pedagogical competence development in the framework of corporate training is **the research subject**.

The research aim is as following: to determine, substantiate and experimentally verify the pedagogical conditions of HR managers' psychological and pedagogical competence development in the framework of corporate training.

In order to achieve the research aim, **the objectives** that need to be solved have been identified:

- 1) to study the development of psychological and pedagogical competence of HR managers in the framework of corporate training as a scientific and pedagogical problem and substantiate its essence and structure;
- 2) to determine criteria, indicators and levels of HR managers' psychological and pedagogical competence development in the framework of corporate training;
- 3) to substantiate the pedagogical conditions, the implementation of which allows to ensure positive dynamics in the levels of HR managers' psychological and pedagogical competence development in the framework of corporate training;
- 4) to develop professional development program for HR managers' psychological and pedagogical competence development in the framework of corporate training;
- 5) to organize a pedagogical experiment with the aim of checking the effectiveness of substantiated pedagogical conditions of HR managers' psychological and pedagogical competence development in the framework of corporate training.

The scientific novelty of the obtained results lies in the fact that *for the first time* the pedagogical conditions of HR managers' psychological and pedagogical competence development in the framework of corporate training (encouraging HR managers to develop psychological and pedagogical competence; organization of contextual teaching and learning to gain experience in the implementation of HR managers' psychological and pedagogical competence; using the potential of reflective practices; the development and implementation of professional development program for HR managers' psychological and pedagogical competence development in the framework of corporate training) have been substantiated and their effectiveness have been experimentally verified; *the concepts* "professional competence", "HR manager's psychological and pedagogical competence", "corporate training", and the content of the component structure of HR manager's psychological and pedagogical competence; tools for diagnosis of developmental state of HR manager's psychological and pedagogical competence

have been specified and concretized; the content of the professional development program for HR managers has been improved, with the aim of developing their psychological and pedagogical competence; the theses on the use of the potential of corporate training have been further developed.

The practical significance of the research lies in the fact that the professional development program for HR managers has been developed and implemented, with the aim of developing their psychological and pedagogical competence. The seminar “Psychological and pedagogical competence of HR manager: theoretical aspects and practical application”, training “Encouraging HR managers to develop psychological and pedagogical competence”, “Reflective practices in professional development”, project “The development of corporate training program”, team building & teamwork activities as well as role-playing & business games have been developed and implemented in the framework of HR managers’ corporate training.

The main research materials, educational and methodological support can be used by university teachers to improve the training of future HR managers in institutions of higher education. The materials of thesis are recommended for the improvement of the content of the following courses: “Professional Pedagogy”, “Recruitment and adaptation of personnel”, “Training and development of personnel”.

The theses, materials and conclusions can be used by scientists for further research.

The structure and volume of the thesis. The thesis consists of an introduction, three chapters, conclusions to each chapter, general conclusions, references, which include 313 items, as well as 12 appendices. The total volume of the thesis is 276 pages, the main text covers 186 pages. The thesis contains 18 tables and 23 figures.

In the **Introduction** we present the justification of research topicality; indicate the relation of this thesis to scientific programs, plans, and themes; determine the research object, subject, aim and objectives, hypothesis, as well as research methods;

outline scientific novelty and practical significance of the obtained results, the approbation and implementation of research results; indicate the personal contribution in co-authored publications; present the structure and volume of the thesis.

In **Chapter 1** “The development of HR managers’ psychological and pedagogical competence in the framework of corporate training as a scientific and pedagogical problem” the main concepts and categories of research are clarified; the content and structure of HR managers’ psychological and pedagogical competence are justified; the modern practice of HR managers’ psychological and pedagogical competence development is analysed.

In **Chapter 2** “The scientific and methodical principles of HR managers’ psychological and pedagogical competence development in the framework of corporate training” the research methodology is presented; criteria, indicators and levels of HR managers’ psychological and pedagogical competence development are determined and characterised; the results of diagnostics of HR managers’ psychological and pedagogical competence development are presented; the pedagogical conditions for HR managers’ psychological and pedagogical competence development in the framework of corporate training are determined and substantiated.

In **Chapter 3** “The verification of the efficiency of pedagogical conditions of HR managers’ psychological and pedagogical competence development in the framework of corporate training” we present the program and methods of experimental research, describe the implementation of pedagogical conditions for HR managers’ psychological and pedagogical competence development in the framework of corporate training as well as interpret the results of effectiveness verification of pedagogical conditions of HR managers’ psychological and pedagogical competence development in the framework of corporate training.

The prospects of further pedagogical research are defined.

Keywords: professional competence, psychological and pedagogical competence, professional development, diagnostics, criteria and indicators,

corporate training, HR manager, pedagogical conditions, personnel motivation, contextual teaching and learning, reflective practices, pedagogical experiment, training, seminar, role-playing and business games, team building and team work, portfolio, project.

АНОТАЦІЯ

Гао Фей. Розвиток психолого-педагогічної компетентності HR менеджерів в умовах корпоративного навчання. – Кваліфікаційна наукова праця на правах рукопису.

Дисертація на здобуття наукового ступеня доктора філософії за спеціальністю 011 Освітні, педагогічні науки. – Національний університет «Львівська політехніка». – Львів, 2024.

Актуальність та доцільність дослідження. На початку 21-го століття у бізнес-середовищі особлива увага привернена до проблеми розвитку людського капіталу, який вважається однією із бізнес-переваг сучасних компаній. Управління персоналом є мистецтвом та науковою водночас, оскільки спрямоване як на розвиток компанії в цілому, так і розвиток кожного працівника зокрема. Управління персоналом передбачає забезпечення балансу та гармонії у професійній діяльності, що позитивно впливає на збільшення продуктивності праці та досягнення визначених результатів компанії. Безперечно, важливу роль у цьому процесі відіграють HR менеджери, покликані організувати професійне середовище, якому притаманна мінімізація плинності працівників, конструктивна комунікація, професійне навчання і розвиток на неперервній основі тощо. Це вимагає ретельної початкової підготовки HR managers та професійного розвитку в умовах корпоративного навчання.

Нині серед актуальних питань, що обговорюються теоретиками та практиками, є професійна компетентність HR менеджерів, особливості її розвитку під час початкової професійної підготовки, а також можливості вдосконалення в умовах корпоративного навчання. Оскільки HR менеджери

безпосередньо працюють із персоналом компанії, постає потреба у розвитку їхньої психолого-педагогічної компетентності. Ця компетентність є інтегративною складовою їхньої професійної компетентності, охоплює знання та уміння послуговуватися здобутками і знаннями у галузі психології та педагогіки з метою налагодження конструктивної комунікації і підтримки, консультування працівників щодо можливостей професійного розвитку, організації корпоративного навчання тощо.

В Україні та Китайській Народній Республіці початкова підготовка HR менеджерів здійснюється у закладах вищої освіти, що регулюється відповідними нормативними документами (Ministry of Education of People's Republic of China, 1995, 1998, 2013, 2018, 2019, 2020a, 2020b, 2023; Ministry of human resources and social security People's Republic of China, 2022; The State Council of People's Republic of China, 2016, 2018, 2019a, 2019b; Верховна рада України, 2014, 2017; Міністерство освіти і науки України, 2018, 2019, 2021) тощо.

Проблема професійної підготовки сучасних фахівців, зокрема менеджерів та HR менеджерів розглядається науковцями, що є представниками різних галузей знань: педагогіка, психологія, менеджмент. Аналіз наукової літератури засвідчує, що на сьогодні досліджено різноманітні аспекти професійної підготовки менеджерів та HR менеджерів у системі вищої освіти:

- теорії, концепції, ідеї сучасної освіти та навчання (Akmal, 2023; Aslan, 2017; Baker, Hope, & Karandjeff, 2009; Berns, & Erickson, 2001; Chuang, 2021; Good, Hughes, Kirca, & McGrath, 2022; Hajar, 2021; Kelly, Garbacz, & Albers, 2020; Klein, 2018; Knowles, 1980; Land, 2012; Li, 2010; Mayer, Caruso, & Salovey, 2016; Tennant, 2020);

- методологічні підходи, що використовуються у сучасній освіті: компетентнісний підхід (Alt, Naamati-Schneider, & Weishut, 2023; Chappell, Gonczi, & Hager, 2020; Farahni, Ghorbanizadeh, Taghi Taghavifard, & Rangriz, 2021; Lišková, & Tomšík, 2013; Marx, & de Swardt, 2023; Mukan, Chubinska, &

Zhongjun, 2023; Škrinjarić, 2022); діяльнісний підхід (Anwer, 2019; Mishra, Bakhronova, & Djalilova, 2023; Noreen, & Rana, 2019; Пометун, 2021); системний підхід (Chen, Pavlova, & Ramos, 2021; Dymock, & Tyler, 2018; Lamanauskas, 2023) тощо;

– системи, практики, стратегії навчання: персоналізоване навчання (Blanchard, & Thacker, 2023; Cavanagh, 2014; Cevikbas, & Kaiser, 2022; Mötteli, Grob, Pauli, Reusser, & Stebler, 2023; Xu, Hong, Zhang, Jiang, & Liu, 2023); колегіальне активне навчання (Chang-Tik, Kidman, & Tee, 2022; van Dam, 2017); контекстне викладання і навчання (Hakim, & Sari, 2022; Hyun, Wijayanti, Asbari, & et al., 2020; Indrayati, & Kuni, 2022; Naziah, Caska, Nas, & Indrawati, 2020; Ruto, Mema, Nduru, & Ota, 2021);

– загальні та професійні компетентності менеджерів та HR менеджерів (Kolot, Lopushniak, Kravchuk, Varis, & Ryabokon, 2022; Meyers, van Woerkom, Paauwe, & Dries, 2020; Oleksenko, 2015; van den Berg, Stander, & van der Vaart, 2020; Дорошенко, 2020; Дубінський, 2015; Заграй, 2021; Кобець, 2021; Кожан, 2013; Цигилик, & Лучків, 2020);

– розвиток психолого-педагогічної компетентності сучасного фахівця (Lukiianchuk, Kharahirlo, Sakhno, Tataurova-Osyka, & Stadnik, 2022; Гомонюк, 2020; Горохівська, 2017; Ждан, Бобирьов, Білаш, & Беляєва, 2017; Іващенко, 2021; Красильник, 2010; Півень, 2014; Садовенко, 2019; Стасюк, & Толок, 2012).

У контексті нашого дослідження особливий інтерес становлять публікації, що висвітлюють особливості: розвитку людського капіталу (Asana, Sudipa, & Putra, 2021; Chen, 2022); управління людськими ресурсами (Armstrong, 2009; Buckley, Wheeler, Baur, & Halbesleben, 2023; Burke, & Morley, 2023; Cheng, 2021; Cooke, Schuler, & Varma, 2020; Fenech, 2022; Gupta, Khang, Somani, Dixit, & Pathak, 2023; Hongal, & Kinange, 2020; Joo, & Ready, 2012; Jordan, & Troth, 2021; Khang, Rani, Gujrati, Uygun, & Gupta, 2023; Mansaray, 2019; Shayah, & Sun, 2018; Балановська, Михайліченко, & Троян, 2020); неперервного професійного розвитку (Beltman, 2009; Forde, McMahon,

McPhee, & Patrick, 2006; Hanif, & Ameen, 2013; Khan, & Siddiqui, 2023; Manoharan, Dissanayake, Pathirana, Deegahawature, & Silva, 2023; McAdams, & Olson, 2010; Ukko, Hildén, Saunila, & Tikkamäki, 2017); корпоративного навчання як елементу корпоративної культури сучасних компаній (Angelova, 2019; Lorincová, Miklošik, & Hitka, 2022; Molenaar, Brown, Caile, & Smith, 2002; Nosulich, Mukan, & Mukan, 2020; Paine, 2021; Peters, & Waterman, 2006; Sæbø, & Midsundstad, 2022; Schuchmann, & Seufert, 2015; Shamsudin, & Velmurugan, 2023; Suen, Cheung, Wang, & Hui, 2022; Tian, Tang, & Tse, 2022; Žur, & Friedl, 2021; Баніт, 2014; Бондар, & Дороніна, 2018; Збрицька, 2013; Кир'янова, 2018; Литовченко, 2015; Хілуха, 2021b; Ярмолук, Хлуп'янець, & Яблонська, 2020).

Опрацювавши наукову літературу, проаналізувавши досвід закладів вищої освіти щодо розвитку психолого-педагогічної компетентності HR менеджерів, а також досвід сучасних компаній, ми визначили суперечності між: необхідністю розвитку психолого-педагогічної компетентності HR менеджерів, та недостатнім рівнем дослідженості її теоретичного обґрунтування; вимогами роботодавців щодо психолого-педагогічної компетентності HR менеджерів, недостатнім рівнем її сформованості в контексті початкової професійної підготовки та необхідністю забезпечення відповідних педагогічних умов для її розвитку в умовах корпоративного навчання; необхідністю її розвитку в умовах корпоративного навчання та недостатнім рівнем методичної підтримки розвитку психолого-педагогічної компетентності в умовах корпоративного навчання.

Результати аналізу науково-педагогічної літератури, реальна потреба у систематизації практики розвитку психолого-педагогічної компетентності HR менеджерів, а також виявлені суперечності, які потребують вирішення, зумовили вибір теми дослідження: «Розвиток психолого-педагогічної компетентності HR менеджерів в умовах корпоративного навчання».

Об'єкт дослідження – корпоративне навчання HR менеджерів.

Предмет дослідження – педагогічні умови розвитку психолого-педагогічної компетентності HR менеджерів в умовах корпоративного

навчання.

Мета дослідження: визначити, обґрунтувати та експериментально перевірити педагогічні умови розвитку психолого-педагогічної компетентності HR менеджерів в умовах корпоративного навчання.

Для досягнення мети дослідження, визначено **завдання**, які необхідно розв'язати:

1) дослідити розвиток психолого-педагогічної компетентності HR менеджерів в умовах корпоративного навчання як науково-педагогічну проблему та обґрунтувати її зміст і структуру;

2) визначити критерії, показники та рівні розвитку психолого-педагогічної компетентності HR менеджерів в умовах корпоративного навчання;

3) обґрунтувати педагогічні умови, впровадження яких дозволить забезпечити позитивний вплив на рівні розвитку психолого-педагогічної компетентності HR менеджерів в умовах корпоративного навчання;

4) розробити програму професійного розвитку щодо розвитку психолого-педагогічної компетентності HR менеджерів в умовах корпоративного навчання;

5) організувати педагогічний експеримент з метою перевірки ефективності обґрунтованих педагогічних умов розвитку психолого-педагогічної компетентності HR менеджерів в умовах корпоративного навчання.

Наукова новизна одержаних результатів полягає в тому, що *вперше* обґрунтовано педагогічні умови розвитку психолого-педагогічної компетентності HR менеджерів в умовах корпоративного навчання (стимулювання HR менеджерів до розвитку психолого-педагогічної компетентності; організація контекстного викладання та навчання для набуття досвіду реалізації психолого-педагогічної компетентності HR менеджерів; використання потенціалу рефлексивних практик; розробка та впровадження програми професійного розвитку для HR менеджерів з метою розвитку

психолого-педагогічної компетентності в умовах корпоративного навчання) та експериментально перевірено їх ефективність; *уточнено* зміст понять «професійна компетентність», «психолого-педагогічна компетентність HR менеджера», «корпоративне навчання», а також зміст компонентної структури психолого-педагогічної компетентності HR менеджера, інструментарій діагностики стану розвитку психолого-педагогічної компетентності HR менеджера; *удосконалено* зміст програми професійного розвитку HR менеджерів з метою розвитку їхньої психолого-педагогічної компетентності; *подальшого розвитку набули* положення про використання потенціалу корпоративного навчання.

Практичне значення дослідження полягає в тому, що розроблено та впроваджено програму професійного розвитку HR менеджерів з метою розвитку їхньої психолого-педагогічної компетентності. Розроблено та проведено в умовах корпоративного навчання HR менеджерів семінар «Психолого-педагогічна компетентність HR менеджера: теоретичні аспекти та практичне застосування», тренінг «Стимулювання HR менеджерів до розвитку психолого-педагогічної компетентності», «Рефлексивні практики професійного розвитку», проєкт «Розробка програми корпоративного навчання», діяльність щодо створення команди та командної роботи, а також рольові і ділові ігри.

Основні матеріали дослідження, навчально-методичне забезпечення можуть бути використані викладачами для вдосконалення підготовки майбутніх HR менеджерів у закладах вищої освіти. Матеріали дисертації рекомендовані для удосконалення змісту таких курсів: «Професійна педагогіка», «Рекрутинг та адаптація персоналу», «Навчання і розвиток персоналу».

Положення, матеріали та висновки можуть бути використані науковцями для подальших досліджень.

Структура та обсяг дисертації. Дисертація складається зі вступу, трьох розділів, висновків до кожного розділу, загальних висновків, переліку

використаних джерел, що налічує 313 найменувань, а також 12 додатків. Загальний обсяг дисертації становить 276 сторінок, із них основного тексту – 186 сторінок. Дисертація містить 18 таблиць і 23 рисунки.

У **Вступі** представлено обґрунтування актуальності дослідження; вказано на зв'язок дисертації з науковими програмами, планами, темами; визначено об'єкт дослідження, предмет, мету і завдання, гіпотезу, а також методи дослідження; окреслено наукову новизну та практичне значення одержаних результатів, апробацію та впровадження результатів дослідження; вказано особистий внесок у публікаціях, що написані у співавторстві; подано інформацію про структуру та обсяг дисертації.

У **Розділі 1** «Розвиток психолого-педагогічної компетентності HR менеджерів в умовах корпоративного навчання як науково-педагогічна проблема» подано трактування основних понять і категорій дослідження; обґрунтовано зміст і структуру розвитку психолого-педагогічної компетентності HR менеджерів; виконано аналіз сучасної практики розвитку психолого-педагогічної компетентності HR менеджерів.

У **Розділі 2** «Науково-методичні засади розвитку психолого-педагогічної компетентності HR менеджерів в умовах корпоративного навчання» представлено методологію дослідження; визначено та охарактеризовано критерії, показники та рівні розвитку психолого-педагогічної компетентності HR менеджерів; представлено результати діагностики розвитку психолого-педагогічної компетентності HR менеджерів; визначено та обґрунтовано педагогічні умови розвитку психолого-педагогічної компетентності HR менеджерів в умовах корпоративного навчання.

У **Розділі 3** «Перевірка ефективності педагогічних умов розвитку психолого-педагогічної компетентності HR менеджерів в умовах корпоративного навчання» презентовано програму та методiku експериментального дослідження, описано впровадження педагогічних умов розвитку психолого-педагогічної компетентності HR менеджерів в умовах

корпоративного навчання, а також представлено інтерпретацію результатів перевірки ефективності педагогічних умов розвитку психолого-педагогічної компетентності HR менеджерів в умовах корпоративного навчання.

Визначено перспективи подальших педагогічних досліджень.

Ключові слова: професійна компетентність, психолого-педагогічна компетентність, професійний розвиток, діагностика, критерії та показники, корпоративне навчання, HR менеджер, педагогічні умови, мотивування персоналу, контекстне навчання, рефлексивні практики, педагогічний експеримент, тренінг, семінар, рольові та ділові ігри, тім-білдинг та командна робота, портфоліо, проєкт.

List of author's publications

Publications in which the main scientific results of the thesis are published

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1. Gao, F. (2023a). Modern practice of HR-managers' psychological and pedagogical competence formation. *Академічні візії*, 24. Retrieved from: <https://academy-vision.org/index.php/av/article/view/631>
2. Gao, F. (2023b). The formation of HR-managers' psychological and pedagogical competence in the framework of corporate training: the main concepts and categories of research. *Академічні візії*, 23. Retrieved from: <https://academy-vision.org/index.php/av/article/view/629/566>
3. Mukan, N., & Gao, F. (2023c). Contextual teaching and learning for HR managers' psychological and pedagogical competence development within the framework of corporate training. *Педагогічні науки: теорія, історія, інноваційні технології*, 8-9(132-133), 138-146. (*the author's contribution: the characteristic of contextual teaching and learning for HR managers' psychological and pedagogical competence development*)
4. Mukan, N., & Gao, F. (2023d). Encouraging HR managers to develop psychological and pedagogical competence within the framework of corporate

training. *Педагогічні науки: теорія, історія, інноваційні технології*, 10(134), 18-27. (the author's contribution: the justification of encouraging HR managers to develop psychological and pedagogical competence within the framework of corporate training)

5. Mukan, N., & Gao, F. (2024). The use of reflective practices for HR managers' psychological and pedagogical competence development within the framework of corporate training. *Педагогіка формування творчої особистості у вищій і загальноосвітній школах*, 92, 185-188. (the author's contribution: the justification of the use of reflective practices for HR managers' psychological and pedagogical competence development within the framework of corporate training)

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6. Gao, F. (2023). The specificity of pedagogical research organization. *Професійний розвиток педагога в умовах інтеграції до європейського освітнього простору: міжнародна академічна та професійна / професійно – педагогічна мобільність: матеріали II Міжнародної науково-практичної конференції (Національний університет «Львівська політехніка»)* (м. Львів, 21 вересня 2023 року); за ред. Т. М. Горохівської, Ю. М. Козловського, О. М. Ієвлева, М. Ф. Криштановича, О. Якимець; за заг. ред. О. М. Ієвлева. (с. 120-122). Львів.

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INTRODUCTION

Research topicality. At the beginning of the 21st century, in the business environment, special attention is drawn to the problem of human capital development, which is considered one of the business advantages of modern companies. HR management is an art and a science at the same time, as it is aimed both at the development of the company as a whole and the development of each employee in particular. HR management involves ensuring balance and harmony in professional activities, which has a positive effect on increasing labour productivity and achieving the company's defined results. Undoubtedly, an important role in this process is played by HR managers, who are called to organize a professional environment characterized by minimizing employee turnover, constructive communication, professional training and development on a continuous basis, etc. This requires careful initial professional training of HR managers and their professional development in the framework of corporate training.

Currently, the professional competence of HR managers, the peculiarities of its development during initial professional training, as well as the possibilities of its further development in the framework of corporate training are among the topical issues discussed by theorists and practitioners. Since HR managers work directly with the company's personnel, there is a need to develop their psychological and pedagogical competence. This competence is an integrative component of their professional competence, includes knowledge and abilities to use achievements and knowledge in the field of Psychology and Pedagogy for the purpose of establishing constructive communication and support, advising employees on opportunities for professional development, organizing corporate training, etc.

In Ukraine and the People's Republic of China, the initial professional training of HR managers is carried out in institutions of higher education, which is regulated by the relevant regulatory documents: (Ministry of Education of People's Republic of China, 1995, 1998, 2013, 2018, 2019, 2020a, 2020b, 2023; Ministry of human resources and social security People's Republic of China, 2022; The State Council

of People's Republic of China, 2016, 2018, 2019a, 2019b; Верховна рада України, 2014, 2017; Міністерство освіти і науки України, 2018, 2019, 2021) etc.

The problem of professional training of modern specialists, in particular managers and HR managers, is considered by scientists who are representatives of various fields of knowledge: Pedagogy, Psychology, and management. The analysis of scientific literature confirms that various aspects of managers and HR managers' professional training in the system of higher education have been studied today:

- the theories, concepts, ideas of modern education and training (Akmal, 2023; Aslan, 2017; Baker, Hope, & Karandjeff, 2009; Berns, & Erickson, 2001; Chuang, 2021; Good, Hughes, Kirca, & McGrath, 2022; Hajar, 2021; Kelly, Garbacz, & Albers, 2020; Klein, 2018; Knowles, 1980; Land, 2012; Li, 2010; Mayer, Caruso, & Salovey, 2016; Mukan, & Kravets, 2022; Tennant, 2020);

- the methodological approaches used in modern education: competency-based approach (Alt, Naamati-Schneider, & Weishut, 2023; Chappell, Gonczi, & Hager, 2020; Farahni, Ghorbanizadeh, Taghi Taghavifard, & Rangriz, 2021; Lišková, & Tomšík, 2013; Marx, & de Swardt, 2023; Mukan, Chubinska, & Zhongjun, 2023; Škrinjarić, 2022; Мукан, Мукан, & Луців, 2021); activity-based approach (Anwer, 2019; Mishra, Bakhronova, & Djalilova, 2023; Noreen, & Rana, 2019; Пометун, 2021); systematic approach (Chen, Pavlova, & Ramos, 2021; Dymock, & Tyler, 2018; Lamanuskas, 2023), etc.;

- the systems, practices and strategies of training: personalized learning (Blanchard, & Thacker, 2023; Cavanagh, 2014; Cevikbas, & Kaiser, 2022; Mötteli, Grob, Pauli, Reusser, & Stebler, 2023; Xu, Hong, Zhang, Jiang, & Liu, 2023); collaborative active learning (Chang-Tik, Kidman, & Tee, 2022; van Dam, 2017; Калаур, & Ванюга, 2024); contextual teaching and learning (Hakim, & Sari, 2022; Hyun, Wijayanti, Asbari, & et al., 2020; Indrayati, & Kuni, 2022; Naziah, Caska, Nas, & Indrawati, 2020; Ruto, Mema, Nduru, & Ota, 2021);

- general and professional competences of managers and HR managers (Kolot, Lopushniak, Kravchuk, Varis, & Ryabokon, 2022; Meyers, van Woerkom, Paauwe, & Dries, 2020; Oleksenko, 2015; van den Berg, Stander, & van der Vaart,

2020; Дорошенко, 2020; Дубінський, 2015; Заграй, 2021; Кобець, 2021; Кожан, 2013; Цигилик, & Лучків, 2020);

– the development of psychological and pedagogical competence of a modern specialist (Lukiianchuk, Kharahirlo, Sakhno, Tataurova-Osyka, & Stadnik, 2022; Бідюк, & Третько, 2022; Гомонюк, 2020; Горохівська, 2017; Горохівська, Мукан, & Мукан, 2024a; Ждан, Бобирьов, Білаш, & Беляєва, 2017; Іващенко, 2021; Красильник, 2010; Півень, 2014; Садовенко, 2019; Стасюк, & Толок, 2012).

In the context of our research, the publications highlighting the peculiarities of: human capital development (Asana, Sudipa, & Putra, 2021; Chen, 2022); human resource management (Armstrong, 2009; Buckley, Wheeler, Baur, & Halbesleben, 2023; Burke, & Morley, 2023; Cheng, 2021; Cooke, Schuler, & Varma, 2020; Fenech, 2022; Gupta, Khang, Somani, Dixit, & Pathak, 2023; Hongal, & Kinange, 2020; Joо, & Ready, 2012; Jordan, & Troth, 2021; Khang, Rani, Gujrati, Uygun, & Gupta, 2023; Mansaray, 2019; Shayah, & Sun, 2018; Балановська, Михайліченко, & Троян, 2020; Винничук, Макогін, & Гордон, 2024; Любомудрова, & Ямщиков, 2024); continuous professional development (Beltman, 2009; Forde, McMahon, McPhee, & Patrick, 2006; Hanif, & Ameerq, 2013; Khan, & Siddiqui, 2023; Manoharan, Dissanayake, Pathirana, Deegahawature, & Silva, 2023; McAdams, & Olson, 2010; Mukan, & Zagura, 2022; Ukko, Hildén, Saunila, & Tikkamäki, 2017); corporate training as an element of corporate culture of modern companies (Angelova, 2019; Lorincová, Miklošik, & Hitka, 2022; Molenaar, Brown, Caile, & Smith, 2002; Mukan, & Bezhrebelnyi, 2024; Nosulich, Mukan, & Mukan, 2020; Paine, 2021; Peters, & Waterman, 2006; Sæbø, & Midtsundstad, 2022; Schuchmann, & Seufert, 2015; Shamsudin, & Velmurugan, 2023; Suen, Cheung, Wang, & Hui, 2022; Tian, Tang, & Tse, 2022; Žur, & Friedl, 2021; Баніт, 2014; Бондар, & Дороніна, 2018; Горохівська, Мукан, & Мукан, 2024b; Збрицька, 2013; Кир'янова, 2018; Литовченко, 2015; Хілуха, 2021b; Ярмолук, Хлуп'янець, & Яблонська, 2020) are of particular interest.

Having processed the research literature, having analysed the experience of

higher education institutions regarding the development of HR managers' psychological and pedagogical competence as well as experience of modern companies, we determined *the contradictions* between: the need for the development of psychological and pedagogical competence of HR managers and the insufficient level of research on its theoretical justification; the requirements of employers for HR managers' psychological and pedagogical competence, inadequate level of its formation in the framework of initial professional training and the need to ensure the appropriate pedagogical conditions for its development in the framework of corporate training; the necessity of its development in the framework of corporate training and insufficient level of methodical support for the development of psychological and pedagogical competence in the framework of corporate training.

The results of the scientific and pedagogical literature analysis, the real need to systematize the practice of HR managers' psychological and pedagogical competence development, as well as the identified contradictions that need to be resolved, determined the choice of the research topic: **“The development of HR managers' psychological and pedagogical competence in the framework of corporate training”**.

The relationship of the thesis to scientific programs, plans, themes. The thesis has been prepared within the framework of the research work of the Department of Pedagogy and Innovative Education at Lviv Polytechnic National University: “Theoretical and methodological foundations of the personal and professional development of a modern specialist in the conditions of integration into the international educational space” (the number of state registration 0121U113179). The topic of this thesis was approved (minutes № 3/22 dated 24.10.2022) and specified (minutes № 2/23 dated 16.10.2023) at the meetings of the Academic Council of the Institute of Jurisprudence, Psychology and Innovative Education of Lviv Polytechnic National University.

The corporate training of HR managers is **the research object**.

The pedagogical conditions of HR managers' psychological and pedagogical competence development in the framework of corporate training is **the research subject**.

The research aim is as following: to determine, substantiate and experimentally verify the pedagogical conditions of HR managers' psychological and pedagogical competence development in the framework of corporate training.

In order to achieve the research aim, **the objectives** that need to be solved have been identified:

1) to study the development of psychological and pedagogical competence of HR managers in the framework of corporate training as a scientific and pedagogical problem and substantiate its essence and structure;

2) to determine criteria, indicators and levels of HR managers' psychological and pedagogical competence development in the framework of corporate training;

3) to substantiate the pedagogical conditions, the implementation of which allows to ensure positive dynamics in the levels of HR managers' psychological and pedagogical competence development in the framework of corporate training;

4) to develop professional development program for HR managers' psychological and pedagogical competence development in the framework of corporate training;

5) to organize a pedagogical experiment with the aim of checking the effectiveness of substantiated pedagogical conditions of HR managers' psychological and pedagogical competence development in the framework of corporate training.

The hypothesis of research. The hypothesis of our research is based on the assumption that positive dynamics in the levels of HR managers' psychological and pedagogical competence development will be assured if the substantiated pedagogical conditions (encouraging HR managers to develop psychological and pedagogical competence; organization of contextual teaching and learning to gain experience in the implementation of HR managers' psychological and pedagogical competence; using the potential of reflective practices; the development and implementation of professional development program for HR managers' psychological and pedagogical competence development in the framework of

corporate training) are implemented.

The following **research methods** have been used to implement the tasks, achieve the goal, and test the hypothesis:

- *the theoretical methods*: bibliographic and comparative methods, analysis and synthesis, the use of which made it possible to develop the research resource base; content analysis of normative and legal documents of higher education; comparison the research results in the field of Pedagogy, Psychology and management, devoted to the study of the specifics of HR-managers professional competence as well as their psychological and pedagogical competence; content analysis, synthesis, comparison, systematization, generalization for working out the conceptual and categorical research apparatus; generalization and systematization of the data obtained during the experiment, as well as for the formation of conclusions at various stages of the research; classification and structuring of the needs, interests and wishes of HR managers; problem analysis, induction and deduction, abstraction and specification for identification of components, criteria, indicators, levels of HR managers' psychological and pedagogical competence development;

- *the empirical methods*: methods of collecting normative and legal as well as pedagogical information for the purpose of studying the practice of HR managers' psychological and pedagogical competence development in the framework of higher education and company's corporate training; diagnostic methods that contributed to solving tasks of scientific research (testing, surveys, questionnaires, observations and conversations, method of expert evaluation, self-assessment) for evaluation of motivational, cognitive, activity components of HR managers' psychological and pedagogical competence;

- *the methods of mathematical statistics* (Mann-Whitney U-test) for quantitative and qualitative analysis of the results of the pedagogical experiment, verification of reliability.

The scientific novelty of the obtained results lies in the fact that *for the first time* the pedagogical conditions of HR managers' psychological and pedagogical competence development in the framework of corporate training (encouraging HR

managers to develop psychological and pedagogical competence; organization of contextual teaching and learning to gain experience in the implementation of HR managers' psychological and pedagogical competence; using the potential of reflective practices; the development and implementation of professional development program for HR managers' psychological and pedagogical competence development in the framework of corporate training) have been substantiated and their effectiveness have been experimentally verified; *the concepts* "professional competence", "HR manager's psychological and pedagogical competence", "corporate training", and the content of the component structure of HR manager's psychological and pedagogical competence; tools for diagnosis of developmental state of HR manager's psychological and pedagogical competence *have been specified and concretized*; the content of the professional development program for HR managers *has been improved*, with the aim of developing their psychological and pedagogical competence; the theses on the use of the potential of corporate training *have been further developed*.

The practical significance of the research lies in the fact that the professional development program for HR managers has been developed and implemented, with the aim of developing their psychological and pedagogical competence. The seminar "Psychological and pedagogical competence of HR manager: theoretical aspects and practical application", training "Encouraging HR managers to develop psychological and pedagogical competence", "Reflective practices in professional development", project "The development of corporate training program", team building & teamwork activities as well as role-playing & business games have been developed and implemented in the framework of HR managers' corporate training.

The main research materials, educational and methodological support can be used by university teachers to improve the training of future HR managers in institutions of higher education. The materials of thesis are recommended for the improvement of the content of the following courses: "Professional Pedagogy", "Recruitment and adaptation of personnel", "Training and development of

personnel”.

The theses, materials and conclusions can be used by scientists for further research.

The research results have been implemented in the educational process of the several higher education institutions and the system of corporate training of the companies: Mukachevo State University (Certificate № 1457 dated 26.06.2024); “JETSOFTPRO UKRAINE” LLC (Certificate № 1007/01 dated 10.07.2024); Lviv Polytechnic National University (Certificate № 67-01-1421 dated 22.08.2024); Dairy company “Galychyna” LLC (Certificate № 2908/01 dated 29.08.2024).

Personal contribution of the author. All research results were obtained by the author independently. In the publications prepared in co-authorship, the author owns the following: Mukan, & Gao, 2023a – the characteristic of contextual teaching and learning for HR managers’ psychological and pedagogical competence development; Mukan, & Gao, 2023b – the justification of encouraging HR managers to develop psychological and pedagogical competence within the framework of corporate training; Mukan, & Gao, 2024 – the justification of the use of reflective practices for HR managers’ psychological and pedagogical competence development within the framework of corporate training.

The approbation of the research results. The materials and results of the research have been approbated at international scientific and practical conferences: Професійний розвиток педагога в умовах інтеграції до європейського освітнього простору: міжнародна академічна та професійна / професійно – педагогічна мобільність (Lviv, 2023); Актуальні проблеми розвитку педагогічної освіти: інновації, виклики, перспективи (Mukachevo, 2024); Актуальні проблеми професійної педагогіки та освіти: досвід, новації, перспективи (Lviv, 2024); Scientific problems and options for their solution (Bucharest, 2024). The research results have been presented and discussed at the scientific seminars and meetings of the Department of Pedagogy and Innovative Education of Lviv Polytechnic National University.

Publications. The materials of the thesis are covered in 9 publications of the

author (6 of which are individual): 5 articles in journals included in the list of specialized scientific publications of Ukraine, 4 works certifying the approbation of thesis' materials.

The structure and volume of the thesis. The thesis consists of an introduction, three chapters, conclusions to each chapter, general conclusions, references, which include 313 items, as well as 12 appendices. The total volume of the thesis is 276 pages, the main text covers 186 pages. The thesis contains 18 tables and 23 figures.

CHAPTER 1

THE DEVELOPMENT OF HR MANAGERS' PSYCHOLOGICAL AND PEDAGOGICAL COMPETENCE IN THE FRAMEWORK OF CORPORATE TRAINING AS A SCIENTIFIC AND PEDAGOGICAL PROBLEM

Chapter 1 “The development of HR managers’ psychological and pedagogical competence in the framework of corporate training as a scientific and pedagogical problem” presents the interpretation of the main concepts and categories of research. In this chapter we substantiate HR managers’ psychological and pedagogical competence, its content and structure, as well as describe the modern practice of HR managers’ psychological and pedagogical competence development.

1.1. The main concepts and categories of research

At the beginning of the 21st century, special attention is paid to the problem of preservation and further development of human capital. In the conditions of globalization, which affects all spheres of life without exception, the intensive development of information and communication technologies, ensuring openness and access to new knowledge, the introduction of innovations and start-ups into the practice of the economic and business spheres, the level of competition increases. This requires modern companies and enterprises to improve their own activities, to take care of the continuous development of their employees to improve their professional competence (Chuang, 2021; Pagdonsolan, Balan, Mariscal, & Chiu, 2020; Paine, 2021; Yaroshenko, Vapnyarchuk, Burnyagina, Kozachok-Trush, & Mohilevskiy, 2020), to advance the management system (Asana, Sudipa, & Putra, 2021; Cheng, 2021; Putra, 2022; Sasikumar, & Marjudi, 2022; Saks, 2022), to form a corporate culture (Chen, 2022; Gorton, Grennan, & Zentefis, 2022; Lorincová, Miklošik, & Hitka, 2022; Shamsudin, & Velmurugan, 2023; Tian, Tang, & Tse,

2022), etc.

Special importance is attached to HR management, as a company activity aimed at ensuring the efficiency of the use of employees to achieve individual and organizational goals, which are correlated with the general strategy of the company's development (Buckley, Wheeler, Baur, & Halbesleben, 2023; Gupta, Khang, Somani, Dixit, & Pathak, 2023; Khang, Rani, Gujrati, Uygun, & Gupta, 2023). HR management is considered from several perspectives: organizational and functional. From the organizational perspective, HR management has a direct connection with all employees of the company and all departments whose functions include work with personnel. In the context of the functional dimension, HR management is considered as activity aimed at the development of the general strategy of the company's development; the analysis of available personnel and forecasting of the company's needs in the frame of short-term goals and long-term vision; the search for highly qualified specialists, their selection and involvement in the company; the organization of continuous professional development of the company's personnel, which can include both improvement of professional competence and retraining of employees; the implementation of mentoring in career management of company employees; the development of a system of remuneration and stimulation of employees, etc. (Fig. 1.1).

Yakovenko and Petryaev (ЯКОВЕНКО, & ПЕТРЯЕВ, 2020) claim that it is worth singling out the following functions of an HR manager:

- “recruitment of personnel as a careful selection of applicants for the proposed position in order to get the best employees who will help the company to develop;
- performance evaluation as the process of establishing the balance between the requirements of the position and the characteristics of the employee;
- staff training for the improvement of their qualifications through trainings and seminars;
- the development of rewards system for personnel motivation with the help of incentives and rewards;

– career management – achieving goals in career growth” (p. 259).

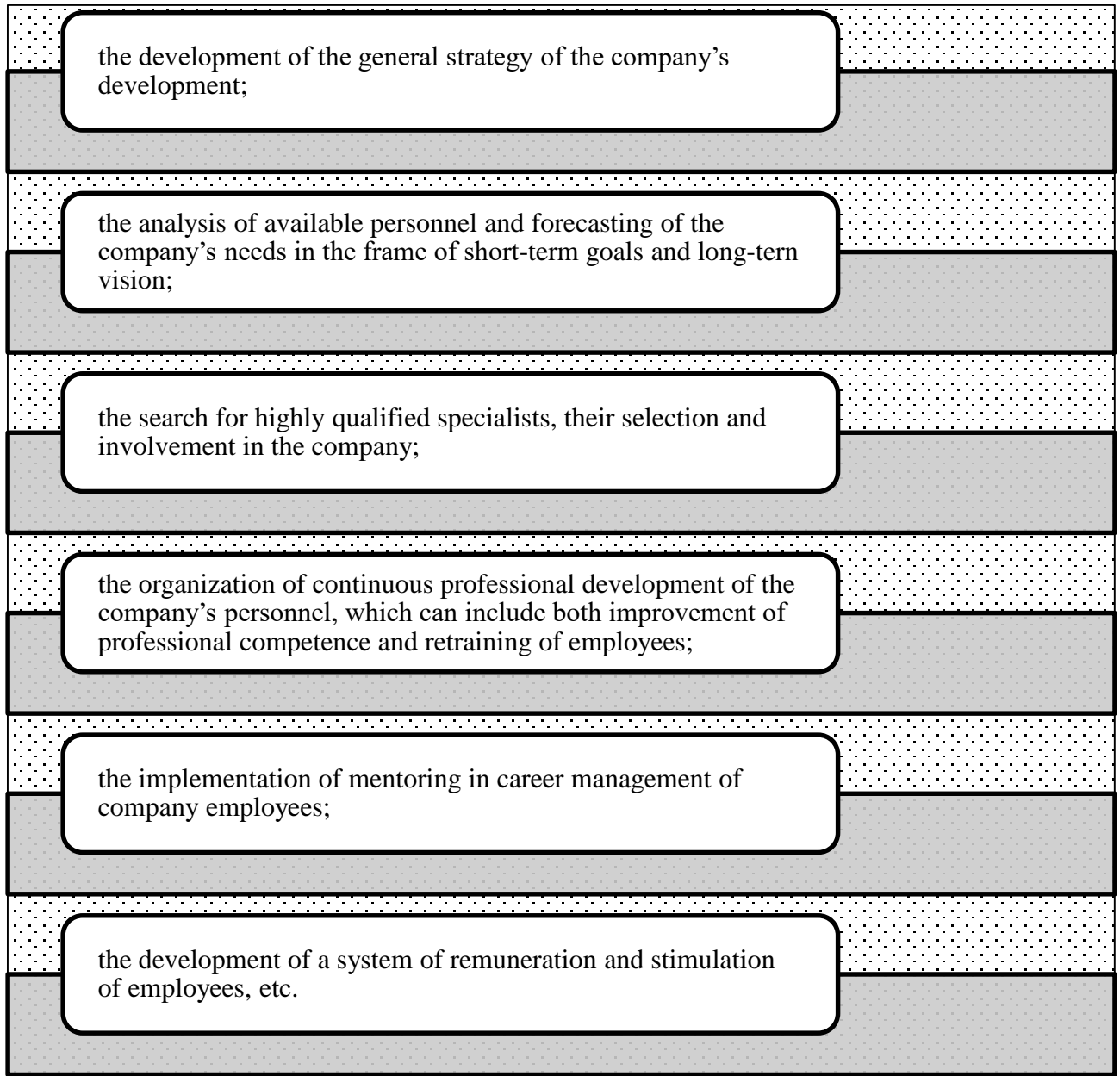


Fig. 1.1. Company HR management: functional dimension
(developed by the author)

The content of the manager's work organization encompasses the scientifically based solutions to such issues as the distribution and cooperation of employees' work in the department or company, the choice of the optimal system and work methods, the selection and placement of personnel, the organization of workplaces and the creation of an effective production environment for company employees. The specific solutions are determined by the applied methods and leadership style of a manager, his general education and professional qualification

level, the improvement of which is one of the most important tasks (Колісник, 2015). The evaluation of manager's professional competence is one of the necessary components "to ensure the efficient operation of the enterprise, avoiding most conflicts between employees on the basis of unfair bonuses or assigning allowances, adequate planning of the personnel reserve and ensuring the maximum possible profit" (Цигилик, & Лучків, 2020, p. 77).

Taking into account the topicality of the problem of company's employees professional development, the need to ensure the efficiency of their use, we attach great importance to the HR managers and their professional competence.

In our study, which is devoted to the research of HR managers' psychological and pedagogical competence development in the framework of corporate training, it is worth clarifying the main concepts and categories which are used in the text: competence (knowledge, skills, values and attitudes), professional competence, psychological and pedagogical competence, HR manager's psychological and pedagogical competence, corporate training (Fig. 1.2).

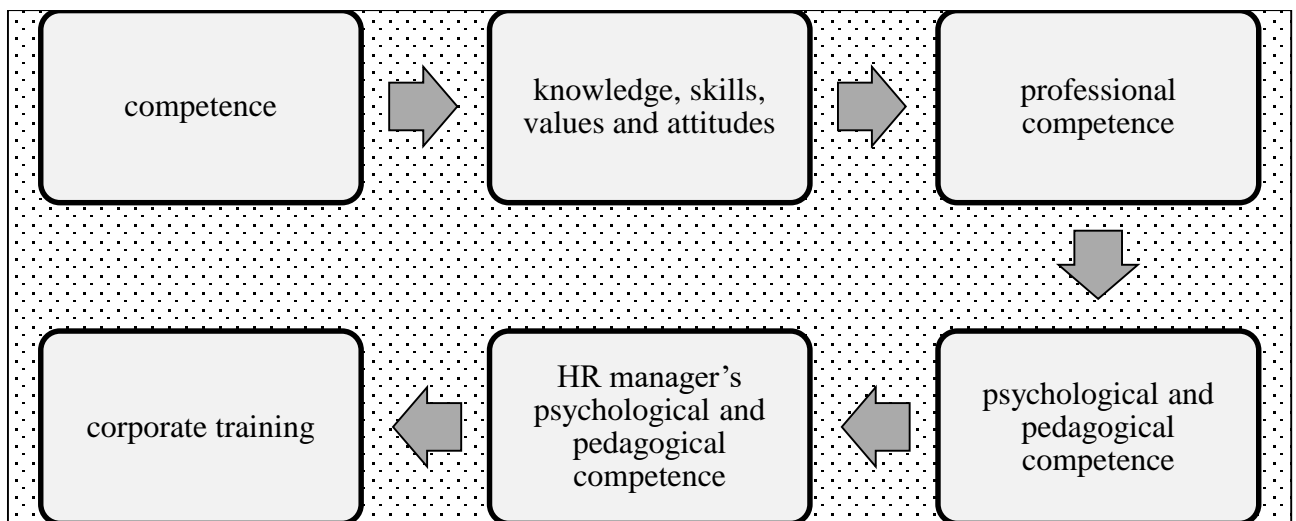


Fig. 1.2. The main concepts and categories of research
(developed by the author)

A large and growing body of scientific and pedagogical literature has investigated the competency-based approach and its popularity in educational sphere. This proves that the initial professional training of specialists is carried out on the basis of a competency-based approach, which involves a clear description of educational programs' content, the definition of expected learning outcomes, as well

as knowledge, abilities and skills, professional and personal values and attitudes, which are integrative components of a specialist's professional competence (Alt, Naamati-Schneider, & Weishut, 2023; Chappell, Gonczi, & Hager, 2020; Hou, Qi, Su, Wu, & Tang, 2023; VakilZadeh, Shayanfar, Zabihi-Samani, & Ravanshadnia, 2023).

In our study, the definition of such concepts and categories as competence and professional competence is provided. We started the definition of the term "competence" with Merriam Webster Dictionary (2022). In this dictionary it is determined that "competence is the quality or state of being competent: such as the quality or state of having sufficient knowledge, judgment, skill, or strength (as for a particular duty or in a particular respect); legal authority, ability, or admissibility; the ability to function or develop in a particular way"; as well as "a sufficiency of means for the necessities and conveniences of life" (Merriam Webster Dictionary, 2022).

In Collins Dictionary one can find the following definition of the concept "competence": "the state of being legally competent or qualified", as well as "ability, skill, talent, capacity, expertise, proficiency, capability" (Collins Dictionary, 2022). Competence is determined as "the ability to do something in a satisfactory or effective way" (McMillan Dictionary, 2022). Škrinjarić (2022) claims that "competences are strongly associated with mastering complex situations (contradictory information, informal collaboration, and abstract, dynamic, and highly integrated processes) demanded by modern-day employers and transcend the level of skills and/or abilities, given their synergistic and inter-related nature" (p. 4). The Organisation for Economic Cooperation and Development provides the definition of competences as "more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context" (OECD, 2005, p. 4). The same idea is expressed by Mukan, Chubinska and Zhongjun (2023): "... competence implies not only the presence of knowledge in a certain field, but also the presence of a certain qualification, and most importantly, the opportunity

and right, authority to perform a certain type of work” (p. 4).

This study interprets competence as a basic characteristic that determines the ability and readiness of an individual to solve problems and tasks in daily life, based on the practical use of the knowledge system, as well as life experience. The confirmation of the correctness of author’s interpretation can be found in the scientific and pedagogical literature, which highlights various aspects of the research problem, in particular, the development of professional competence of specialists in various branches of economy (Franco, da Costa, de Almeida Neto, Moraes, Tambourgi, Miranda, ... & Suppino, 2023; Hunter, Ogunlayi, Middleton, & Squires, 2023; Lawrence, Morrell, & Scott, 2023; Manoharan, Dissanayake, Pathirana, Deegahawature, & Silva, 2023; Marx, & de Swardt, 2023; Persada, & Nabella, 2023; Yu, Liu, Qing, & Zhang, 2023).

In the literature, the term “competence” tends to be used to refer to “a set of knowledge and skills necessary for professional activity: the ability to analyse, predict the consequences of professional activity, use information” (Гончаренко, & et al., 2000, p. 78).

Recently, considerable evidence has accumulated to show that competence should be interpreted as personality quality. According to Lokareva (Локарева, 2015), “competence is an integrated personality quality, formed at a certain level thanks to a purposeful process of assimilation of natural and social information, which becomes an acquisition in the form of knowledge, abilities, skills, experience and makes it possible to obtain a positive result in the relevant field of activity” (p. 38). The researcher believes that professional competence, as a complex construction, contains “the key competences: informational, cognitive-professional, instrumental-professional, communicative” (Локарева, 2015).

Kozhan (Кожан, 2012) claims, that “competence is an integrative characteristic of the professionalism of a person who possesses the necessary competences for the effective performance of professional activities” (p. 549).

We distinguish the components of competence, especially – knowledge, skills, values and attitudes. In various dictionaries the notion “knowledge” is determined

as “understanding of or information about a subject that you get by experience or study, either known by one person or by people generally; awareness, understanding, or information that has been obtained by experience or study, and that is either in a person’s mind or possessed by people generally” (Cambridge dictionary, 2023); “acquaintance with facts, truth, or principles, as from study or investigation; general erudition; familiarity or conversance, as with a particular subject or branch of learning” (McMillan dictionary, 2022); “the facts or experiences known by a person or group of people” (Collins dictionary, 2022). In the context of our research we conceptualise the category “knowledge” as an integral component of the competence, which refers to theoretical and applied comprehension of subject, its essence and features.

In Merriam Webster dictionary one can find the definition of the notion “skills” as “the ability to use one’s knowledge effectively and readily in execution or performance; dexterity or coordination especially in the execution of learned physical tasks; a learned power of doing something competently: a developed aptitude or ability” (Merriam Webster Dictionary, 2022). McMillan Dictionary defines the concept “skills” as “the ability to do something well, usually as a result of experience and training” (McMillan Dictionary, 2022). Škrinjarić (2022) offers the definition of the term “skills” as “automated components of tasks, which are undertaken with a relatively low mind control and include routine jobs” (p. 4).

“Value” is interpreted in dictionaries as follows: “the importance or worth of something for someone; the beliefs people have, especially about what is right and wrong and what is most important in life, that control their behaviour” (Cambridge dictionary, 2023); “something (such as a principle or quality) intrinsically valuable or desirable” (Merriam Webster Dictionary, 2022); “the moral principles and beliefs of a person or group” (Collins Dictionary, 2022).

The category “attitude” is defined as “a feeling or opinion about something or someone, or a way of behaving that is caused by this” (Cambridge dictionary, 2023); “a mental position with regard to a fact or state; a feeling or emotion toward a fact or state” (Merriam Webster Dictionary, 2022); “the way a person thinks and

behaves; a distinctive quality, appearance, or manner; a way of dealing with a matter” (Collins Dictionary, 2022).

In our research we consider categories “values” and “attitudes” through the prism of personal and professional features and define them as the integral components of a competence, which reflect a valuable personal standard, a socio-psychological construct of a person, which determines the direction and content of his behaviour and activity, reflects his personal position, attitude to the world, to himself, and results in building relationships with others.

In McMillan Dictionary, “ability is the level of skill that someone has in a particular job or activity” (McMillan Dictionary, 2022). Merriam Webster Dictionary determines ability as “the quality or state of being able (physical, mental, or legal power) to do something; competence in doing something; natural aptitude or acquired proficiency” (Merriam Webster Dictionary, 2022).

It has been demonstrated that competence is a qualitative characteristic. “Competence is manifested, in our opinion, in a specific situation in the process of professional activity, because if it remains undetected, potential, then this is not competence, but only a hidden possibility. Competence cannot be isolated from the specific conditions of its implementation and activity. Within such an understanding, we can emphasize that competence means preparedness (theoretical, practical, personal, psychological, etc.) to carry out a certain professional activity and the presence of professionally important qualities of a specialist that contribute to this activity” (Mukan, Chubinska, & Zhongjun, 2023, p. 5).

According to Vasylchenko and Gryshyna (Васильченко, & Гришина, 2006), “professional competence is a qualitative characteristic of the degree of personal mastery of one’s professional activity, which involves:

- awareness of one’s motivations for this activity – needs and interests, aspirations and value orientations, motivations for activity, ideas about one’s social roles;
- assessment of one’s personal attributes and qualities as a future specialist: professional knowledge, abilities and skills, professionally important

qualities;

- regulation of one's professional development on this basis" (p. 80).

Ukrainian scientist Kolisnyk's (Колісник, 2015) study found that the requirements for management are currently relevant: "... professional competence; development of personal and professional responsibility based on economic thinking, universal human values and morality; readiness to analyse and evaluate problems, tasks, situations, readiness to make decisions; communicative competence – knowledge of at least one foreign language, mastery of oral and written literary, ability to prepare documents that are necessarily included in the field of professional activity, computer literacy, mastery of modern means of communication; readiness and desire for conscious, permanent, personal and professional improvement, as well as professional development" (p. 69). Scientists consider the need for the development of other components of professional competence, in particular, emotional intelligence. Zagray (Зарпай, 2021) interprets emotional intelligence as "a construct that consists of five main elements, such as: self-awareness, self-regulation, empathy, motivation, and social skills" (p. 47).

The clear definition and characteristic of competences justifies the use of certain criteria, with the help of which they can be identified and evaluated. Among them we distinguish the title of the competence as the ability to perform a certain professional action; the descriptors which are considered as characteristic of learning outcomes, special features of specialist's readiness to demonstrate relevant competences; the behavioural indicators (standards of behaviour) as descriptions of the most effective ways, methods, techniques, technologies of performing professional actions and expected results; the degree of competence importance for the position of HR manager; the diagram of the competence development level of an applicant for the position of HR manager (Кожан, 2012). This idea is supported by Mukan, Chubinska and Zhongjun (2023) who determine the concept "professional competence" as "... a complex integral intellectual, professional and personal construction, which is formed in the process of his professional training at a university, is manifested, develops and improves in professional activity, and the

effectiveness of its implementation depends significantly on the types of specialist's theoretical, practical and psychological readiness for it, personal, professional and individual mental qualities, perception of goals, values, content and features of this activity" (p. 5). Considering the results of recent research, professional competence can broadly be defined as an integral characteristic of an HR manager which encompasses the system of knowledge, skills for its practical application, personal and professional values and attitudes, which allow him to solve problems in professional environment which is characterised with rapidity of change and uncertainty.

It is worth emphasizing that the problem of competence development as well as HR management is reflected not only in the scientific works of theorists, but also in documents of the international (International Labour Organization, 2021, 2022, 2023a, 2023b; Saleh, 2012; Wautier, 2020; World Economic Forum, 2020, 2023), state level (Державний комітет України з питань технічного регулювання та споживчої політики, 2010; Міністерство освіти і науки України, 2018, 2019, 2021; Ministry of Education of the People's Republic of China, 1995, 1998, 2018, 2023; The Academic Degrees Committee of the State Council, 1998), professional associations and organizations (CIPD, 2018; SHRM, 2018; Українська Асоціація HR професіоналів (HRpro), 2023; Chinese Professional Management Association, 2023), companies and enterprises. These documents reflect the requirements of the labour market and employers, the demands of society, and the interests of various stakeholders.

Since HR managers work with people, the problem of their psychological and pedagogical competence development, which we consider as a component of the professional competence of an HR manager, is obvious. Psychological and pedagogical competence as a component of the professional competence of a modern specialist is studied from the perspective of various professions.

Commenting on psychological and pedagogical competence, Zhdan, Bobirev, Bilash, & Belyaeva (Ждан, Бобирьов, Білаш, & Беляєва, 2017) analyse it through the prism of doctor's profession. Researchers emphasize the special importance of

psychological and pedagogical competence in the professional activity of a doctor and single out its components, such as personal and professional motivation, cognitive competence, perceptual, thinking, psychological, gnostic, communicative, technological, auto-psychological, personal, etc.

Analysing the psychological and pedagogical competence of civil security specialists, Ivashchenko (Іващенко, 2021) concludes: “the content of psychological and pedagogical competence involves: psychological and pedagogical knowledge; psychological and pedagogical skills (organizational, communicative, gnostic); motivation to master psychological and pedagogical competence, aspiration to acquire a high level of professional competence; psychological maturity (ability to take responsibility for one’s own actions, life and professional self-realization); the ability to quickly and creatively master professional knowledge and skills and implement them in practical activities; the ability to constructive cooperation and partnership relations with people with simultaneous assurance of personal independence and self-respect; the desire for education, self-improvement and creativity” (p. 111).

Studying the experience of college teachers, Sadovenko (Садовенко, 2019) suggests considering psychological and pedagogical competence based on a structural approach. The author singles out the components of psychological and pedagogical competence as follows: psychological-communicative, reflective, subject, didactic and methodical, managerial, projective (Садовенко, 2019).

Investigating the psychological and pedagogical competence of a higher education institution faculty, Homonyuk (Гомонюк, 2020) notes that “professionalism, professional competence of a teacher is not only his achievement of high professional results and work productivity, but also a special content of axiological structures of the individual – a system of psychological attitudes, professionally-value orientations, internal attitude to work” (p. 156).

A number of studies have begun to examine professional and pedagogical competence. Researcher Gorokhivska (Горохівська, 2017) singles out the following types of professional and pedagogical competence of a teacher:

- “psychological and pedagogical competence as one of the systemic manifestations of the teacher’s professionalism, effective use of knowledge in solving pedagogical problems;
- scientific-pedagogical competence, which consists of knowledge of science, skills and abilities to apply scientific knowledge in practice in the field that is studied by science;
- self-psychological competence in the field of shortcomings and advantages of one’s own activity and personality;
- didactic and methodical competence, in which didactic and methodical training are coordinated as a result of relevant competences, which represent a system of knowledge, abilities, skills and an optimal combination of operation methods, necessary for professional activity;
- information technology competence, which involves the use of information technologies in solving pedagogical problems;
- acmeological competence, which is defined as the teacher’s awareness in the field of communication, to what extent communication processes contribute to or hinder the achievement of pedagogical results (Горохівська, 2017).

In a study devoted to the research of psychological and pedagogical competence essence of engineer-pedagogues, Sergeev (Сергеев, 2012) considers it as an individual value characteristic that determines the attitude to the teaching profession as a life content, manifested in the desire for self-development in a certain subject area, in the acceptance (motivation) and the capacity to use information, professional and personal experience, as well as one's unique potential, to solve issues and complete common professional tasks that come up in authentic educational activity scenarios.

Stasiuk and Tolok (Стасюк, & Толлок, 2012) analyse the psychological and pedagogical competence of the military through the prism of its demand in professional activities. Researchers prove that specialists with an insufficient level of psychological and pedagogical competence are faced with difficulties in the organization of staff training, make hasty decisions on solving difficult tasks, do not

know how to establish harmonious relationships with subordinates and avoid conflicts, form the determination of employees for continuous development, apply knowledge in the planning and organization of continuous training, analyse the results of activities, etc.

We agree with Lukyanova (Лукьянова, 2007) who considers the following components of psychological and pedagogical competence:

- “psychological and pedagogical literacy (the knowledge that is commonly called general professional knowledge).
- psychological and pedagogical skills (the ability to use the knowledge in social-pedagogical activities, in the organization of interaction with students of different ages);
- professionally significant personal qualities (the qualities that are inseparable from the process of socio-pedagogical activity and inevitably “grow” from the character of the activity)” (Лукьянова, 2007, p. 92) (Fig. 1.3).

psychological and pedagogical literacy	psychological and pedagogical skills	professionally significant personal qualities
<ul style="list-style-type: none"> • the knowledge that is commonly called general professional knowledge 	<ul style="list-style-type: none"> • the ability to use the knowledge in social-pedagogical activities, in the organization of interaction with students of different ages 	<ul style="list-style-type: none"> • the qualities that are inseparable from the process of socio-pedagogical activity and inevitably “grow” from the character of the activity

Fig. 1.3. The components of psychological and pedagogical competence (Лукьянова, 2007)

Another Ukrainian research is convinced that the meaningful definition of psychological and pedagogical competence remains the subject of discussions among scientists. In scientific and pedagogical literature, it is interpreted as “a set of certain personality qualities, characterized by a high level of professional training for pedagogical activities and effective interaction with learners, others – as a phenomenon that combines elements of professional and general culture, pedagogical experience, enriched with knowledge, the results of scientific research,

multiplied by professionally significant qualities that are manifested in pedagogical activity” (Красильник, 2010, p. 3).

Socio-personal pragmatism and a sense of partnership as a result of the formation and development of the psychological and pedagogical competence of a modern HR manager is significant for his professional self-expression and consists in the awareness of the dependence of the level of social life on the activity of the individual and, conversely, the self-realization of the individual on the state of society. Personality is a source of productive, creative professional activity. In turn, she expects society to create optimal conditions for the realization of her productive and creative potential.

The psychological and pedagogical competence of a modern HR manager is an integral component in the system of professional competence. Psychological and pedagogical competence is a characteristic of a person, which includes such components as understanding of the professional sphere, methodological and psychological spheres of professional activity, the ability to solve psychological and pedagogical, methodological and professional tasks.

Considering the results of previous research, psychological and pedagogical competence of an HR manager can broadly be defined as an integrative feature, which includes knowledge and skills in the field of Psychology, Pedagogy, and HR management, necessary for the organization of continuous development as well as wellbeing of the company’s employees, contributes to ensuring the efficiency of professional activity in general and solving complex problems in non-standard situations of the professional environment, as well as inclinations, orientations and strategies for the development of one’s own general and professional personal culture, deepening and accumulation of experience in the field of HR management. We agree with Smachylo (Смачило, 2020) that only well-thought-out actions of the company’s management aimed at social protection, preservation and development of the company’s personnel potential will be successful both for the company itself and for the development of the economy as a whole.

It is clear that educational programs for the initial training of a manager at

Bachelor's, Master's, and Doctor of Philosophy levels are aimed at forming professional competence and preparing a manager for activity in a professional environment. However, today, because of the rapid spread of knowledge, there is an obvious need for continuing education throughout professional activity. So, "in the conditions of integration and globalization of the world economy, the socio-economic efficiency of the enterprise is the main prerequisite for ensuring its competitiveness both at the national and global level. Ensuring the effectiveness, HR management contributes to increasing the efficiency of the enterprise, which is one of the most important tasks of the national economy of any country. Acting as the main criterion for the functioning of the HR management subsystem at the enterprise, the effectiveness of HR management reflects the level of development, accumulation and use of human, social and intellectual capital" (Харчевнікова, 2020, p. 355). More over, "as companies strive to keep up with the pace of economic changes, new employment opportunities are constantly created requiring professionals with diverse skillsets which might be currently in scarcity. Therefore, corporate L&D organizations need to face this challenge, find effective ways to train employees respectively and thus, enhance the culture of continuous learning in their organizations" (Nosulich, Mukan, & Mukan, 2020, p. 176).

Finding the optimal balance between the organization's development strategy and the HR management strategy in accordance with the available resources, personnel competence, their ideas, ambitions, initiative is a key factor that determines the competitiveness and effectiveness of the organization's functioning in a market (Хитра, 2020). At the strategic level, HR management enables the company to simultaneously consider its development goals, the changing external environment and labour market in particular, recognize shifts in its needs from its workforce, and uphold the principle of long-term relationships with its employees while focusing on their personal growth (Мамотенко, 2015).

Corporate training is one of the strategies that has shown to be successful in the first ten years of the 21st century. Its uniqueness stems from the fact that an organization or business plans employee training while considering the demands,

wants, and interests of the labour market, the business, and the individual. “Building a culture of continuous learning in any organization is almost impossible without predicting future skills development needs through effective skill assessment” (Nosulich, Mukan, & Mukan, 2020, p. 176). Further, scientists claim, that “the organisation’s ability to learn is an essential pre-condition for the ability to innovate, because it fosters the capacity to develop and adapt to environmental changes” (Schuchmann, & Seufert, 2015, p. 32).

Personnel continuous professional development, employee retraining, or any professional reorientation (the goal of retraining is to give employees the opportunity to master a new specialty), personnel adaptation to working conditions, evaluation of candidates offered for a vacant position, business career planning and official and professional promotion of personnel, work with a personnel reserve, etc. are all included in personnel development. Continuous training of employees provides them with the necessary knowledge, skills, and experience through general and professional education (Хілуха, 2021a).

The first step in organizing staff training is identifying training needs, which makes it possible to pinpoint exactly which employees inside the organization require training. Both units and individual personnel as well as the organization as a whole may require training. The need for personal training is thought to stem from changes in the company’s strategy, structure, and product as well as changes in the external environment (economic, legal, and technical, among other things). The identification of training needs can be done in two major ways: according to employee needs or according to business needs.

Borodienko (Бородієнко, 2015) claims that the development of the education system nowadays is influenced by various factors. The researcher divides them into two categories: external (factors of development external to the organization of the environment – socio-economic, social, competitive – which affect corporate training in individual organizations); internal (factors determined by the development trends of the organization itself – its business model, marketing strategy, assortment of goods and services, specifics of business processes, personnel management policy,

etc.) (Fig. 1.4).

Corporate training cannot be effective if it is represented only by single events (business trainings, seminars, courses). Modern corporate training is implemented in the form of a training system aimed at constant assurance of business strategy and tactics of the organization with the necessary intellectual resource. A person, employee is the priority of a modern organization, as well as his knowledge, skills, experience, and relationships. That is why the process of corporate training and personnel development should be constant and continuous) (Збрицька, 2013).

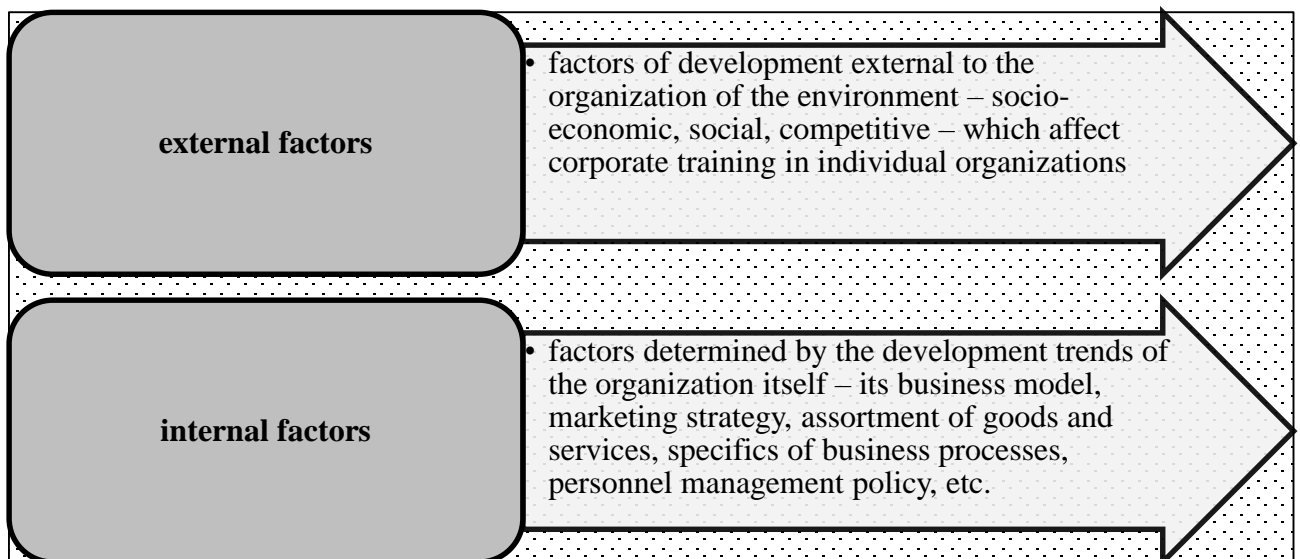


Fig. 1.4. The external and internal factors of education system development (Бородієнко, 2015)

Schuchmann & Seufert (2015) claim, that “innovation ability implies requirements in the following two dimensions:

- individuals are required to learn continuously and reflexive in their daily working processes,
- the organisation needs to enable and implement innovations through designing frame conditions” (p. 32).

Corporate training is organized according the following objectives: systematic knowledge management; search and selection of educational programs and courses; development and adaptation of educational programs and courses to the specific needs of the organization; quality control of learning outcomes; development of personnel reserve; generation of ideas; stimulation of continuous development of the

organization; development of unified corporate values and corporate culture, etc. (Fig. 1.5). According to Shtoka (Штока, 2016) corporate training and consulting make it possible to optimize the use of resources, including human resources, to direct them to effective business development, and also give the company's employees the opportunity to look at their own capabilities and resources from another perspective; to evaluate alternatives for using these resources for business development; to understand which organizational forms and which management methods are most suitable for the use of resources that ensure the sustainable development of the company.

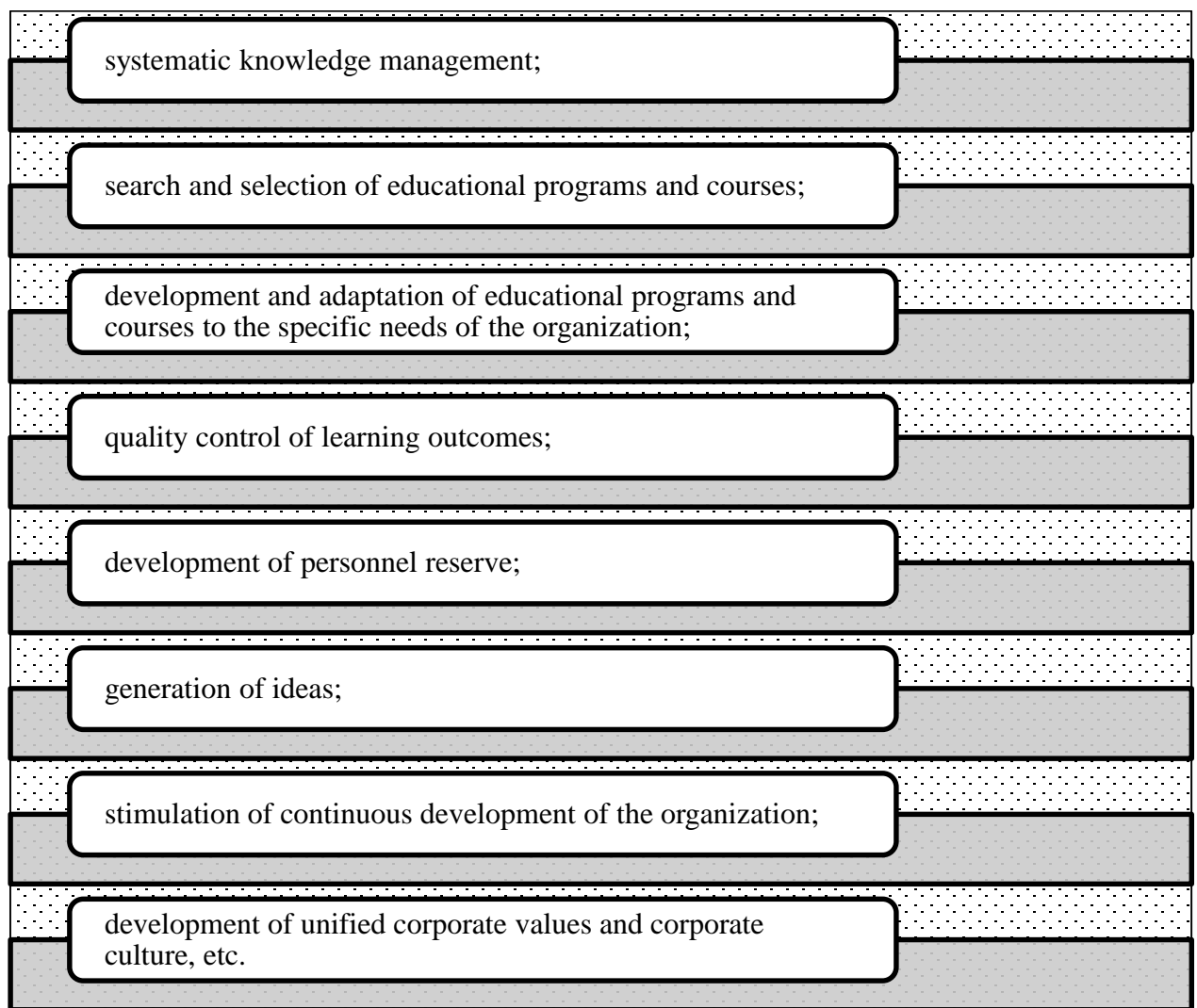


Fig. 1.5. The objectives of corporate training (developed by the author)

There is evidence that “the effective system of corporate training for the vast majority of innovative organizations is one of the most vital elements of corporate culture and an effective tool for ensuring continuous development and

competitiveness in the market. It is thanks to the implementation of complex corporate training programs that there is not a formal accumulation of knowledge, but the development and reproduction of unique corporate competences, increasing staff loyalty, strengthening team cohesion, increasing intellectual capital, which ultimately leads to an increase in the productivity of the organization's personnel" (Кир'янова, 2018, p. 251).

Nowadays, there are various organizational forms which are practiced by companies in corporate training. The choice of organizational forms is carried out by a company and is determined by its investments, resource, administrative and management capabilities, considering various risks and advantages. The same situation is with teaching methods, which are chosen according to the purpose of event, its content, the number of participants, and the teacher's qualifications. "Each of the methods has its advantages and disadvantages, therefore, modern programs of corporate training mostly combine different ways of presenting the material, taking into account their strengths and weaknesses and widely using active (problem solving) method that is most suitable for adult learning tasks. The main criterion in choosing a method is its effectiveness for achieving the goal of training employees of the organization" (Литовченко, 2015, p. 49).

Nowadays, businesses try to strengthen their potential by attracting talented, proactive employees and developing the talents of their own employees. "Talent is a primary source of competitive advantage for today's corporate world. The rise in knowledge economy has resulted in more focus on acquiring and retaining talented workforce. The best talent is most critical to achieve best results. An effective talent management system builds the winning organization by proper utilization of strategies framed at different levels" (Hongal, & Kinange, 2020, p. 64).

Ukrainian researcher Banit (Баніт, 2014) singles out the main characteristics of corporate training. The researcher includes the following: active participation and involvement of all company employees; anticipatory nature of corporate training; motivation and focus on the needs of the individual and the company; continuity of corporate training; focus on a clearly defined result of corporate training; creative

and innovative nature of corporate training (Баїт, 2014) (Fig. 1.6).

So, the term “corporate training” is used here to refer to the company’s activity, aimed at organizing continuous training of its employees with the aim of mastering or deepening their knowledge, forming, developing, improving professional and key competencies, revealing their talents, which is organized in accordance with the company’s development strategy as a learning organization, taking into account the needs and interests of the staff.

So, the objective of the current study was to determine the main concepts and categories of the research devoted to the study of HR managers’ psychological and pedagogical competence development in the framework of corporate training.

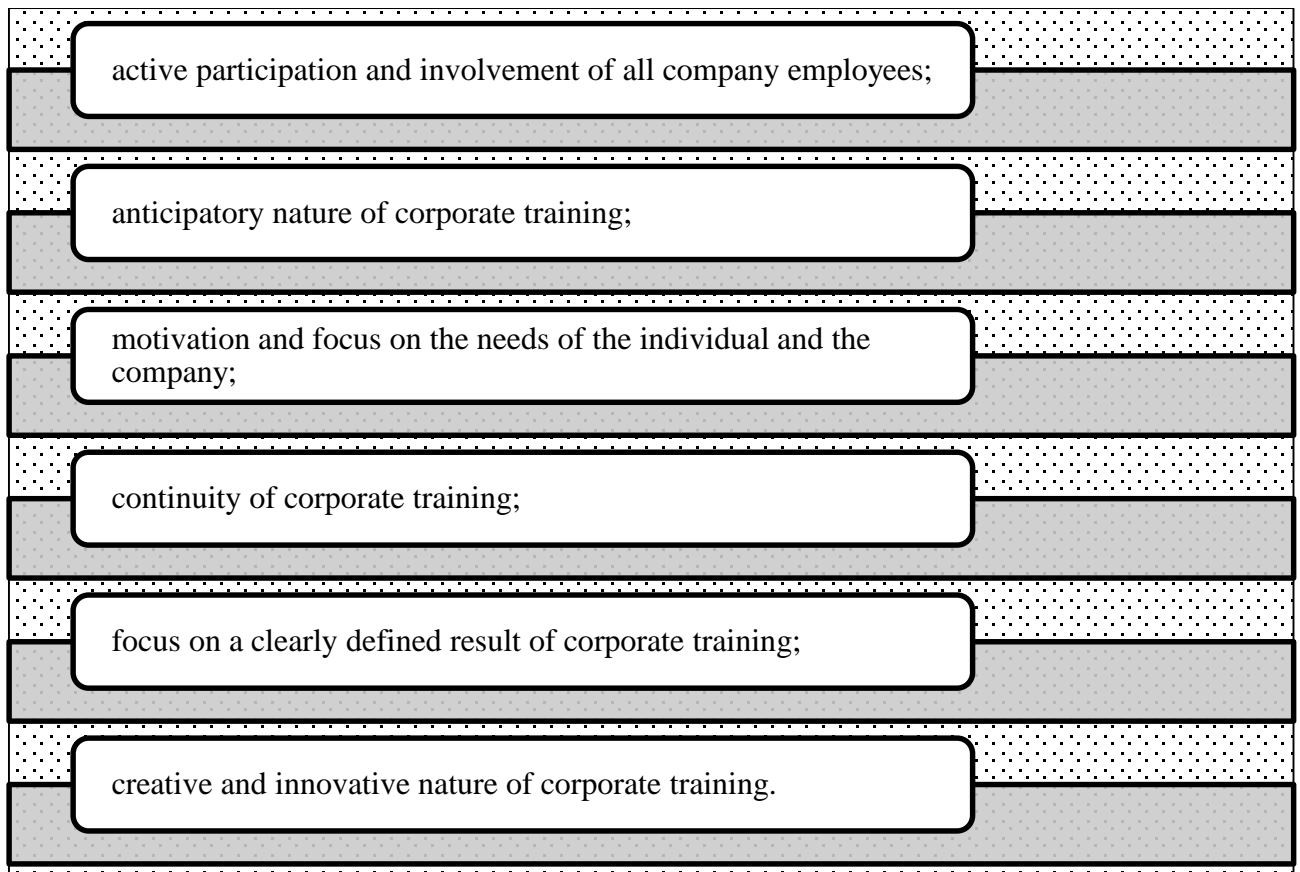


Fig. 1.6. The main characteristics of corporate training (Баїт, 2014)

This study has identified that competence is a basic characteristic that determines the ability and readiness of an individual to solve problems and tasks in daily life, based on the applied use of the knowledge system, as well as life experience.

The most obvious finding to emerge from this study is that professional

competence is an integral characteristic of a manager which encompasses the system of knowledge, skills for its application, personal and professional values and attitudes, which allow him to solve problems in professional environment which is characterised with rapidity of change and uncertainty.

One of the noteworthy findings to come out from this study is that psychological and pedagogical competence of an HR manager is an integrative feature, which includes knowledge and skills in the field of Psychology and Pedagogy, necessary for the organization of continuous development as well as wellbeing of the company's employees, contributes to ensuring the effectiveness of professional activity in general and solving complex problems in non-standard situations of the professional environment, as well as inclinations, orientations and strategies for the development of one's own general and professional personal culture, deepening and accumulation of experience in the field of HR management.

This study has found that generally corporate training should be interpreted as following: the company's activity, aimed at organizing continuous training of its employees with the aim of mastering or deepening their knowledge, forming, developing, improving professional and key competencies, revealing their talents, which is organized in accordance with the company's development strategy as a learning organization, taking into account the needs and interests of the staff.

1.2. HR managers' psychological and pedagogical competence: content and structure

Determining psychological and pedagogical competence of an HR manager as an integrative feature, we concluded that it is the system of knowledge and skills in the field of Psychology and Pedagogy, necessary for the organization of wellbeing as well as continuous development of the company's employees, contributes to ensuring the efficiency of professional activity in general and solving complex problems in non-standard situations of the professional environment, as well as

inclinations, orientations and strategies for the development of one's own general and professional personal culture, deepening and accumulation of experience in the field of HR management.

We consider HR management as an organized process of effective use of personnel for the purpose of sustainable development of the company, which is proved by Shayah and Sun (2018): "as human resource management plays an indispensable role, HR managers must meet the demands of the dynamically changing business environment, maintain, and motivate human resources with the aim of increasing the competitive advantage of organizations" (p. 92). The complex nature of HR management lies in the fact that the development of the company as a whole and of a separate department, the employee in particular, depends on its effectiveness. Therefore, the HR manager is a specialist whose activity depends on ensuring the effectiveness of the company's functioning, as well as improving the quality of professional activity and the well-being of the staff. The evidence presented thus far supports the idea that "the importance of people in organisations is immense because it is the people that plan, design implement, sustain and end an organisation's life. From this rather simplistic but vital point, we can assume that one of the most important functions in an organisation is the management of the human resource function" (Senyucel, 2009, p. 10).

Knowledge in Psychology and Pedagogy, as well as the skills of their practical application in the professional activity of an HR manager, are vital, since these specialists work with people. Mastering knowledge of Psychology and Pedagogy provides an opportunity to effectively perform professional functions, in particular, the function of forming the company's team. It involves the development of an employee's professional profile, forecasting the compatibility of employees based on knowledge of the mechanisms of individual and group behaviour, the patterns of behaviour stereotypes, taking into account the specifics of a particular situation, habits, attitudes, and value orientations of an individual. This also involves the study of moods, feelings, emotions, psychological climate in the company, motives, features of interpersonal relations development, individual psychological features of

employees, etc. To do this, an HR manager must have relevant knowledge and skills in the use of methods of analysing the professional activity of an employee, modelling, and expert evaluation.

In order to recruit the company's personnel, it is necessary to possess the knowledge and skills of analysing the individual goals and objectives of employment, the specifics of the development of his general and special abilities, individual psychological qualities, which is realized through the organization of conversations, observation, testing, and the use of psychophysiological methods. Generally, this thesis proves the idea, that "personnel selection is one of the most critical processes in the study of human work behaviour because it determines the efficacy of many other issues of human resource management ... Personnel selection issued by organizations to decide which of the applicants for a job is the most appropriate for a particular position. In this sense, it is a decision-making process about the suitability of the candidates" (Salgado, 2016, p. 1).

In order to adapt to working conditions in the company, special pedagogical knowledge and skills of HR manager are necessary for explaining the labour and position requirements and norms, internal rules of conduct, the company's corporate culture, business etiquette, forming the cohesion of the company's team, developing trusting relationships, using the mentorship to new employees. This is exemplified in the work undertaken by Senyuçel (2009). Researching the specificity of HR management in the 21st century, the scientist claims: "Today the success of individuals and organisations are measured by their adaptability to change. Organisations have abandoned the traditional thinking of what is and how people should work. Employment now means more than having a job. It is not just something an individual does, but a combination of shared responsibilities and duties between the organisation and the individual. Employment consists of two sets of contracts: legal and psychological" (Senyuçel, 2009, p. 11).

The psychological and pedagogical competence of the HR manager makes it possible to organize corporate training. It is obvious that "an organization learns only through its members, because all learning is done by its individual members.

Human learning in the context of an organization is very much influenced by the organization; in turn, it has consequences for the organization and has an impact at the organizational level... Based on the above, organizational learning refers to the activity and the process by which organizations utilize human knowledge to improve and gain experience” (Ukko, Hildén, Saunila, & Tikkamäki, 2017, p. 430). For the organization of corporate training, it is necessary to understand the problem of professionally necessary knowledge and skills of the employee, the application of psychological and pedagogical effect on the employee who is studying for the purpose of improving knowledge, abilities and skills or retraining, and the use of effective training methods. For this, an HR manager uses the methods of surveys, conversations, expert evaluations, organization of trainings, seminars, business games, case method, and experiments with the aim of developing the company’s human capital. We find the validation of the logic of our argumentation in the publications of researchers who claim: “Once we have spent the time to hire new employees, we want to make sure they not only are trained to do the job but also continue to grow and develop new skills in their job. This results in higher productivity for the organization. Training is also a key component in employee motivation. Employees who feel they are developing their skills tend to be happier in their jobs, which results in increased employee retention. Examples of training programs might include the following: Job skills training, such as how to run a particular computer program; Training on communication; Team-building activities; Policy and legal training, such as sexual harassment training and ethics training” (The Open University of Hong Kong, 2013, p. 5).

General-pedagogical, social-psychological, intercultural, gender knowledge and their use in practice contribute to the organization of motivating and stimulating personnel, taking into account their need for stability and providing social guarantees, ensuring employee safety and security, perception, recognition, respect, forming a team of one mind people, orientation towards high standards of work and achievement of a common goal, as well as promotion of career development (planning and promotion of an employee). We agree, that “essentially, training is a

deliberate and methodical process designed to change traits, attitudes, and abilities through intentional learning opportunities. The goal is to provide the background information, skills, and attitudes needed to perform job duties, help achieve organizational goals, and produce significant performance improvements” (Devi, & Frids, 2023, p. 704). Further researchers claim that “Motivation is an important stimulation which directs human behaviour. No individual has same attitude or behaviour, hence in midst of this diversity organization are supposed to frame practices which will be able to satisfy the group and not just an individual. Organization should be able to identify and evaluate internal motivation which an employee derives from job satisfaction and further enhance it with external motivation as required for which organization could take note of motivation theories” (Varma, 2017, p. 11-12). “Motivation can be interpreted as a strength that comes from within oneself (intrinsic motivation whose indicators include: giving a salary, a sense of security, appreciation, and potential development or self-actualization) or from outside a person (extrinsic motivation whose indicators include social needs, provision of facilities, and leadership) which encourages a person to behave in accordance with the provisions, intensity and a certain period of time related to intrinsic and extrinsic motivation in carrying out work. The importance of work motivation for a company is as a motivating factor for employees. Every activity that a person does must have factors that encourage these activities. Therefore, the driving factor is the needs and desires of the employee. Work performance can be assessed from work motivation. One of the motivations given by the company is the provision of appropriate compensation from the productivity generated in completing the employee’s tasks” (Sugiarti, 2022, p. 4).

Pedagogical knowledge is significant for personnel evaluation, which involves the use of methods of objective evaluation of the quality of professional functions’ performance, interaction and cooperation in the team based on survey, testing, observation, expert evaluation, etc. “The performance evaluation includes metrics on which the employee is measured. These metrics should be based on the job description, both of which the HR manager develops. Various types of rating

systems can be used, and it's usually up to the HR manager to develop these as well as employee evaluation forms. The HR manager also usually ensures that every manager in the organization is trained on how to fill out the evaluation forms, but more importantly, how to discuss job performance with the employee. Then the HR manager tracks the due dates of performance appraisals and sends out e-mails to those managers letting them know it is almost time to write an evaluation" (The Open University of Hong Kong, 2013, p. 46).

Considering psychological and pedagogical competence as an integrated concept formed through the synthesis of theory and practice, covering knowledge, abilities and skills, values and attitudes, the ability of the HR manager to perform professional functions, we distinguish in its structure interrelated components: motivational, cognitive, activity.

In various dictionaries motivation refers to "the act or process of motivating; the condition of being motivated; something that arouses action or activity" (Merriam-Webster Dictionary, 2022); "the reason why somebody does something or behaves in a particular way; the feeling of wanting to do something, especially something that involves hard work and effort" (Oxford Learner's Dictionaries, 2022); motivation is determined "in the sense of incentive; in the sense of inspiration; in the sense of ambition; in the sense of desire; in the sense of drive" (Collins Dictionaries, 2022).

Based on this interpretation of the concept of "motivation", we interpret the motivational component in the structure of psychological-pedagogical competence of HR managers as an awareness of the role and importance of psychological and pedagogical competence in professional activity; a system of professional attitudes and beliefs, motives, personal meanings, interests and goals; striving for self-knowledge, self-improvement and self-management; awareness of one's own professional role, which contributes to professionalization, helps to critically analyse and evaluate the level of professional tasks, etc. As evidenced by the analysis of the source base, motivation is the subject of research of many scientists. In our study, the results of Armstrong's (2009) research are of special value. He summarises that

motivation theories refers to “instrumentality (“Taylorism”, Taylor, 1911), reinforcement (“The motivation process”, Hull, 1951), needs theory (“Hierarchy of needs”, Maslow, 1954), process|cognitive theory (“Expectancy theory”, Vroom, 1964; Porter and Lawler, 1968; “Social learning theory”, Bandura, 1977)” etc. (Armstrong, 2009).

We support the statement that “a motive is a reason for doing something. Motivation is concerned with the strength and direction of behaviour and the factors that influence people to behave in certain ways. The term “motivation” can refer variously to the goals individuals have, the ways in which individuals chose their goals and the ways in which others try to change their behaviour” (Armstrong, 2009, p. 317).

Armstrong (2009) justifies the division of motivation into intrinsic and extrinsic. According to the scientist, intrinsic motivation is based on internal personal factors that determine a person’s further behaviour. “It can take the form of motivation by the work itself when individuals feel that their work is important, interesting and challenging and provides them with a reasonable degree of autonomy (freedom to act), opportunities to achieve and advance, and scope to use and develop their skills and abilities” (Armstrong, 2009, p. 318). As for extrinsic motivation, it “occurs when things are done to or for people to motivate them. These include rewards, such as incentives, increased pay, praise, or promotion; and punishments, such as disciplinary action, withholding pay, or criticism” (Armstrong, 2009, p. 318). The author is convinced that extrinsic motivators should be considered as factors that exert a significant influence on increasing employee motivation. However, this effect is short-term. Conversely, intrinsic motivators have a long-term effect on the employee, “because they are inherent in individuals and their work and not imposed from outside in such forms as incentive pay” (Armstrong, 2009, p. 318).

This thesis is supported by Mansaray (2019), who emphasizes: “For intrinsic and extrinsic they explain how an individual can be motivated by forces within or forces outside. Thus, intrinsic factors consist of the want for accomplishment and the chance to do motivating work (self-actualization) whilst; extrinsic factors take

account of “needs for food, shelter and money”. However, this theory is to remind the managers that their job is to design the enabling environment that will promote|facilitate performance by taking into account different situations” (p. 193).

McShane and Von Glinow (2000) suggest considering motivation through the prism of internal factors, which include drives and needs. The authors claim: “We define drives (also called primary needs or innate motives) as hardwired characteristics of the brain that correct deficiencies or maintain an internal equilibrium by producing emotions to energize individuals. Drives are the “prime movers” of behaviour because they generate emotions, which put people in a state of readiness to act on their environment” (McShane, & Von Glinow, 2000, p. 134). The authors further note: “We define needs as goal-directed forces that people experience. Needs are the motivational forces of emotions channelled toward particular goals to correct deficiencies or imbalances. So, drives produce emotions, and needs are essentially the emotional experience channelled toward goals believed to address the source of emotion” (McShane, & Von Glinow, 2000, p. 134).

In our study, the motivational component in the structure of HR managers’ psychological and pedagogical competence includes motives (factors that prompt them to act), needs (awareness of one’s own role in the development of the company and the desire to improve) and interests (focus on mastering new knowledge). So, the motivational component of HR managers’ psychological and pedagogical competence consists of positive motivation, need and interest in achieving success in professional activities; full personal and professional realization in the corporate environment; awareness of one’s own role in the development of the company, ensuring its competitiveness on the market in general, one’s own continuous personal and professional development of personnel in particular, development of the organization’s human capital, etc.

In modern dictionaries the concept “cognition” refers to “mental processes; a product of these processes” (Merriam-Webster Dictionary, 2022); “the process by which knowledge and understanding is developed in the mind” (Oxford Learner’s Dictionaries, 2022); cognition is determined “in the sense of perception (the results

of such a process); in the sense of apprehension (understanding); in the sense of comprehension (understanding)” (Collins Dictionaries, 2022).

We view the cognitive aspect of HR managers’ psychological and pedagogical competence as a system of knowledge in Psychology, Pedagogy, and HR management, which is required for productive activity in the organization. This definition of "cognition" is based on what contemporary dictionaries define as the term. This pertains specifically to understanding the Psychology of adult and workplace traits; the intricacies of personality development (need, motive, character, personal maturity, temperament, value orientations, abilities); patterns of success development; and the Psychology of cognitive processes, which unveils an individual's inner (intellectual, emotional) potential. In their comprehensive study McAdams and Olson (2010) emphasised the following: “As emerging adults eventually come to take on the roles of spouse, parent, citizen, and stakeholder, their traits may shift upward in the direction of greater warmth and care for others, higher levels of social responsibility, and greater dedication to being productive, hard-working, and reliable... emerging adulthood marks the exploration of and eventual commitment to new life goals and the articulation of a new and ideally integrative understanding of one’s life story. Emerging adults begin to see life as a complex and multifaceted challenge in role performance and goal pursuit. At the same time, they seek to integrate the many different roles, goals, and selves they are managing within an organized identity pattern that provides life with some semblance of unity, purpose, and meaning” (p. 533-534).

Here it is worth emphasizing the need to take into account the principles of adult education proposed by Knowles (1980), who underlined that adults have skills and abilities that determine the specifics of their education:

- “the ability to develop and be in touch with curiosities (to engage in divergent thinking);
- the ability to formulate questions... that are answerable through inquiry (to engage in convergent or inductive-deductive reasoning);

- the ability to identify the data required to answer the various kinds of questions;
- the ability to locate the most relevant and reliable sources of data;
- the ability to select and use the most efficient means for collecting the required data from the appropriate sources;
- the ability to organize, analyse and evaluate the data so as to get valid answers;
- the ability to generalize, apply and communicate the answers to the questions raised” (Tennant, 2020, p. 11).

Knowledge of the emotional and volitional sphere of a person (overcoming stress, avoiding and resolving conflict situations, establishing interpersonal communication and cooperation), etc., is important for building a constructive environment for corporate training.

We believe that the cognitive component of the HR manager’s psychological and pedagogical competence includes knowledge of patterns and principles of training; planning, organization, monitoring, evaluation of training in the company. We agree that “learning can be defined as a relatively permanent change in behaviour potential that results from experience. This definition of learning has two important components. First, learning reflects a change in the potential for a behaviour to occur; it does not automatically lead to a change in behaviour. We must be sufficiently motivated to translate learning into behaviour... Second, the behaviour changes that learning causes are not always permanent. As a result of new experiences, previously learned behaviour may no longer be exhibited” (Klein, 2018, p. 2). We consider the cognitive component as an important element of HR manager’s psychological and pedagogical competence, which allows him to establish cooperation on the basis of partnership, to feel the problematic nature of the situation and to clearly determine the tasks; to acquaint employees with opportunities for self-improvement based on reflection and analysis of their experience, determination of one’s own advantages and challenges; to advise employees on the use of productive methods of evaluating their own learning and

self-monitoring; to create a favourable psychological microclimate which allows employees to feel comfortably, protected, confident.

Since an HR manager works with the company's employees, he must have knowledge about the essence of their professional activities. Equally significant is the knowledge of methodological tools, the advantages and disadvantages of its use, the choice of training forms and methods, the selection of appropriate information resources and learning material; knowledge of the principles and methods of monitoring corporate training, its analysis, evaluation, forecasting of possible ways of its improvement. It enables HR managers to balance the needs and interests of employees and the business as a whole; to choose and present appropriate learning materials according to workers' prior knowledge and skills level; to use engaging, hands-on learning strategies; and to create a positive learning environment where employees draw from their own experiences and prior knowledge to further their education.

According to Aslan (2017), "... inquiry is an effective way to find out what is known and what has been learned. It helps to discover new things. Curiosity comes to the forefront in inquiry, leading to the emergence of interest in events, phenomena, people and objects, giving rise to questions and attempts to find answers to these questions" (p. 190). The researcher proves that "asking questions is highly critical during the inquiry process. The quality of the questions asked in this process is also very important because qualified questions affect the extent to which knowledge, skills and thoughts is revealed" (Aslan, 2017, p. 190-191).

The possession of this knowledge reflects the level of erudition, flexibility and critical thinking, creativity and provides an opportunity for reflection, empathy, understanding and solving psychological and pedagogical tasks, showing initiative and innovative activity. So, we are talking about methodological knowledge (regularities of development, knowledge of general approaches and principles of employee training); psychological and pedagogical knowledge (knowledge of psychological and pedagogical principles of learning and training); special knowledge (knowledge of the professional context of the company); methodical

knowledge (knowledge of the peculiarities of corporate training methods).

In our opinion, the cognitive component should embrace knowledge of corporate culture, which includes formal and informal, personal, corporate values that reflect the company's mission and development strategy, as well as organizational culture, culture of communication and relationships, rules, norms, behaviour models, methods and forms of activity organization, principles, traditions on which the functioning of the company is based. According to Gorton, Grennan and Zentefis (2022), "the term culture should be unpacked. A sensible list of elements in that package, though neither nearly exhaustive nor likely satisfactory to all, include values, norms, conventions, shared beliefs, customs, traditions, symbols, rituals, knowledge, ideology, identities, and shared mental models. There is no one true concept of culture, just as there is no one true model of long-run economic growth (p. 537). "Corporate culture is instrumental to an organization's success. It provides the workplace environment for employees. When people work in an environment that they perceive as rewarding, they are more likely to perform at a high level. Furthermore, a company's success is the result of it performing certain tasks very well. Corporate culture is what determines these work environments as well as the tasks at which an organization excels" (Molenaar, Brown, Caile, & Smith, 2002, p. 19).

Therefore, the cognitive component is based on knowledge in the field of Psychology and Pedagogy, which is necessary for the professional activity of HR managers; awareness of the specifics of the company's corporate culture and one's own role in its development and support; as well as psychological and pedagogical knowledge that reveals the essence of training organization in a constructive corporate environment.

Modern dictionaries determine activity as "the quality or state of being active: behaviour or action of a particular kind; natural or normal function such as an organizational unit performing a specific function" (Merriam-Webster Dictionary, 2022); "a thing that somebody does in order to achieve a particular goal" (Oxford Learner's Dictionaries, 2022); activity "in the sense of action; in the sense of pursuit;

in the sense of functioning” (Collins Dictionaries, 2022). Using the definitions of the concept of "activity", we interpret the activity component as a set of abilities and skills necessary for the application of knowledge in a professional environment in order to solve standard and non-standard tasks of a professional nature. HR managers should be able to apply psychological and pedagogical skills while building interpersonal relationships with team members and establishing an active life position; make judgements about specific professional situations; effectively use normative documents of the international, national and institutional level to carry out professional functions; actively participate in solving professional problems in the field of HR management; organize corporate training to achieve personal and organizational goals of the company, etc. “It is understandable that each organization wants to have the most competent employees and the most capable managers. It is because the organization’s potential success in the market depends on them. The point is to have the right people at the right time at the right place. This is doubly true when speaking about managers. Many organizations realize that there is an urgent need to find new ways how to manage people. The burning questions especially are the search for good employees (detecting their potential), education of employees, motivation towards a higher performance, and managing the employees’ careers” (Lišková, & Tomšík, 2013, p. 496).

In this context, HR managers must possess the skills of reflection on their professional activities, critical analysis of their own knowledge, abilities and skills, adequate self-assessment of their own results and personal qualities. “The development of individual and collective reflectivity is generally thought to result in organizational renewal and innovativeness, which can further improve business and financial performance” (Ukko, Hildén, Saunila, & Tikkamäki, 2017, p. 428). In other words, it is about mastering diagnostic skills (diagnosis of the needs and interests of employees and the company, analysis and generalization of experience). We agree with the statement that “the objective of competence development intervention is to develop the knowledge, skills, and abilities related to tasks at hand and to recognize the capabilities needed for a firm’s future survival and success.

Because the necessary knowledge and skills are continuously changing, and because predicting critical future capabilities is difficult, the greatest challenge rests in creating learning opportunities at all organizational levels” (Ukko, Hildén, Saunila, & Tikkamäki, 2017, p. 429). According to Angelova (2019), “In this context, corporate trainings are an integral part of any serious corporate policy for human resource development, which serve both for managers and employees achieving implementation of two important tasks at the same time. First of all, corporate trainings usually are initiated by the managers and are conducted implementing concrete necessity of the company (identified gap of skills or knowledge or both); on the other hand, the training (regardless of its type and design) is based on the individual needs of knowledge and skills of the trained employees and specific achievement and development in the field of training during the course. Therefore, the trainings provided by the company could be considered as a process of symbiosis between individual achievements and corporate real needs” (p. 11). It is obvious that an HR manager needs design skills for developing a learning model, developing a didactic system, as well as research skills (creative search and creative learning, implementation of effective methods and techniques, means and forms of learning); content-procedural (definition of the content of training, design of the educational process, organization of a constructive learning environment); prognostic skills (prediction of the further development of corporate training based on the analysis of previous practice) and their use in practice. Therefore, in our study, we will consider that the activity component includes the ability to practically apply psychological and pedagogical knowledge related to the organization of corporate training, determining its goals and expected results based on reflective practices, managing the training process of employees, as well as establishing a constructive learning environment and relationships.

Summarizing the presented research material, we state that the psychological and pedagogical competence of the HR manager consists of motivational, cognitive and activity components (Fig. 1.7).

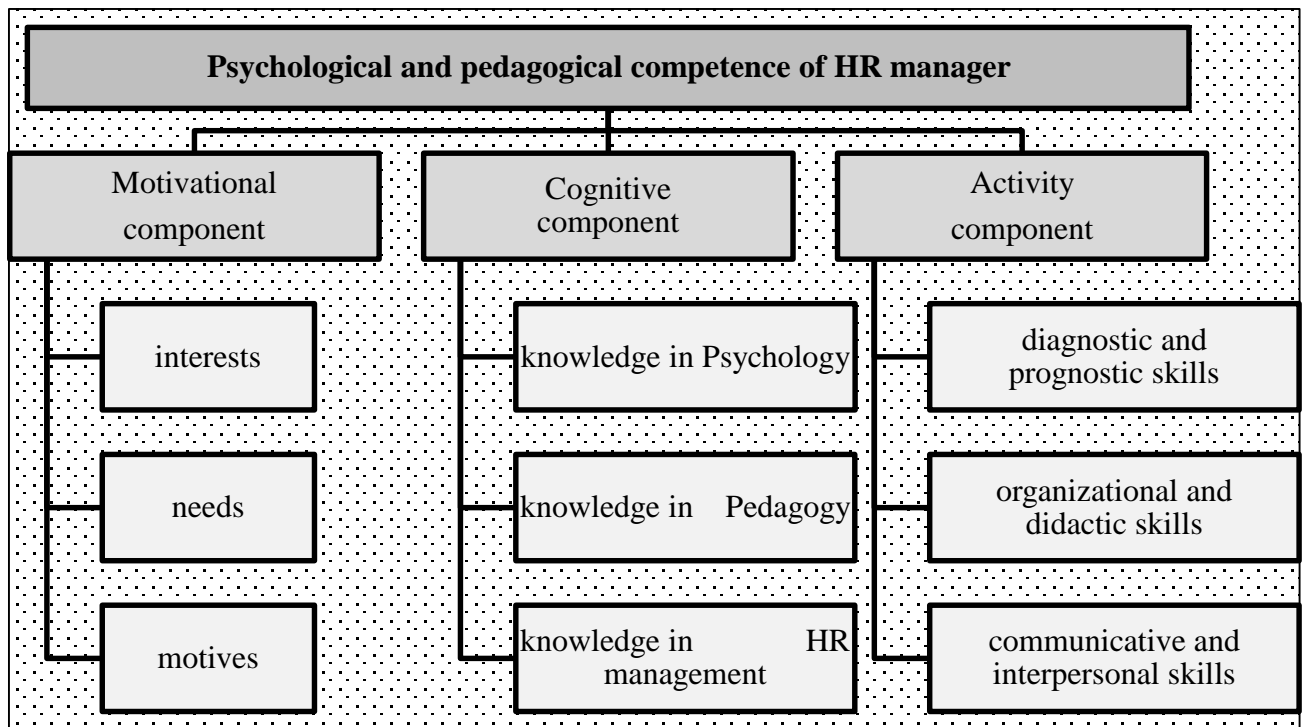


Fig. 1.7. The structure of HR manager's psychological and pedagogical competence (developed by the author)

Interests, needs, motives are the elements of the motivational component of HR manager's psychological and pedagogical competence. The cognitive component of HR manager's psychological and pedagogical competence comprises knowledge of Pedagogy, Psychology, and HR management.

The activity component of HR manager's psychological and pedagogical competence includes diagnostic-prognostic, organizational-didactic skills, as well as communication and interpersonal skills.

1.3. Modern practice of HR managers' psychological and pedagogical competence development

In the context of our study, the modern practice of HR managers' psychological and pedagogical competence development requires research. First of all, it is worth referring to the requirements declared in the documents of associations and organizations that are recognized at the international level as professional ones

in the field of management. They work in the modern market, analyse the needs of companies in the field of HR management, study their activities and understand the essence of HR managers' professional functions. The confirmation of the logic and accuracy of this thesis can be found in the scientific literature. For example, Kozhan (Кожан, 2013) suggests considering the problem from the perspective of determining the duties of an HR manager. "The type of HR manager is determined by the level of the position (HR director, HR manager) with the corresponding complexity of work and responsibility; by areas (functions) of HR management: personnel selection manager – recruiter; training and development manager; motivation manager; compensation and reward manager; project manager; HR specialist, etc." (p. 99). There is no doubt that "paying attention to human resources and promoting their capabilities is one of the most important assets of organizations. Therefore, transformational and effective actions and activities in the field of human resource management will enable organizations to expand their core competencies closer to reality" (Farahni, Ghorbanizadeh, Taghi Taghavifard, & Rangriz, 2021).

Specifying the concept of "professional competence of a manager", Kolisnyk (Колісник, 2015) notes: "Our analysis provides grounds for understanding the essence of the professional competence of specialists in the field of management as a quality integrative characteristic of a specialist's personality, which determines his readiness and ability to use professional functions in the field of economic activity, making optimal decisions, using professional knowledge and previous experience to achieve the desired result through the possession of innovative technologies for the development of the economy and considering the peculiarities of the society, as well as personal responsibility for the decisions made" (p. 70).

Scientists claim that there are "different classifications of approaches and methods for determining competencies" (Farahni, Ghorbanizadeh, Taghi Taghavifard, & Rangriz, 2021, p. 95). Further researchers distinguish three approaches, which "can be introduced to determine competencies:

- a) Borrowing strategy,
- b) Borrowing and localization strategy,

c) Strategy for creating a suitable model for oneself” (Farahni, Ghorbanizadeh, Taghi Taghavifard, & Rangriz, 2021, p. 95).

In this context Farahni, Ghorbanizadeh, Taghi Taghavifard and Rangriz (2021) justify, that “in another classification of competency model design approaches by Briscoe and Hall, the design of managers’ competency model by different organizations was done with the aim of categorizing these approaches. They found that the use of competency models is a recent phenomenon in organizations that leads them to increase competitiveness by resorting to any means, including developing the performance of their managers” (p. 25).

In our research, we refer to documents presented by two international organizations: Chartered Institute of Personnel and Development (United Kingdom) (CIPD, 2018) and Society for Human Resource Management (SHRM, 2018). Chartered Institute of Personnel and Development (United Kingdom) is a professional association of specialists in the field of personnel management. In 2018, Chartered Institute of Personnel and Development presented “The profession map”, which “sets the international benchmark for the people profession” (CIPD, 2018). The structure of “The profession map” includes the following components: purpose; core knowledge; core behaviours; specialist knowledge (CIPD, 2018) (Fig. 1.8).

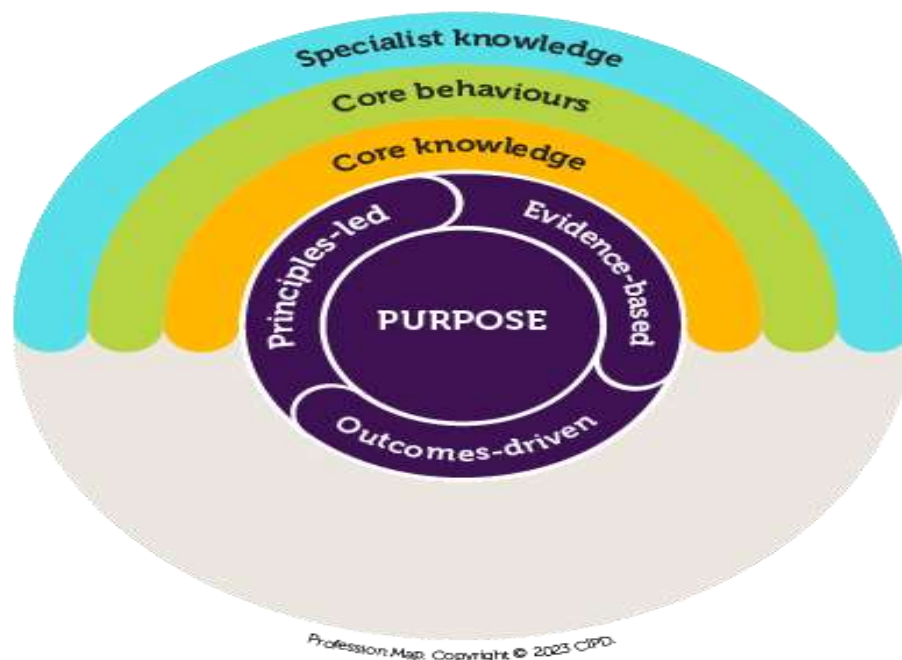


Fig. 1.8. The profession map (CIPD, 2018)

We agree with the statement, that “traditionally, the competency model is both an instrument of personnel management and a key element of organizational strategy; it includes a set of competences necessary for the successful performance of work and tasks in the organization, successful career growth, increasing competitiveness on the labour market, etc. Universal competency models can be created for specific jobs, teams, tasks, activities, and organizations” (Kolot, Lopushniak, Kravchuk, Varis, & Ryabokon, 2022, p. 326).

According to Chartered Institute of Personnel and Development (CIPD, 2018), “The profession map” encompasses principles-led, evidence-based, outcomes-driven purpose.

It is worth mentioning that core knowledge, proposed by Chartered Institute of Personnel and Development (CIPD, 2018) involves the following:

- “people practice (understanding people practice; law and regulation; workforce planning; skills and capabilities; performance management; wellbeing; equality, diversity and inclusion; flexible ways of working; enabling flexible ways of working);
- culture and behaviour (organization culture; systems thinking; behavioural science; ethics; learning approaches; facilitation, coaching, consulting; effective teams; enabling resilience; employee engagement; diverse employee voices);
- business acumen (organization strategy and issues; external landscape; business model; value creation; organization performance; financial literacy; strategic planning; governance; supplier management: environmental sustainability; brand);
- evidence-based practice (evidence-based practice; analysis and problem solving; data and analytics; research; stakeholder insights; measuring impact);
- technology and people (people technologies; collaborative technologies; social media; technology-enabled practices; impact of technology);

– change (business cases; managing change; continuous improvement and innovation; change experience and engagement; change levers; project management)” (CIPD, 2018).

In the context of our research, it is necessary to consider not only the knowledge, but also the skills that HR managers should possess, as well as the values and attitudes that are the components of their professional competence and influence their behaviour and activities in the professional environment.

“The Profession Map” of Chartered Institute of Personnel and Development (CIPD, 2018) doesn’t determine the skills of managers. But the analysis of “Core behaviours” makes it possible to define the core skills through the outlined behaviours:

- “ethical practice (ethical decisions, impact of decisions, ethics and law, transparency, integrity);
- professional courage and influence (courage, communication; stakeholder relationships, influencing approach, accountability);
- valuing people (purposeful work, humanity, developing others, supporting managers, enabling voice, promoting wellbeing);
- working inclusively (inclusivity, valuing diversity, building relationships, collaborative working, sharing knowledge, conflict resolution, psychological safety);
- commercial drive (commercial focus, customer focus, financial acumen, delivery focus, personal resilience);
- passion for learning (the wider people profession, new approaches, CPD, learning from feedback, self-awareness);
- insights focused (understanding issues, gaining evidence, evaluating evidence, innovation, identifying connections);
- situational decision-making (evidence-based decisions, decision-making, adaptability, evaluation decisions)” (CIPD, 2018).

The results of the analysis of this document indicate that the listed competences and areas of their application relate to all professions belonging to the

“human-human” system.

There is one more document worth analysing. This is “The SHRM Body of Competency and Knowledge” of Society for Human Resource Management (SHRM, 2018), which determines competences of HR managers. It presents the competence model, which incorporates behavioural and technical competences (Fig. 1.9).

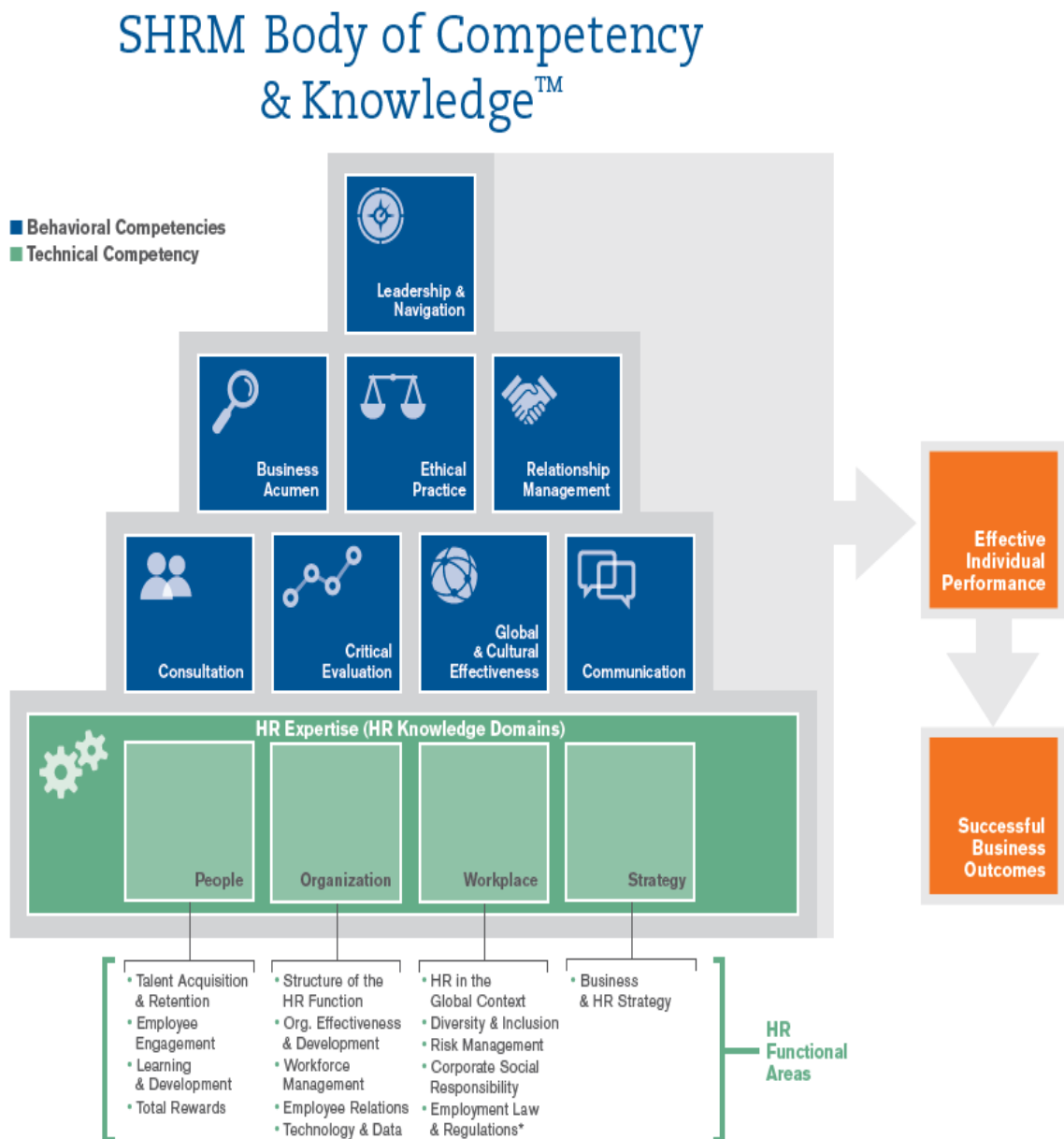


Fig. 1.9. Competency model of Society for Human Resource Management (SHRM, 2018)

The analysis of this model shows that among the behavioural competences Society for Human Resource Management distinguishes the following: “leadership

& navigation, ethical practice, business acumen, relationship management, consultation, critical evaluation, global & cultural effectiveness, communication” (SHRM, 2018).

The Competency model of Society for Human Resource Management outlines HR Expertise or HR knowledge which is subdivided into several domains:

- “people with the functional areas of talent acquisition & retention, employee engagement, learning and development, total rewards;
- organization (functional areas: structure of the HR function, organizational effectiveness & development, workforce management, employee relations, technology and data);
- workforce (functional areas: HR in the global context, diversity & inclusion, risk management, corporate social responsibility, employment law & regulations);
- strategy (functional areas: business & HR strategy)” (SHRM, 2018).

The requirements for the competences of HR managers, declared in both documents, reflect the needs of the labour market and employers in the international context. Also, compliance of the professional competence of HR managers with these requirements provides grounds for their certification (CIPD, 2018; SHRM, 2018).

We concur with Ukrainian researchers that investments in human capital are expenditures on health, education, and the ability of employees to move from low-productive to highly productive businesses. They also strive to improve the qualifications and talents of employees (Балановська, Михайліченко, & Троян, 2020). According to Dubinsky (Дубінський, 2015), an HR manager’s professional competence consists of the following elements: professionalism, experience, professional knowledge, skills, and abilities; it also includes raising the level of competence manifestation through the formation and development of competencies, acquiring new professional knowledge and applying it; and professional thinking.

In order to understand how higher education institutions train future HR managers, it is important to examine their curricula and determine how well they

satisfy employers' expectations for the professional competence of HR managers while taking into account local, national, and global contexts.

It is obvious that higher education in Ukraine and the People's Republic of China as well as in other countries is developing under the influence of trends in the international educational space. Among these international trends scientists distinguish "powerful equipment with modern information technologies, inclusion in the Internet system; development of distance education for students; universalization of higher education, integration of higher educational institutions, both domestic and international, creation of university corporations; transition to educational standards close to global requirements; significant changes in education and working conditions, causing an urgent need for lifelong learning" (Mukan, Huzii, & Lan, 2023, p. 5).

In our research, it is important to analyse the experience of higher education institutions regarding the initial training of HR managers (Appendix A), as well as the development of their psychological and pedagogical competence. For example, we performed an analysis of educational programs of several universities of Ukraine and the People's Republic of China, which offer training programs for managers. We selected universities using national rankings. In particular, the selection of higher education institutions of Ukraine was made in accordance with the rating "Top-200 Ukraine 2023" (The Centre for International Projects "Euro Education", 2023) (Table 1.1).

Table 1.1

The experience of Ukrainian and Chinese universities in providing educational programs at Bachelor's, Master's and Doctoral levels (developed by the author)

#	University	Bachelor program	Master program	PhD program
1.	National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"	Management and Business Administration	Management and Business Administration	Management
2.	Taras Shevchenko National University of Kyiv	Management of organizations	Management and Business Administration	Management
3.	V. N. Karazin Kharkiv National University	HR management	Management of organizations and Administration	There are no programs in Management

			Management of organizations	
4.	Lviv Polytechnic National University	Management	HR management	Management
5.	Ivan Franko National University of Lviv	Management of organizations and administration	Management of organizations and administration	Management
6.	Tsinghua University	Management and business administration	Management	Management
7.	Peking University	Management and public administration	Management	Management
8.	Zhejiang University	Management and business administration	Management	Management
9.	Shanghai Jiao Tong University	Management and business administration	Management	Management
10.	University of Science and Technology of China	Management and business administration	Management	Management

In this ranking, the best universities of Ukraine occupy the following positions:

1. National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”
2. Taras Shevchenko National University of Kyiv
3. V. N. Karazin Kharkiv National University
4. Lviv Polytechnic National University
5. Ivan Franko National University of Lviv (The Centre for International Projects “Euro Education”, 2023).

Among Chinese universities, we choose 5 universities that occupy the highest positions in the “2023 Chinese University Ranking” (UniRank, 2023):

1. Tsinghua University
2. Peking University
3. Zhejiang University
4. Shanghai Jiao Tong University
5. University of Science and Technology of China (UniRank, 2023).

The listed universities offer Bachelor's, Master's and Doctoral level programs for training managers, and experienced teachers are involved in the training of future specialists in the field of management. Among the offered programs, we singled out those that are of great interest for our research as well as are directly related to the training of HR managers.

The National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" offers the "Management and Business Administration" program of the first (Bachelor's) level of higher education (National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", 2023). Students have the opportunity to study the "HR management" course (Shkrobot, 2022b). The analysis of the syllabus of "HR management" course shows that only one topic is indirectly related to the pedagogical aspect of HR manager's activity. It is Topic 10: "Management of the development process and personnel movement", according to which the problem of professional development of the company's employees is considered (Shkrobot, 2022b).

At the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" the program of the second (Master's) level of higher education "Management and Business Administration" (National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", 2022) presupposes the mastering of "Modern technologies of HR management" course (Shkrobot, 2022a). The analysis of the syllabus of this educational component shows that it involves mastering the basics of Psychology, but the pedagogical content is absent (Shkrobot, 2022a).

At the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", the program of the third (educational and scientific) level of higher education "Management" (National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", 2019) provides for the study of the "Actual problems of Pedagogy of higher education" course, aimed at forming the teaching competence of Doctors of Philosophy and their preparation for work in a higher education institution (Blokhina, 2022).

At Taras Shevchenko National University of Kyiv, students have the opportunity to choose the educational and professional program of the first (Bachelor's) level of higher education "Management of organizations" (Taras Shevchenko National University of Kyiv, 2020a). According to the curriculum, students study the subject "HR management" during the 5th semester (Bilorus, 2022). The results of the analysis of the content of this course make it possible to formulate the conclusion that only one topic (Topic 11. Personnel motivation and system efficiency) in this subject partially reveals the psychological aspects of the work with personnel, and the development of pedagogical knowledge is not foreseen (Bilorus, 2022).

Taras Shevchenko National University of Kyiv offers an educational and professional program of the second (Master's) level of higher education "Management and Business Administration" (Taras Shevchenko National University of Kyiv, 2020b), however, no educational component of this program involves the development of psychological and pedagogical competence of a manager. The same applies to the educational and scientific program for the training of a Doctor of Philosophy. The educational component "Assistant Pedagogical Practice" is the exception (Taras Shevchenko National University of Kyiv, 2022).

The study of the experience of V. N. Karazin Kharkiv National University shows that this institution of higher education of Ukraine offers an educational and professional program of the first (Bachelor's) level of higher education "HR management" (V. N. Karazin Kharkiv National University, 2023a). The analysis of this program shows that the development of psychological and pedagogical competence is provided by a number of educational components, including "Psychology and Pedagogy", "HR management", "Personnel motivation and evaluation", "Training and coaching technologies in HR manager's activity", "Leadership and teamwork", as well as elective course "Psychology of social interaction" (V. N. Karazin Kharkiv National University, 2023a).

The educational and professional programs of the second (Master's) level of higher education "Management of organizations and administration" (V. N. Karazin

Kharkiv National University, 2022), “Management of organizations” (V. N. Karazin Kharkiv National University, 2023b), offered by V. N. Karazin Kharkiv National University, do not provide any course for the development of psychological and pedagogical competence of future managers. Also, this institution of higher education does not offer an educational program for training Doctors of Philosophy in the field of “Management”.

According to the information posted on the website of Lviv Polytechnic National University, this institution of higher education offers first (Bachelor’s) (Lviv Polytechnic National University, 2023a), second (Master’s) (Lviv Polytechnic National University, 2023b, 2023c, 2023d) and the third (educational-scientific) level of higher education programs (Lviv Polytechnic National University, 2022) in “Management”.

The Bachelor’s program “Management” allows students to choose several specializations, among which there is “HR management and administration”. The analysis of the program shows that this specialization is implemented through the study of a number of courses. In particular, future bachelors study “HR analytics”, “Personnel motivation”, “Leadership technologies in organization”, “Management of intellectual potential of organization”, “Psychology and social-legislative dialogue in management”, “Corporate culture”, and “Management of personnel development in organization” (Lviv Polytechnic National University, 2023a).

The Master’s program “HR management” provides the possibility to study such core educational components as “Personnel recruiting and adaptation”, “Personnel learning and development”, as well as elective courses: “Personnel assessment and HR analytics”, “Corporate culture and communication management”, “Talents management”, “Team management and transformative leadership”, “Employer brand and social responsibility”, and “Conflict management” (Lviv Polytechnic National University, 2023d).

Among the elective courses of the educational and scientific program “Management” for future Doctors of Philosophy, one can find such educational components as “Communication management”, “Anticipative management”,

“Modern concepts of human capital management”, and “Socio-humanistic paradigm of management” (Lviv Polytechnic National University, 2022).

At Ivan Franko National University of Lviv, students can choose the Bachelor’s program titled “Management of organizations and administration” (Ivan Franko National University of Lviv, 2021). This program involves the study of courses, mastering knowledge which contributes to the development of psychological and pedagogical competence: “Psychology of management”, “Multicultural management”, “Self-management”, “Leadership and group dynamics”, “HR management”, and “Communication management”. Among the elective courses one can find “Business-training of professional success” (Ivan Franko National University of Lviv, 2021).

The program for the same specialty of the second (Master’s) level of higher education offers such core courses as “Corporate management”, “Leadership Psychology”, “Management consulting”, as well as elective courses: “Knowledge management”, “Modern technologies of HR management”, “Strategic leadership in frame of changes”, “Corporate social responsibility”, “Management of communicative processes at the enterprise”, “Psychology of personnel selection” (Ivan Franko National University of Lviv, 2023).

The educational and scientific program of the third (educational and scientific) level of higher education “Management”, which provides the possibility to study such courses as “Methods of knowledge conceptualization”, “Pedagogy of higher education”, “Psychology of higher education”, is worth mentioning in our study (Ivan Franko National University of Lviv, 2022).

In Ukraine and China, the reform of higher education is underway. It is aimed at its modernization, standardization and harmonization with the trends of the international space of higher education (Ministry of Education of People’s Republic of China, 2013, 2019, 2020a; The State Council of People’s Republic of China, 2018; The State Council, XinhuaNet of People’s Republic of China, 2019a, 2019b).

Jing (2020) claims, that “Education Modernization 2035 in China” further proposes to improve the education quality standard system, and formulate education

quality standards that cover the whole school sector, reflect the world's advanced level and meet the characteristics of different types of education at different levels. In 2018, the national standards for the class teaching of undergraduate course of common colleges and universities, this is issued to the nation and the world's first national standards for higher education teaching, and the developing trend in the world attaches great importance to the talent training quality is consistent, the construction with Chinese characteristics, the level of higher education quality standards system has an important landmark significance" (p. 3).

In China, special attention is paid to ensuring the quality of higher education and developing standards for the training of Bachelors, Masters and Doctors of Philosophy (Ministry of Education of People's Republic of China, 2020a, 2020b; The State Council of People's Republic of China, 2016).

It should be emphasized that higher education standards have been developed and approved in Ukraine for the training of bachelors (Ministry of Education and Science of Ukraine, 2018), masters (Ministry of Education and Science of Ukraine, 2019), and Doctors of Philosophy (Ministry of Education and Science of Ukraine, 2021) in the field of knowledge "Management". In the context of our research, it is worth analysing those general and professional competencies, which are considered as components of such an integrative concept as the psychological and pedagogical competence of a manager, in particular, an HR manager.

For example, the standard of higher education of the first (Bachelor's) level declares that managers should possess the following competencies:

- “general: the ability to learn and master modern knowledge; valuing and respecting diversity and multiculturalism; the ability to act on the basis of ethical considerations (motives);
- professional: the ability to act socially responsibly and consciously; the ability to work in a team and establish interpersonal interaction when solving professional tasks; the ability to evaluate the performed work, ensure the quality and motivate the organization's personnel; the ability to create and organize effective communications in the management process; understand the principles of

Psychology and use them in professional activities; the ability to form and demonstrate leadership qualities and behavioural skills” (Міністерство освіти і науки України, 2018).

Regarding the standard of higher education of the second (master’s) level in the field of “Management”, it is declared here that masters are expected to be able to demonstrate the following competencies:

- “general: the ability to communicate with representatives of other professional groups of different levels; the ability to motivate people and move towards a common goal; the ability to act on the basis of ethical considerations (motives);

- professional: the ability to establish values, vision, mission, goals and criteria by which the organization determines further development directions, develop and implement appropriate strategies and plans; ability for self-development, lifelong learning and effective self-management; the ability to form leadership qualities and demonstrate them in the process of managing people; the ability to use psychological technologies for working with personnel” (Міністерство освіти і науки України, 2019).

Scientists claim, that many innovations and reforms have been introduced into the higher education of China. “A significant reform since the late 1990s has been the amalgamation of several higher education institutions to create strong, comprehensive universities. The principal goal is to achieve administrative, economic and academic benefits, by merging institutions into large units, based on the assumption that larger units would yield qualitatively stronger academic institutions and better management and use of administrative resources” (Li, 2010, p. 60). The reflection of our own experience provides possibility to agree that “higher education has entered the era of popularization in China. To adapt to the development of higher education globalization and internationalization, we should further deepen reform and innovation, and accelerate the construction and improvement of quality assurance, so we can effectively improve high education quality” (Jing, 2020, p. 4).

Nowadays, in Tsinghua University (Tsinghua University, 2023), Zhejiang University (Zhejiang University, 2023), Shanghai Jiao Tong University (Shanghai Jiao Tong University, 2023), University of Science and Technology of China (University of Science and Technology, 2023) students are trained according to the “Management and business administration” educational program for Bachelor degree, and “Management” program of Master’s and Doctor of Philosophy levels of higher education. Similar situation is in Peking University with the only difference in the Bachelor’s program, which is called “Management and public administration” (Peking University, 2023).

The analysis of educational programs of Chinese universities shows that the situation is similar to the experience of Ukraine. The list of disciplines that form the psychological and pedagogical competence of future managers is analogous in four out of five universities (Tsinghua University, 2023; Zhejiang University, 2023; Shanghai Jiao Tong University, 2023; University of Science and Technology, 2023). Here, programs of the first (Bachelor’s) level of higher education offer such courses as “Management”, “Modern enterprise management”, “HR management”, “Organizational behaviour” (Tsinghua University, 2023; Zhejiang University, 2023; Shanghai Jiao Tong University, 2023; University of Science and Technology, 2023). According to the educational program of Peking University, future bachelors study the following courses: “Public administration”, “Management Psychology”, “Public administration”, “Public ethics”, “Science of leadership” (Peking University, 2023). However, the educational programs of the second (Master’s) and third (educational and scientific) level of Doctor of Philosophy training in all five universities do not provide special courses in this direction (Tsinghua University, 2023; Zhejiang University, 2023; Shanghai Jiao Tong University, 2023; University of Science and Technology, 2023; Peking University, 2023).

Based on the analysis of the experience of higher education institutions of Ukraine and China which offer programs in the field of knowledge “Management” and train future managers, as well as HR managers, we confirm that this experience is characterized by the following features:

- the development, approval and application of higher education standards in the practice of higher education institutions for the first (Bachelor's), second (Master's), third (educational and scientific) levels of higher education;
- the application of the mechanisms of centralization of educational programs development (the development of university programs for the first (Bachelor's), second (Master's), third (educational and scientific) level of higher education is implemented in accordance with state standards of higher education) and decentralization (using the right of autonomy, modern universities are independent in the development of educational programs' content) in educational programs development;
- the training of future managers including those who will work with company HR, according to the programs in specialties "Management", "Management of organizations and administration" (Ukraine), "Management and business administration", "Management and public administration" (China) and their offer to students by 5-top universities of Ukraine and People's Republic of China with the simultaneous absence of special educational components, which contribute to the development of psychological and pedagogical competence of HR managers;
- the provision of educational programs in the specialty "HR management" by the Faculties of Economics and Management (experience of Ukraine and China), as well as Faculties of Management and Administration, Faculties of Public Administration, Faculties of Social Sciences (experience of China) in higher education institutions;
- the use of various mechanisms for the development of distinct components of psychological and pedagogical competence of future HR managers: emphasizing the study of individual educational components in Psychology or Pedagogy as well as integration of knowledge from Psychology and Pedagogy into the content of professional courses, but psychological and pedagogical competence (as an integrative feature, which includes knowledge and skills in the field of Psychology and Pedagogy, compulsory for the organization of continuous

development as well as wellbeing of the company's employees, which contributes to ensuring the efficiency of professional activity in general and solving complex problems in non-standard situations of the professional environment, as well as inclinations, orientations and strategies for the development of one's own general and professional personal culture, deepening and accumulation of experience in the field of HR management) is not formed.

The performed analysis shows that the development of psychological and pedagogical competence at the level of initial professional training of HR managers is insufficient, it does not differ in systematicity aimed at the development of its individual components, which justifies the need for its development in the process of corporate training.

Conclusion to Chapter 1

In Chapter 1 "The development of HR managers' psychological and pedagogical competence in the framework of corporate training as a scientific and pedagogical problem" the interpretation of the main concepts and categories of research is presented; HR managers' psychological and pedagogical competence, its content and structure are interpreted; and the modern practice of HR managers' psychological and pedagogical competence development is substantiated and described.

It was discovered that contemporary businesses give careful consideration to the issue of employees' professional growth and competence development, which falls under the purview of HR management. This subject is studied from several angles by theorists and practitioners, as evidenced by the variety of publications they have produced.

The chapter presents the interpretation of the main concepts and categories of research, including competence, knowledge, skills, values and attitudes, professional competence, psychological and pedagogical competence, HR managers'

psychological and pedagogical competence, corporate training.

Based on the study of the terminology, it was concluded that psychological and pedagogical competence of an HR manager should be interpreted as an integrative feature, which includes knowledge and skills in the field of Psychology and Pedagogy, necessary for the organization of continuous development as well as well-being of the company's employees, contributes to ensuring the efficiency of professional activity in general and solving complex problems in non-standard situations of the professional environment, as well as inclinations, orientations and strategies for the development of one's own general and professional personal culture, deepening and accumulation of experience in the field of HR management.

The content and structure of HR managers' psychological and pedagogical competence, which includes motivational, cognitive, activity components, was analysed and substantiated. The motivational component is interpreted as an awareness of the role and importance of psychological and pedagogical competence in professional activity; a system of professional attitudes and beliefs, motives, personal meanings, interests and goals; striving for self-knowledge, self-improvement and self-management; awareness of one's own professional role, which contributes to professionalization, helps to critically analyse and evaluate the level of professional tasks, etc. The cognitive component is based on knowledge in the field of Psychology and Pedagogy, which is necessary for the professional activity of HR managers; awareness of the specifics of the company's corporate culture and one's own role in its development and support; as well as psychological and pedagogical knowledge that reveals the essence of training organization in a constructive corporate environment. The activity component is considered as a set of abilities and skills necessary to practically apply psychological and pedagogical knowledge related to the organization of corporate training, determining its goals and expected results based on reflective practices, managing the training process of employees, as well as establishing a constructive learning environment and relationships.

Based on the analysis of professional associations' documents in HR

management, experience of higher education institution, it was justified that the modern practice of HR managers' psychological and pedagogical competence development within the initial professional training of future HR managers is not sufficient regarding psychological and pedagogical competence development. These conclusions substantiate the need for the development of psychological and pedagogical competence of HR managers within the framework of corporate training.

The content of this chapter is presented in the following publications: Gao, 2023a; Gao, 2023b; Gao, 2024a; Gao, 2024b; Gao, 2024c.

CHAPTER 2

**THE SCIENTIFIC AND METHODOLOGICAL PRINCIPLES
OF HR MANAGERS' PSYCHOLOGICAL AND PEDAGOGICAL
COMPETENCE DEVELOPMENT
IN THE FRAMEWORK OF CORPORATE TRAINING**

Chapter 2 “The scientific and methodical principles of HR managers’ psychological and pedagogical competence development in the framework of corporate training” presents the specificity of research methodology; the characteristics of criteria, indicators and levels of HR managers’ psychological and pedagogical competence development. This chapter reveals the diagnostics of HR managers’ psychological and pedagogical competence development, as well as justification of pedagogical conditions for HR managers’ psychological and pedagogical competence development in the framework of corporate training.

2.1. Research methodology

Over the past two decades, significant changes have taken place as a result of rapid scientific and technological development. In this regard, education now plays an important role, as it provides opportunities for shaping the readiness of society to adapt in a rapidly changing environment through the use of improved educational programs, textbooks, teaching and assessment methods. At the beginning of the 21st century, theorists and practitioners pay special attention to the problem of continuous training and professional development of specialists throughout their professional activities. It is based on the peculiarities of the development of the modern labour market, the requirements of employers for the level of specialists’ competence, their readiness to perform professional functions in conditions of uncertainty and the rapidity of changes of various nature.

The modern methodology of pedagogical science distinguishes between

different types of scientific research: fundamental research, applied research, and experimental research. The results of fundamental research are of general importance because they are the result of high-quality research projects and the application of sophisticated methods that involve originality, imagination and ingenuity (Wilson, & MacLean, 2011). The methodology of fundamental research is rigorous, involving highly structured, intensive and systematic scientific processes. It uses careful sampling techniques, allowing for the extension of findings beyond the selected sample groups and drawing broad generalizations or principles that lead to further theory development.

As for experimental studies, it is worth noting that they aim to solve an urgent practical problem. Such studies are conducted in relation to real problems and in real educational environment in which they arise in practice.

Thanks to experimental research, teachers can often solve problems that arise in the educational process, exact teaching-learning situation (Gall, Borg, & Gall, 1996). Although experimental studies may address some specific questions, they may not provide general knowledge to address other issues. Research at this level is usually classified by the degree to which the results are directly applicable to solving a practical problem.

Fundamental research often has long-term practical benefits. For example, progress in the practice of medicine depends on fundamental research in biochemistry, microbiology, and genetics. In the same way, progress in educational practice is connected with progress in the discovery of general laws, by performing fundamental psychological, pedagogical, and sociological research.

For example, when creating general theories of learning, researchers frequently observe classes to get insight into the learning process. Context and social structure are two factors that researchers need to take into account because they are absent from the lab's artificial setting (Newman, & Gough, 2020). Once theories are formulated, they can be tested through further research in practice.

Applied research presupposes improvement of education through change, which involves educators working together to advance their own practice (Biesta,

2020). Practical research comprises solving specific problems, thus providing the access to the results of research. It is also a way of developing critical thinking and openness, which involves developing a clear strategy, applying a systematic approach to the comprehension of educational process and analysing educational problems, substantiating teaching practice.

Experimental research is any systematic inquiry conducted by pedagogues, principals, consultants, or other stakeholders in the educational environment to collect information about how specific educational institutions operate, teachers teach, and students learn. Its purpose is to provide teachers-researchers with the opportunity to advance their own professional activities, to provide tools for solving everyday problems.

We agree, that “research is guided by a thoughtful, well-articulated question that originates in a need, concern, or problem; matters to oneself and others; is carried out in a planned, intentional, and systematic manner; engages and draws on multiple sources and kinds of information (e.g., primary, secondary, first-hand); entails a careful recording of findings and information” (Blakeslee, & Fleischer, 2019, 5). Studying the specificity of experimental research, Abari and Akinyemi (2023) argues, that “this is a systematic, controlled, empirical and critical study of the relationship between natural phenomena. It is a scientific study in nature. It investigates possible cause-effect relationships by exposing one or more experimental groups to one or more treatments (independent variable) and having one or more control groups not receiving the treatment. It, therefore, manipulates its independent variable(s)” (p. 15).

Pedagogical research is a formal, systematic application of research methods to study educational problems. Pedagogical research is carried out with the aim of obtaining reliable pedagogical information about the educational process. Pedagogical research, like scientific research in other fields of scientific knowledge, is important for providing valuable and reliable knowledge, thanks to which it is possible to ensure the effectiveness of the educational process, to improve certain of its components or the activities of the participants of the educational process

(Newman, & Gough, 2020).

Any research requires a clear definition of the aim and objectives, the development of a plan for its implementation and the selection of appropriate research methods. First of all, we note that for the development of the research program we used the theoretical and methodological theses proposed by proficient scientists (Coe, Waring, Hedges, & Ashley, 2021; Cohen, Manion, & Morrison, 2017; Cuttance, & Ecob, 1988; Dawadi, Shrestha, & Giri, 2021; Efron, & Eavid, 2019; Egbert, & Sanden, 2019; Elliott, 2022; Hajar, 2021; Hatch, 2023; Kumatongo, & Muzata, 2021; Harring, Stapleton, & Beretvas, 2015; Jaccard, J., & Jacoby, 2020; Kelly, Garbacz, & Albers, 2020; Khine, 2022; Land, 2012; Lichtman, 2023; Mertler, 2021; Newman, & Gough, 2020; O'Connell, & McCoach, 2008; Privitera, & Ahlgrim-Delzell, 2018; Treagust, & Won, 2023; Valverde-Berrocoso, Garrido-Arroyo, Burgos-Videla, & Morales-Cevallos, 2020; Zhao, Llorente, & Gómez, 2021; Wiersma, 1994).

The methodology of our research is based on the system of theoretical knowledge, guiding cognitive principles, methods and means of scientific research.

The idea of our research is to carry out the organized development of HR managers' psychological and pedagogical competence in the framework of corporate training through the substantiation of its theoretical foundations, the design of an appropriate professional development program and the provision of special pedagogical conditions.

Our research is based on the following methodological principles:

- the principle of objectivity (taking into account the factors influencing the object of research; the conditions in which it is implemented);
- the principle of evidence (consideration of all possible, alternative options for the analysis of the research object);
- the principle of comprehensiveness (the study of HR managers' psychological and pedagogical competence development as a process implemented in the framework of corporate training, as well as based on the use of various research methods);

– the principle of substantive analysis (revealing the structure of HR managers' psychological and pedagogical competence development in the framework of corporate training, taking into account its regularities, conditions and factors).

Our research is grounded on the application of a systematic approach, according to which the development of HR managers' psychological and pedagogical competence in the context of corporate training is considered as a system represented by components with functional connections between them. The relevance of the problem of applying a systematic approach is confirmed by publications: in educational research (Kaplan, & Garner, 2020; Marchand, & Hilpert, 2020; Tabron, & Thomas, 2023; Treagust, & Won, 2023), education (Lamanauskas, 2023), professional development (Dymock, & Tyler, 2018; Chen, Pavlova, & Ramos, 2021), corporate training (Burke, & Morley, 2023; Blanchard, & Thacker, 2023), etc. The use of a systematic approach in research allows to characterize the subject of research as a whole, which is characterized by such qualities as complexity, clear organization and breadth of coverage. Researchers claim that “research is a systematic and objective activity of discovering knowledge to answer a certain question or solve a problem. Over the years, human beings have used a variety of techniques to find new knowledge. Some of these include; tradition, authorities, personal experience, intuition, trial and error, logical reasoning and scientific research. However, research is the most popular and preferred technique of discovering knowledge. This is because research is formal and the process can be replicated” (Osman, 2017, p. 29).

In scientific literature we found various definitions of the concept “system”: “a system is defined by elements related to each other, and to other systems” (Johannessen, 2019, p. 2); “a system is composed of people and their artefacts” (Bunge, 1996, p. 21). From the perspective of social sciences, authors emphasise the existence of relations and functions between the elements of a system: “... a mechanism is a process in a concrete system, such that it is capable of being about

or preventing some change in the system as whole or in some of the subsystems” Bunge (1997, p. 414).

Consideration of the research problem from the standpoint of a systematic approach involves the development of a generalized model of HR managers’ psychological and pedagogical competence development, which reflects a set of interacting elements that reveal their properties in the framework of corporate training. This justifies the need to study the mechanisms and nature of these relationships, in particular, goals and tasks with content, organizational forms and training methods, a comprehensive description of the psychological and pedagogical competence of HR managers and the content of training, the development of diagnostic tools, the use of appropriate methods of data analysis and processing etc.

The use of a contextual approach is as well significant for our research (Hyun, Wijayanti, Asbari, & et al., 2020; Naziah, Caska, Nas, & Indrawati, 2020; Welerubun, Wambrauw, Jeni, Wolo, & Damopolii, 2022). The application of the contextual approach makes it possible to consider the development of HR managers’ psychological and pedagogical competence through the context of solving important professional tasks. It is about harmonizing training with the needs and interests of HR managers, their goals and means of learning, which contribute to the improvement of professional activity. Berns and Erickson claim that contextual training is realized in the frame of the “conception of teaching and learning that helps teachers relate subject matter content to real world situations” (Berns & Erickson, 2001, p. 2). Scientists prove that “one of the goals and effects of a contextualized approach is to capture a student’s attention by illustrating the relevance of the learning experience. Contextual teaching and learning helps students find and create meaning through experience, drawing from prior knowledge in order to build upon existing knowledge. A primary principle of Contextual teaching and learning is that knowledge becomes the students own when it is learned within the framework of an authentic context” (The Center for Student Success, 2009, p. 8). Fry, Ketteridge, and Marshall (2008) emphasise that “situated learning focuses on understanding knowledge and learning in context, and emphasises that the learner (or worker)

engages with others to develop/create collective understanding as part of a community of practice” (p. 21).

Education should be considered from different perspectives, since it is characterized by the presence of a body of knowledge that requires constant development, updating and addition. Ideas about the democratization of education contributed to the expansion of the potential of education, which, in turn, served as the basis for the emergence of new challenges and problems associated with the need to take into account the individual differences of participants in the educational process (Biesta, 2020). According to the personality-based approach, at the centre of research on the development of HR managers’ psychological and pedagogical competence is a person who develops, learns new knowledge, and develops his own skills for working with the company’s personnel. The study of this problem should be carried out taking into account pedagogical, andragogic and psychological regularities, which involve consideration of theoretical theses about personality, understanding the principles of his|her development, methods of stimulating personality development, taking into account individual characteristics and ensuring conditions for this development, etc.

Particular attention is paid to the conditions in which the psychological and pedagogical competence of HR managers is developed, since we consider the research problem from the perspective of the company as a learning organization. Today, this issue is topical and is reflected in the publications of representatives of various fields of scientific knowledge: “Research on personality in organization has been increasing rapidly in areas dealing with work motivation and various types of performance”. Numerous researchers have indicated that personality is one of the most important determinants of human behaviour and work motivation. Personality traits may be a source of motivation. Personality considered being a crucial factor in various contexts” (Ariani, 2013, p. 26).

The personality-based approach to learning is the subject of various studies: Afini Normadhi, Shuib, MdNasir, & et al., 2019; Barrio, Miller, Hsiao, & et al., 2017; Cavanagh, 2014; Cevikbas, & Kaiser, 2022; Mötteli, Grob, Pauli, Reusser, &

Stebler, 2023; Xu, Hong, Zhang, Jiang, & Liu, 2023. For our study, the results of the personality study presented in the publication Joo and Ready (2012) are important. Especially, they highlight proactive personality. “Proactive personality is a complex, multiple-caused construct that has important personal and organizational consequences (Crant, 2000). It is defined as a belief in one’s ability to overcome constraints by situational forces and the ability to affect changes in the environment” (Joo, & Ready, 2012, p. 279). The authors claim: “in addition, proactive disposition predict agent behaviours relevant to career development, such as motivation to learn and engagement in development. Individuals with a proactive personality tend to engage in specific behaviours and cognitions such as career initiative and innovation” (Joo, & Ready, 2012, p. 279-280). That is, we are talking about a personality characterized by readiness for learning, further use of knowledge in professional activities, initiative and overcoming challenges. So, in our research, the personality-based approach is a methodological toolkit built on the basis of conceptual ideas, a holistic understanding of the personality and the laws of his|her progress, which is substantial for the development of the psychological and pedagogical competence of HR managers in the framework of corporate training.

Our research encompasses the use of an activity-based approach to cramming the development of HR managers’ psychological and pedagogical competence in the framework of corporate training. An activity-based approach is a methodological approach, according to which the interaction of a person with the environment is directly related to his|her development, his|her self-determination, the formation of relationships with others (Anwer, 2019; Chang-Tik, Kidman, & Tee, 2022). We agree with the statement that “learning by doing is very important in successful knowledge because it is proved that more the senses are inspired, more a person learns and longer he/she retains. Activities bring activeness and smartness among the learners... Activity-based instruction technique acts as a dynamic problem solver for the learners. It improves innovative part of experience and gives reality for learning. It gives various experiences to the learners to encourage the acquisition of information, experience, abilities and qualities. It builds the students self-confidence

and creates understanding through works. It creates cheerful relationship and enthusiasm for them” (Noreen, & Rana, 2019, p. 150). Scientists argue that “activity-based learning is the baseline for creative and critical thinking skills enhancement. However, this method will not function properly if students are not motivated enough to achieve their actual potential. The most useful and effective method to teach concepts that are complex in nature is by involving students in interactive activities” (Anwer, 2019, p. 155); “Activity based learning enhances the students learning preferences. The advantages of activity based learning are retaining the interest and attention throughout the learning process” (Kanchana, 2019, p. 61).

In our study, we consider the development of psychological and pedagogical competence of HR managers in the context of corporate training from the perspective of purposefully organized training activities of HR managers. This educational activity involves the acquisition of knowledge, the development of skills with the help of a logical selection of the content of training and appropriate teaching methods, motivation to acquire new knowledge, etc. (Kanchana, 2019; Mishra, Bakhronova, & Djalilova, 2023; Samaddar, & Sikdar, 2023). “The performance of assignments (solving problems, tasks: mastering of activities, especially those new to a person: research, search and design, creative, etc.) is the main element of learning. In this case, factual knowledge is the result of working on tasks organized into an appropriate and effective system. In parallel with mastering the activity, the student forms his own system of values supported by society. Necessary conditions for this are as following: a positive emotional background and relationships in the educational environment, which are built on the basis of trust, cooperation, equal partnership, teamwork. According to the activity-based approach, the teacher’s functions are primarily related to organization and management” (Пометун, 2021, p. 250-251).

The study of HR managers’ psychological and pedagogical competence development in the framework of corporate training was conducted during 2022-2025 and covered several stages.

During *the first (preparatory) stage of the research* (2022), we got acquainted

with the experience of Ukrainian scientists in conducting experimental research, theoretical foundations and methodological approaches used in experimental pedagogical research. This made it possible to determine the specifics of our research program and to choose appropriate methods, both for substantiating the theoretical and methodological fundamentals of HR managers' psychological and pedagogical competence development in the framework of corporate training, and for the implementation of the experimental part of the study.

The original scientific theses were determined, the source base of the research was collected and analysed, the scientific apparatus of the research was determined, and the program for the organization and implementation of the experimental research was developed. Based on the content analysis of the main research concepts and categories, the study of scientific literature on Psychology, Pedagogy, management, the study of the regulatory framework of higher education, the practice of higher education institutions in training managers and HR managers in Ukraine and the People's Republic of China, we determined, substantiated and characterized the specifics of the content and structure of HR managers' psychological pedagogical competence, as well as criteria, indicators and levels of its development. Based on the processing of documents of international professional organizations, the requirements for the professional activity and professional competence of HR managers have been clarified.

Using the method of expert evaluation, we determined the knowledge, skills, values and attitudes, which are components of psychological and pedagogical competence, should be possessed by HR managers for the effective performance of professional functions. As scientists note, "Expert methods or methods of expert evaluations are scientific methods of analysing the reasoned opinions of experts". Note that the expert evaluation is not the true value of the evaluated parameter, but some collective point of view about it. Thus, given the great convention of expert methods, some specialists distrust them, believing that there is no guarantee that the obtained estimates are reliable. Indeed, it is impossible to accurately assess the reliability of the obtained results. At the same time, the existing methods of

determining the reliability of expert assessments are based on the assumption that in the case of consistency of the experts' actions, the reliability of the assessments is guaranteed" (Poliakova, & Novosad, 2022, p. 76).

In order to apply the expert evaluation method, we selected 8 experts: theorists (4 teachers of higher education institutions of Ukraine and the People's Republic of China) and practitioners (4 heads of HR Departments of Ukrainian and Chinese companies). For their selection, we analysed the questionnaire data, got acquainted with their work experience and assessed the level of their competence using a questionnaire. The questions of the completed questionnaire were intended to clarify the level of awareness of experts about the problem of HR managers' psychological and pedagogical competence development, their attitude to the research problem, the motivation of their judgments, and their understanding of the essence of knowledge, abilities and skills, values and attitudes as components of HR managers' psychological and pedagogical competence. The application of the expert evaluation method once again confirmed the conclusions made on the basis of the analysis of educational and professional programs of higher education institutions of Ukraine and the People's Republic of China, about the shortcomings of the initial professional training of HR managers.

During *the second (main) stage of the research (2023-2024)*, initial scientific and methodological theses were developed, scientific and pedagogical literature was elaborated, and work with experts was organized. This made it possible to determine the pedagogical conditions for HR managers' psychological and pedagogical competence development in the framework of corporate training. A pedagogical experiment was conducted, during which changes (as a result of pedagogical effect) were recorded in the levels of HR managers' psychological and pedagogical competence development in the framework of corporate training.

Conducting a pedagogical experiment included three stages: confirmatory, exploratory and control. During the confirmatory stage of the experiment, a survey was organized, which made it possible to determine the level of HR managers' psychological and pedagogical competence development. Based on the received

data and cooperation with experts, the pedagogical conditions necessary for the development of HR managers' psychological and pedagogical competence in the framework of corporate training were defined and justified.

During the exploratory stage of the pedagogical experiment, the proposed pedagogical conditions for the development of HR managers' psychological and pedagogical competence in the framework of corporate training were implemented. At the final stage, the effectiveness of pedagogical conditions for the development of HR managers' psychological and pedagogical competence in the framework of corporate training was checked.

We compared the obtained data with the data obtained during the organization of the confirmatory stage of the pedagogical experiment, and used the indicators for the selection of the control group in order to determine the effectiveness of HR managers' psychological and pedagogical competence development in the framework of corporate training and the corresponding pedagogical conditions.

During *the third (final) stage of the research* (2024-2025), the analysis, processing and interpretation of the obtained results were performed using the methods of mathematical statistics. Throughout the control stage of pedagogical experiment general conclusions were developed after a comprehensive analysis of the experimental study's findings, systematisation and statistical processing of empirical data, verification of the exploratory stage's results, and assessment of the success of implementing pedagogical conditions for the development of HR managers' psychological and pedagogical competence in the context of corporate training.

To achieve the goal of scientific research, we identified a number of research tasks, the solution of which contributes to its achievement.

According to *the first objective*, based on the use of theoretical research methods (content analysis, synthesis, comparison, systematization, generalization), the main research concepts and categories of HR managers' psychological and pedagogical competence development in the framework of corporate training (competence, professional competence, HR managers' psychological and

pedagogical competence, corporate training). Based on the use of problem analysis, the essence and structure of the psychological and pedagogical competence of HR managers was studied. For this, using bibliographic and comparative methods, we analysed pedagogical literature, regulatory documents: international (which outline the requirements for the professional competence of HR managers), Ukrainian and Chinese, according to which the training of future managers and HR managers in the system of higher education is carried out. Using content analysis, we investigated the specifics of educational programs for training future managers and HR managers in universities of two countries and found out that the practice of higher education institutions of two countries is not sufficient for the formation of psychological and pedagogical competence of future HR managers.

Using testing, surveys, observations and conversations with employees of such companies as “Xinwei Ukraine” LLC, “Riksos” LLC, “JETSOFTPRO UKRAINE” LLC, Dairy company “Galychyna” LLC empirical data was obtained that testify the insufficient level of HR managers’ psychological and pedagogical competence development.

Therefore, the accomplishment of the first task made it possible to identify contradictions between: the need for the development of psychological and pedagogical competence of HR managers and the insufficient level of research on its theoretical justification; the requirements of employers for HR managers’ psychological and pedagogical competence, inadequate level of its formation in the framework of initial professional training and the need to confirm the appropriate pedagogical conditions for its development in the framework of corporate training; the necessity of its development in the framework of corporate training and insufficient level of methodical support for the development of psychological and pedagogical competence in the framework of corporate training.

On the basis of the obtained data, their analysis, interpretation and generalization, the following hypothesis was formulated: the positive dynamics in the levels of HR managers’ psychological and pedagogical competence development will be assured if the substantiated pedagogical conditions are implemented.

In accordance with the developed research program, *the second objective* was completed – determination of criteria, indicators and levels of HR managers' psychological and pedagogical competence development in the framework of corporate training (methods of analysis and synthesis, induction and deduction, abstraction and specification). The logic of the study provided for the characterization of criteria, indicators and levels of development of psychological and pedagogical competence of HR managers in the framework of corporate training.

The methodology and logic of the research justify the need to perform *the third objective* – the definition and justification of pedagogical conditions (method of expert evaluation), the implementation of which allows to ensure positive dynamics in the levels of HR managers' psychological and pedagogical competence development in the framework of corporate training. We determined and justified the following pedagogical conditions:

- encouraging HR managers to develop psychological and pedagogical competence;
- organization of contextual teaching and learning to gain experience in the implementation of HR managers' psychological and pedagogical competence;
- using the potential of reflective practices;
- the development and implementation of professional development program for HR managers' psychological and pedagogical competence development in the framework of corporate training.

The implementation of *the fourth objective* involved the development of professional development program for HR managers' psychological and pedagogical competence development in the context of corporate training. To do this, we characterized the theoretical foundations and methodological specificity of HR managers' psychological and pedagogical competence development in the framework of corporate training; defined the content and structure of the author's professional development program, which in aggregate should contribute to ensuring positive dynamics in the levels of HR managers' psychological and

pedagogical competence development in the framework of corporate training; substantiated the choice of organizational forms and teaching methods appropriate for use in the conditions of corporate training, which made it possible to test the author's program in corporate training of such companies as "Xinwei Ukraine" LLC, "Riksos" LLC, "JETSOFTPRO UKRAINE" LLC, Dairy company "Galychyna" LLC.

In accordance with *the fifth objective* of the research, a pedagogical experiment was organized in order to check the justified pedagogical conditions and the effectiveness of HR managers' psychological and pedagogical competence development in the framework of corporate training. With this aim, testing methods, surveys, questionnaires, as well as methods of mathematical statistics (non-parametric Mann-Whitney U-test) were used to process experimental data.

Limitations. Our research has limitations just like any other, despite the meticulous planning and execution technique. In an editorial for the American Journal of Health Education, Price and Murnan (2004) provided a thorough and comprehensive overview of potential research limitations. They discussed limitations that affect the study's internal integrity and external validity, as well as internal validity in relation to limitations in the research design and its external validity, which relates to the applicability of the findings. Confounding variables, statistical shortcomings, low response rates, absence or impossibility of control groups, survey instrument question construction, survey layout and question type, respondents' comprehension level, an excessive dependence on convenience sampling, and general access issues are some potential limitations in educational research.

We provide information about the limitations of our research as far as we agree, that "identifying limitations, and explaining to the reader what impact these limitations have on the study results, not only demonstrates rigour but also gives the authors a chance to identify clear directions for future research. In fact, this section or paragraph can be one of the most exciting parts to read in a paper, as we get a sense of the challenges faced in the study and the forward thinking about prospective

improvements for further research which can be a rich seam of opportunity for a range of authors” (Greener, 2018. P. 568).

Our study involves the implementation of certain pedagogical conditions that ensure the development of psychological and pedagogical competence of HR managers in the framework of corporate training. Using a systematic approach and involving employees of HR departments to participate in research, we not only form their psychological and pedagogical competence, but also give them the opportunity to use the pedagogical toolkit in their own work with the company’s personnel in the future. This makes it possible to reflect on one’s own professional activity and objectively evaluate its effectiveness.

The organization and conduct of the experiment allows to determine the cause-and-effect relationship. “... experimental research is one of the most appropriate methods for drawing and understanding causal conclusions about instructional interventions, that is, which instructional method is most effective for which type of student under which conditions” (Li, Liping, Khan, 2018, p. 103).

However, it is worth emphasizing two limitations of our study. We see the first limitation in the fact that due to external circumstances, our research was conducted online. In our opinion, direct cooperation and the offline format of conducting seminars and trainings, other forms of training organization, aimed at developing the psychological and pedagogical competence of HR managers in the framework of corporate training, would contribute to ensuring greater effectiveness of the training process. This position is justified by the fact that it is more difficult to establish interpersonal interaction and build constructive cooperation during the organization of online training. We agree with the statement, that “interpersonal interactions are key to successful learning in any environment” (Xu, & Xu, 2019, p. 28). Researching the advantages and disadvantages of online learning in higher education, scientists claim, that “researchers have proposed a number of ways to strengthen interpersonal communication in fully online courses, including assigning students to peer groups and incorporating small-group problem-solving activities to facilitate student-to-student interactions and providing synchronous online

discussion sessions to improve instructor-student interaction by mimicking traditional classroom interactions” (Xu, & Xu, 2019, p. 28). Interpersonal contact and communication with the help of information and communication technologies is minimized, which in turn reduces the level of communication and cooperation in the team.

In order to overcome this limitation, we organized the work as follows. From each company that participated in the experiment, we chose those employees whose responsibilities directly include the organization of corporate training, assuming that they may already have some experience and may possess a certain pedagogical toolkit. We worked with them on all the necessary methodical materials, conducted briefings on conducting relevant educational events. Training seminars and trainings were also held so that these HR managers could gain personal experience and recommend how to harmonize the content of educational events with the traditions and corporate culture of Ukrainian companies.

The second limitation was linguistic in nature. A qualified translator was involved in the experiment, who helped with the translation of the relevant materials into Ukrainian, and also provided consecutive interpretation during the organization of training sessions, which also has its own advantages and disadvantages. “Studying on language, culture and translation and the relationship between them are valuable issues due to the importance of human communication in the world. The variety of languages with different cultures and necessity of communications in human life caused translation to be a very effective factor in communicating, exchanging cultures, and knowledge” (Janfaza, Assemi, & Dehghan, 2012, p. 83).

Among the advantages is the fact that HR managers of Ukrainian companies had the opportunity to familiarize themselves with relevant methodical materials in English and Ukrainian languages. Among the shortcomings, it is worth highlighting the partial loss of authenticity of the author’s ideas, which is always present when translating from one language to another. “Nowadays, the major problem in translation is being certainly influenced by different cultural norms in the source language and target language. The translator’s responsibility is to choose the norms

that take priority over others. It depends on translator's decision if the cultural norms of the source language, target language, or a combination of both are essential to be considered" (Janfaza, Assemi, & Dehghan, 2012, p. 85).

Therefore, in order to achieve the goal and solve the identified tasks, the logic and research program provided for its organization in accordance with three main stages, as well as the implementation of confirmatory and exploratory stages of the pedagogical experiment using appropriate research methods, as well as taking into account limitations.

2.2. Criteria, indicators and levels of HR managers' psychological and pedagogical competence development

For our research, it is important to define and substantiate the criteria, indicators and levels of HR managers psychological and pedagogical competence development. We justify the significance of this task by the fact that without its implementation, it is impossible to determine the effectiveness of the process of HR managers' psychological and pedagogical competence development during the implementation of an experimental study. The definition and substantiation of criteria, indicators and levels of HR managers' psychological and pedagogical competence development have theoretical significance, as they reflect the content and structure of HR managers' psychological and pedagogical competence. The practical value lies in the fact that the author's work can be used in the practice of corporate training in various companies in order to develop the psychological and pedagogical competence of HR managers.

The presentation of the material should begin with the interpretation of such categories as "criterion", "indicator", "level" of HR managers' psychological and pedagogical competence.

The analysis of research literature shows that the category "criterion" is interpreted as "a condition or fact used as a standard by which something can be

judged or considered”(Cambridge dictionary, 2022); “a standard on which a judgment or decision may be based; a characterizing mark or trait” (Merriam Webster Dictionary, 2022); “a factor on which you judge; a standard by which something can be judged or decided; a defining characteristic of something judge or decide something; a standard, rule or test by which something can be judged; measure of value” (Collins Dictionary, 2022). The presented interpretations make it possible to conclude that the criterion is a basis, a measure used to define, classify, evaluate something.

We find confirmation of the logic of our conclusions in the works of Ukrainian researchers, who note that “clear methodological principles should be laid as the basis for the justification of the criteria; the formulation of the criteria should reflect the peculiarities of the phenomenon that will be evaluated...; criteria must be of the same level, no criterion can be a component of another one” (Хриков, 2018, p. 145). The author emphasizes that in order to identify the criteria, it is necessary to perform a qualitative conceptual and terminological analysis, to determine the essence of the concept that determines the phenomenon under study. Carrying out a content analysis is important for identifying criteria, which is followed by the operationalization of this concept, i.e. the identification of indicators that allow evaluating the phenomenon under study (Хриков, 2018). So, in our study, we will use the concept of “criterion” as an essential characteristic, a sign by which we will evaluate the effectiveness of the development of psychological and pedagogical competence of HR managers in the framework of corporate training. Our research involves evaluating the dynamics in the levels of HR managers’ psychological and pedagogical competence development in the framework of corporate training, comparing the results of the experiment at the confirmatory and exploratory stages. Therefore, defining the criteria – the signs by which we will perform measurements is an important task of our research.

The content analysis of the research thesaurus involves studying the essence of the concept that determines the pedagogical phenomenon, as well as those concepts that describe individual criteria and their indicators. Therefore, we see the

research logic in the differentiation of each criterion and their indicators.

In the dictionaries, we found the definition of the category “indicator”, which is interpreted as “a sign or signal that shows something exists or is true, or that makes something clear; something that shows a situation is like or how it is changing” (Cambridge dictionary, 2022); “in the sense of sign: something that acts as a sign or indication; in the sense of benchmark: a criterion by which to measure something; in the sense of gauge: a standard for estimating people’s feelings or reactions; in the sense of guide: something that can be used to gauge something or to help in planning one’s actions” (Collins Dictionary, 2022). In our research, we consider “indicator” as a sign, testimony, proof, degree of manifestation of a “criterion”, which provides an opportunity to draw conclusions about the course of the process and confirms its results. Determining the indicators of each criterion involves compiling a list of criteria and selecting indicators that characterize the essence of the manifestation of the criteria, which are directly related to the component structure of the psychological and pedagogical competence of the HR manager.

Ukrainian researcher Khrykov (Хриков, 2018) argues: “If the number of criteria can be determined according to the 7 ± 2 rule, then the number of indicators can be determined according to the 5 ± 2 rule. ... The developers of the systematic approach to the study of pedagogical phenomena single out 5-6 structural components of the system, in the methodological sense, the criteria should be related to the structural components of the pedagogical system. In addition, this principle is used in international standards of the ISO 9000 series when determining the number of processes that need to be developed and evaluate their effectiveness. The evaluation system cannot be cumbersome, it must take into account the potential opportunity to obtain the information necessary for a comprehensive analysis” (Хриков, 2018, p. 153). The author further notes that “according to the given logic and similar methodology, the researcher should determine the indicators of each criterion. The best approach is when it combines the logical justification of the criteria based on the analysis of scientific literature, the empirical study of the manifestations of the criteria in the pedagogical process, and the survey of experts.

Criteria and indicators are the main components of the evaluation methodology, but its development also involves a description of the levels of manifestation of these criteria. If the indicators really reflect the main characteristics of the criteria, then their presence in the investigated phenomenon reflects a high level of the criterion development, its absence – a low level, and partial development – an average level” (Хриков, 2018, p. 153).

The analysis of these studies of scientists from Ukraine shows that the problem of professional competence of a modern specialist and its components, the process of their development is an actual problem and subject of scientific research. The components of future economists’ professional competence (informational, analytical, prognostic), criteria (motivational-value, cognitive, operational-practical) (Яковенко, 2015); the components of readiness of future economists for professional self-development (motivational-target, cognitive-operational, profession-oriented, personality-regulatory) and the same criteria (Остапенко, 2015); the blocks of the professional competence development system of future agents of commercial activity (methodological-target, content-technological, result-evaluative), criteria (motivational-value, cognitive-competent, personality-activity) (Саблук, 2019); the components of aviation industry managers’ readiness for professional self-realization (motivational, cognitive, praxeological, reflective), criteria (motivational-orientational, informational-content, operational-activity, evaluation-reflective) (Дорошенко, 2020); the components of readiness of future managers for professional activity (value-motivational, cognitive-activity, personal, communicative) and the same criteria (Кобець, 2021) are determined, substantiated and characterized in various researches.

Based on the analysis of theses of Ukrainian scientists (Яковенко, 2015; Остапенко, 2015; Саблук, 2019; Дорошенко, 2020; Кобець, 2021), taking into account the qualification characteristics of HR managers, presented in the documents of international organizations (CIPD, 2018; SHRM, 2018), the results of studying the specifics of HR managers’ professional activity in modern companies, we singled out the motivational, cognitive and activity components in the structure

of their psychological and pedagogical competence.

The motivational component of HR managers' psychological-pedagogical competence harmonizes with the personality-motivational criterion, which covers the interests, needs and motives of HR managers regarding the development of psychological-pedagogical competence in the framework of corporate training. The development of interest and the need for professional development with the goal of mastering psychological and pedagogical competence, as well as the development of motivation for self-improvement based on the acquisition of new knowledge, abilities, and skills, are characteristics of the personality-motivational criterion. It also includes awareness of the professional role and importance of the HR manager in the growth of the company and its employees.

Based on the previous research, Jensen (2015) claims, that "motivation has been found to have some impact on successful learning... But, motivation is, at least, two-sided" ... There is "the distinction between intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from the learner herself based on the learner's curiosity for a specific topic. Extrinsic motivation comes from an external source like a teacher, a parent, a desire for or a promise to get a good grade, or some benefits that are prior to or related to the learning process (p. 93). Further the author emphasises the problem of personal and professional goals of personality and their influence on the learning process: "clear goals are seen as an important and positive factor of learning (Hattie, 2009). There are a number of different kinds of goals. Two types have been studied in relation to personality traits: learning goals and performance goals. Learning goal means that an individual has a specific goal for learning a specific subject/competence. The learning goal is a primary goal or an intrinsic goal. We learn for its own sake. A performance goal is, in a way, a secondary goal since we learn to be able to perform well in the eyes of others. The learning is just a means for the performance. The performance is the end" (Jensen, 2015, p. 94).

The information-cognitive criterion corresponds to the cognitive component of HR managers' psychological-pedagogical competence and includes knowledge

in Psychology, knowledge in Pedagogy, and knowledge in HR management. Here we emphasize such characteristics of the information-cognitive criterion as knowledge of the theory of psychological-pedagogical interaction with company personnel; features of establishing and maintaining constructive communication; knowledge of didactics and management of the learning process, selection of productive organizational forms and teaching methods; development and support of corporate culture, professional ethics, etc.

Knowledge in Psychology, Pedagogy and HR management refer to knowledge management which Armstrong (2009) defines in the following way: “Knowledge management identifies relevant information and then disseminates it so that learning can take place. It promotes the sharing of knowledge by linking people with people and by linking them to information so that they learn from recorded experiences. ... The purpose of knowledge management is to capture a company’s collective expertise and distribute it to wherever it can achieve the biggest payoff. This is in accordance with the resource-based view of the firm, which suggests that the source of competitive advantage lies within the firm (i.e. in its people and their knowledge), not in how it positions itself in the market. A successful company is a knowledge-creating company” (p. 79).

The activity-resultative criterion reflects the activity component of the psychological-pedagogical competence of HR managers, and is represented by diagnostic-prognostic skills, organizational-didactic skills, communication skills and interpersonal interaction skills. “The first stage of a learning analysis is to assess the business requirements and determine what kind of performance the organization needs, both short-term and longer-term. This will help learning professionals to understand if a learning program is necessary, and how the business needs can be addressed other than through learning initiatives. If there is a need to develop a learning program, the content and task analysis stage will begin. The content is the knowledge component and the task are decomposed from skills that a person needs to master. These provide input for the second stage of the professional learning design model” (van Dam, 2017, p. 30).

The definition of personal-motivational, information-cognitive and activity-resultative criteria is based on their understanding as signs that reflect the essence of HR managers' psychological-pedagogical competence, in particular, its personal, substantive and pragmatic features. We will characterize the identified criteria and present indicators that reflect the degree of manifestation of the criterion and will be used to determine the specifics of the process of HR managers' psychological and pedagogical competence development and to confirm its effectiveness.

The personal-motivational criterion, which provides an opportunity to measure the level of motivational component (in particular interests, needs and motives) development in HR managers' psychological and pedagogical competence is represented by the following indicators: the intrinsic motivation and awareness of the significance of psychological and pedagogical knowledge in HR management; the formation of personal and professional qualities: responsibility, independence, empathy, tolerance; the ability to establish communication and cooperation with employees, team work; the readiness for continuous professional development and improvement (Fig. 2.1).

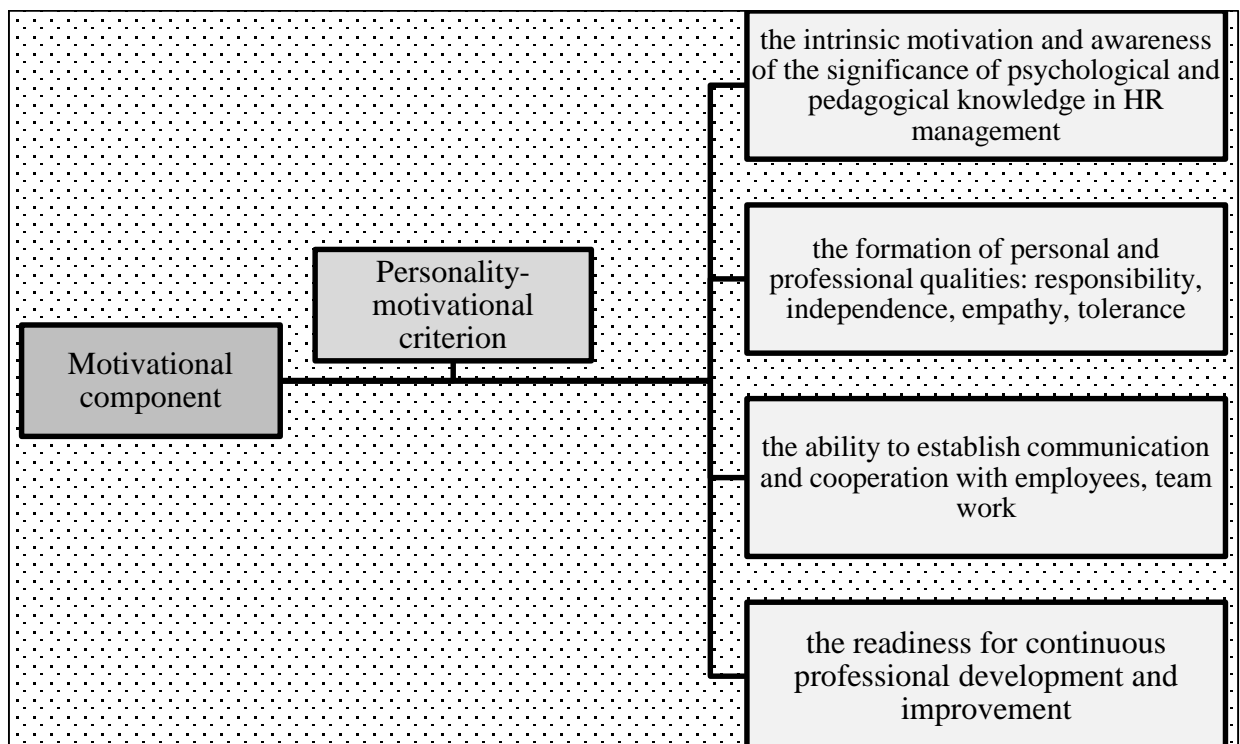


Fig. 2.1. Personality-motivational criterion and indicators of the development of motivational component of HR managers' psychological and pedagogical competence (developed by the author)

The information-cognitive criterion, which provides an opportunity to measure the level of cognitive component development in HR managers' psychological-pedagogical competence, in particular, knowledge in Psychology, Pedagogy and HR management, is represented by the following indicators: knowledge in Psychology and Pedagogy, necessary for the performance of professional functions; understanding the essence of corporate culture, ethical and professional norms of behaviour in the company; knowledge of the psychological features of corporate training organization; knowledge of methods and practices of building interpersonal interaction in a corporate learning environment (Fig. 2.2).

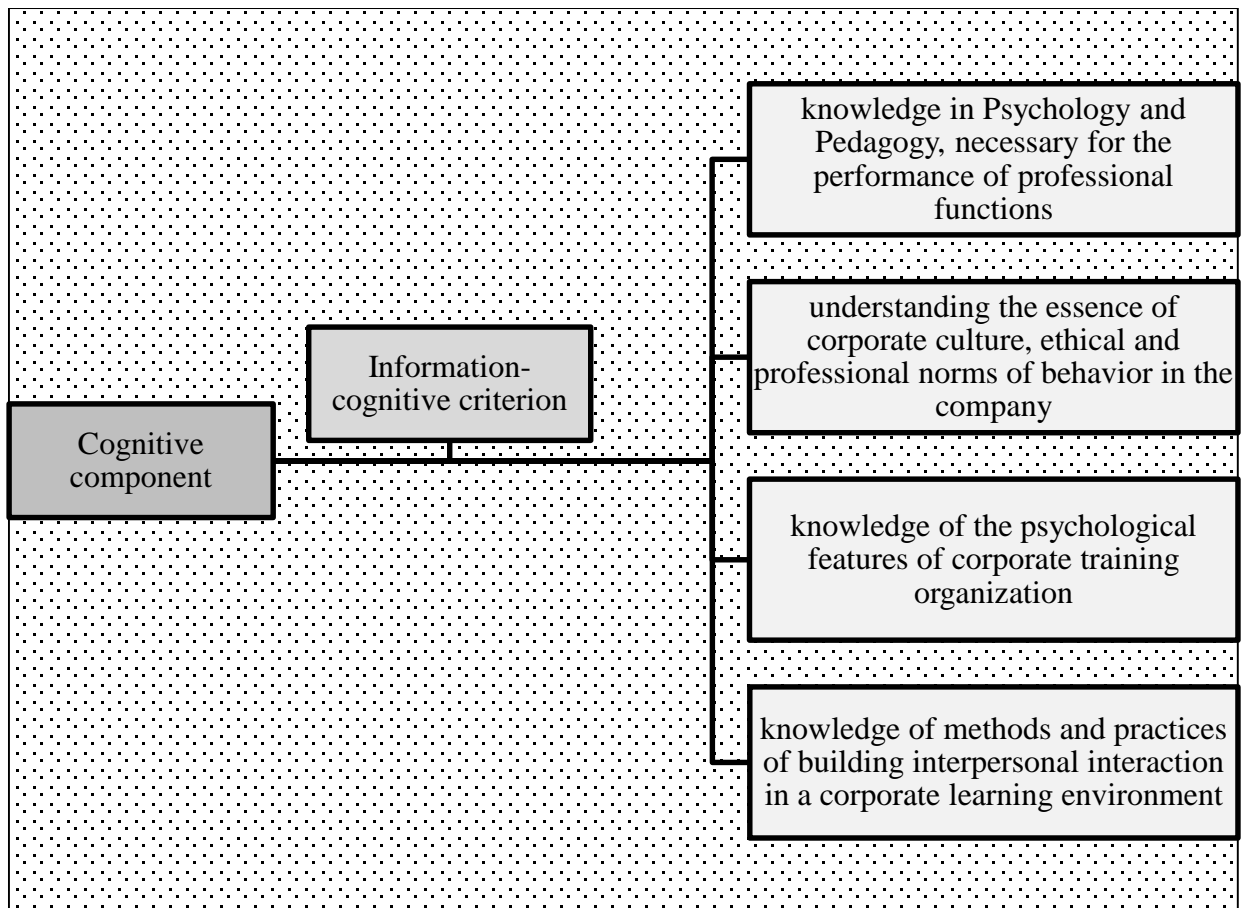


Fig. 2.2. Information-cognitive criterion and indicators of the development of cognitive component of HR managers' psychological and pedagogical competence (developed by the author)

The activity-resultative criterion, which provides an opportunity to measure the level of activity component development in HR managers' psychological and pedagogical competence, in particular diagnostic-prognostic, organizational-

didactic, communicative skills and interpersonal interaction skills, is represented by the following indicators: the ability to use psychological and pedagogical knowledge in practice to manage the process of corporate training; the ability to analyse and synthesize information in order to establish interaction and support it to achieve the goals of corporate training; the ability to motivate and support employees, provide consulting services, organize mentoring; the ability to effectively use reflective practices (Fig. 2.3).

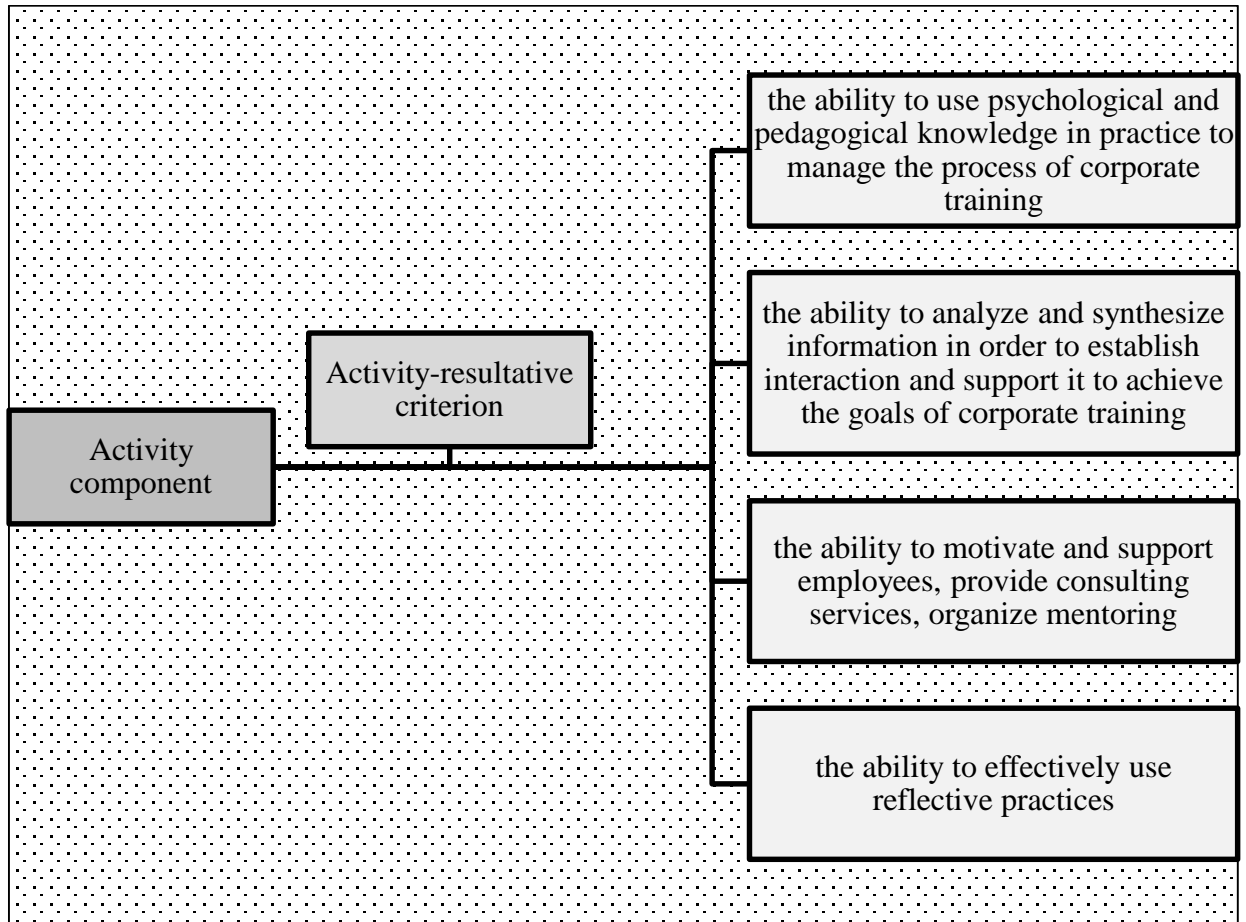


Fig. 2.3. Activity-resultative criterion and indicators of the development of activity component of HR managers' psychological and pedagogical competence (developed by the author)

The generalized information about the components of HR managers' psychological and pedagogical competence, criteria and indicators for evaluating the level of their development is presented in Appendix B.

To monitor and diagnose the HR managers' psychological and pedagogical competence development under the influence of the proposed pedagogical conditions, it is necessary to determine the levels of its development.

Again, we turn to the theses of Ukrainian scientists, which determine the following levels of future economists' professional competence development: creative (high), productive (sufficient), reproductive (intermediate), initial (low) (ЯКОВЕНКО, 2015). The author notes that activities related to the reproduction of learned objects of knowledge (definitions, formulas, methods) and structures (sequences of calculations and decision-making) should be included "to the 1st level (low)"; up to the 2nd level (intermediate) – activities on the reproduction of learned objects of knowledge with the synthesis of new structures in accordance with the initial data (formation of new sequences of calculations and decision-making); up to the 3rd level (sufficient) – modification of learning objects of knowledge with reproduction of known structures or synthesis of new ones; up to the 4th level (high) – creative activity related to the design of new objects of knowledge, the reproduction of known structures or the synthesis of new ones (ЯКОВЕНКО, 2015, p. 77).

Studying the problem of readiness of future economists for professional self-development, Ostapenko (Остапенко, 2015) defines high, medium, and low levels of its development. Sabluk (Саблук, 2019), Doroshenko (Дорошенко, 2020), Kobets (Кобець, 2021) define the same levels in their these.

In our study, we will evaluate the development of HR managers' psychological and pedagogical competence as well as its components according to four levels: low (elementary), intermediate (reproductive), upper-intermediate (productive), advanced (creative).

Low (elementary) level of HR managers' psychological and pedagogical competence development is characterized by unbalanced development of motivational, cognitive and activity components.

Regarding the motivational component (personality-motivational criterion), HR managers demonstrate lack of intrinsic motivation to develop psychological and pedagogical competence, lack of understanding of the importance of psychological-pedagogical knowledge in HR management. HR managers demonstrate the low level of development of such personal and professional qualities as responsibility,

independence, empathy, tolerance. The intuitive use of knowledge of Psychology and Pedagogy in order to establish communication and cooperation with employees, teamwork prevails. The lack of motivation and readiness for continuous professional development and improvement is obvious.

Considering the cognitive component of HR managers' psychological and pedagogical competence (information-cognitive criterion), it should be emphasized that the low (elementary) level of its development, in particular knowledge of Psychology and Pedagogy, does not provide an opportunity to effectively perform professional functions. The low (elementary) level tolerates intuitive, episodic organization of activities without taking into account the essence of corporate culture, ethical and professional norms of behaviour in the company. In this case HR manager demonstrates a low level of psychological and pedagogical competence development, does not apply in practice the knowledge of psychological features of corporate training organization, as well as methods and practices of building interpersonal interaction in a corporate training environment.

The low (elementary) level of activity component development in HR managers' psychological and pedagogical competence (activity-resultative criterion) is evidenced by the episodic use of psychological and pedagogical knowledge to manage the corporate training process; unsystematic use of the ability to analyse and synthesize information in order to establish interaction and support it to achieve the goals of corporate training; insufficient use of methods and techniques for motivating and supporting employees, lack of skills to provide consulting services, organize mentoring, use reflective practices (Table 2.1).

Table 2.1

The characteristics of the low (elementary) level of
HR managers' psychological and pedagogical competence development
(developed by the author)

Components	Criteria	Low (elementary) level
Motivational	Personality-motivational	the lack of intrinsic motivation to develop psychological and pedagogical competence; the lack of understanding of the importance of psychological-pedagogical knowledge in HR management; the low level of development of such personal and professional qualities as responsibility, independence,

		empathy, tolerance; the intuitive use of knowledge of Psychology and Pedagogy in order to establish communication and cooperation with employees and teamwork; the lack of motivation and readiness for continuous professional development and improvement is obvious.
Cognitive	Information-cognitive	the low level of knowledge in Psychology and Pedagogy, which does not provide an opportunity to effectively perform professional functions; the intuitive, episodic organization of activities without taking into account the essence of corporate culture, ethical and professional norms of behaviour in the company; the absence of application of knowledge of psychological features of corporate training organization, as well as methods and practices of building interpersonal interaction in a corporate training environment in practice.
Activity	Activity-resultative	the episodic use of psychological and pedagogical knowledge to manage the corporate training process; the unsystematic use of the ability to analyse and synthesize information in order to establish interaction and support it to achieve the goals of corporate training; the insufficient use of methods and techniques for motivating and supporting employees, lack of skills to provide consulting services, organize mentoring, use reflective practices.

The intermediate (reproductive) level of HR managers' psychological and pedagogical competence development is characterized by an average level of motivational, cognitive and activity components' development.

Motivational component (personality-motivational criterion) is presented by a typical level of intrinsic motivation for the development of HR managers' psychological and pedagogical competence, an intermediate level of understanding the significance of psychological and pedagogical knowledge in HR management. HR managers demonstrate a mediocre level of development of such personal and professional qualities as responsibility, independence, empathy, tolerance; the reproductive level of using knowledge of Psychology and Pedagogy to establish communication and cooperation with employees and teamwork; partial motivation and readiness for continuous professional development and improvement.

Taking into account the cognitive component of HR managers' psychological and pedagogical competence (information-cognitive criterion), it should be emphasized that the intermediate (reproductive) level of its development provides

the opportunity to perform professional functions at the reproductive level; the organization of activities is implemented on the basis of instructions, plans, samples, with partial consideration of the essence of corporate culture, ethical and professional norms of behaviour in the company. The HR manager, who demonstrates a moderate level of psychological and pedagogical competence development, applies in practice knowledge of the psychological features of corporate training organization, as well as methods and practices of building interpersonal interaction in a corporate training environment at the reproductive level.

The intermediate (reproductive) level of activity component development in HR managers' psychological and pedagogical competence (activity-resultative criterion) is evidenced by the reproductive use of psychological and pedagogical knowledge to manage the corporate training process; the mediocre use of the ability to analyse and synthesize information in order to establish interaction and support it to achieve the goals of corporate training; the moderate level of use of methods and techniques for motivating and supporting employees, partial use of skills to provide consulting services, organize mentoring, use reflective practices (Table 2.2).

Table 2.2

The characteristics of the intermediate (reproductive) level of HR managers' psychological and pedagogical competence development
(developed by the author)

Components	Criteria	Intermediate (reproductive) level
Motivational	Personality-motivational	the intermediate level of understanding the significance of psychological and pedagogical knowledge in HR management; the mediocre level of development of such personal and professional qualities as responsibility, independence, empathy, tolerance; the reproductive level of using knowledge of Psychology and Pedagogy to establish communication and cooperation with employees and teamwork; the partial motivation and readiness for continuous professional development and improvement.
Cognitive	Information-cognitive	the reproductive level of professional functions performance; the organization of activities on the basis of instructions, plans, samples, with partial consideration of the essence of corporate culture, ethical and professional norms of behaviour in the company;

		the moderate level of application of knowledge about the psychological features of corporate training organization, as well as methods and practices of building interpersonal interaction in a corporate training environment at the reproductive level.
Activity	Activity-resultative	the reproductive use of psychological and pedagogical knowledge to manage the corporate training process; the mediocre use of the ability to analyse and synthesize information in order to establish interaction and support it to achieve the goals of corporate training; the moderate level of use of methods and techniques for motivating and supporting employees, partial use of skills to provide consulting services, organize mentoring, use reflective practices.

The upper-intermediate (productive) level of HR managers' psychological and pedagogical competence development is characterized by the productive development of the motivational, cognitive and activity components.

The upper-intermediate (productive) level of motivational component development is evidenced by the fact that HR managers demonstrate the productive level of intrinsic motivation for the development of their psychological and pedagogical competence, the sufficient level of understanding of the significance of psychological and pedagogical knowledge in HR management. Motivational component of HR managers' psychological and pedagogical competence (personality-motivational criterion) is characterized by the productive level of development of such personal and professional qualities as responsibility, independence, empathy, tolerance. In their activities, HR managers successfully use knowledge of Psychology and Pedagogy for the purpose of establishing communication and cooperation with employees, establishing effective teamwork; demonstrate motivation and readiness for continuous professional development and improvement.

Regarding the cognitive component of HR managers' psychological and pedagogical competence (information-cognitive criterion), the upper-intermediate (productive) level of its development is evidenced by the performance of professional functions at the appropriate level; independence in the organization of activities, considering the specifics of corporate culture, ethical and professional

norms of behaviour in the company. The HR manager, who demonstrates an upper-intermediate (productive) level of psychological and pedagogical competence development, fully applies knowledge of the psychological features of corporate training organization, as well as methods and practices of building interpersonal interaction in a corporate training environment.

The upper-intermediate (productive) level of activity component development (activity-resultative criterion) is evidenced by the complete use of psychological and pedagogical knowledge to manage the corporate training process; the systematic use of the ability to analyse and synthesize information in order to establish interaction and support it for achieving the goals of corporate training; the productive level of using methods and techniques for motivating and supporting employees, ability to provide consulting services, organize mentoring, use reflective practices (Table 2.3).

Table 2.3

The characteristics of the upper-intermediate (productive) level of HR managers' psychological and pedagogical competence development (developed by the author)

Components	Criteria	Upper-intermediate (productive) level
Motivational	Personality-motivational	the sufficient level of understanding of the significance of psychological and pedagogical knowledge in HR management; the productive level of development of such personal and professional qualities as responsibility, independence, empathy, tolerance; the successful use of knowledge of Psychology and Pedagogy for the purpose of establishing communication and cooperation with employees, establishing effective teamwork; the demonstration of motivation and readiness for continuous professional development and improvement.
Cognitive	Information-cognitive	the performance of professional functions at the appropriate level; independence in the organization of activities, considering the specifics of corporate culture, ethical and professional norms of behaviour in the company; full application of knowledge of the psychological features of corporate training organization, methods and practices of building interpersonal interaction in a corporate training environment.
Activity	Activity-resultative	the complete use of psychological and pedagogical knowledge to manage the corporate training process; the systematic use of the ability to analyse and synthesize information in order to establish interaction and support it

		for achieving the goals of corporate training; the productive level of using methods and techniques for motivating and supporting employees, ability to provide consulting services, organize mentoring, use reflective practices.
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The advanced (creative) level of HR managers' psychological and pedagogical competence development is characterized by an advanced level of motivational, cognitive and activity components' development.

The advanced (creative) level of motivational component development in HR managers' psychological and pedagogical competence (personality-motivational criterion) is confirmed by the advanced level of intrinsic motivation, interest in the problem of developing psychological and pedagogical competence, profound awareness of the importance of psychological and pedagogical knowledge in HR management, the role and importance of the HR manager and his/her activity in the development of the company in general and each employee in particular.

The motivational component of HR managers' psychological and pedagogical competence of is characterized by the advanced level of responsibility, independence, empathy, tolerance development, as well as a positive influence on other employees. In their activities, HR managers creatively use knowledge of Psychology and Pedagogy for the purpose of establishing effective communication and constructive cooperation with employees, establishing innovative and creative teamwork; demonstrate an advanced level of interest, motivation and readiness to organize their own continuous professional development and increase the company's human capital.

The advanced (creative) level of cognitive component development in HR managers' psychological and pedagogical competence (information-cognitive criterion) confirms the creative approach to the performance of professional functions; creative design and application of innovative approaches to the organization of activities; improvement and enrichment of corporate culture, ethical and professional norms of behaviour in the company. HR manager who demonstrates the advanced level of psychological and pedagogical competence

development, creatively applies knowledge of the psychological features of corporate training organization, uses the innovative educational technologies, modern methods and practices for building the constructive learning environment in which effective interpersonal interaction and cooperation are implemented.

The advanced (creative) level of activity component development (activity-resultative criterion) is evidenced by the creative use of psychological and pedagogical knowledge to manage the process of corporate training and its improvement; the advanced level of analytical skills, synthesis of information, which serves the basis for building a creative, innovative corporate learning environment, favourable for interaction and improvement of each employee. The advanced level of activity component development involves the creative use of methods and techniques for motivating and supporting employees, organization of employee counselling, the involvement and training of the most experienced employees for the implementation of mentoring, the effective use of reflective practices (Table 2.4).

Table 2.4

The characteristics of the advanced (creative) level of
HR managers' psychological and pedagogical competence development
(developed by the author)

Components	Criteria	Advanced (creative) level
Motivational	Personality-motivational	the advanced level of intrinsic motivation, interest in the problem of developing psychological and pedagogical competence, profound awareness of the importance of psychological and pedagogical knowledge in HR management, the role and importance of the HR manager and his/her activity in the development of the company in general and each employee in particular; the advanced level of responsibility, independence, empathy, tolerance development, as well as a positive influence on other employees; creativity in the use knowledge of Psychology and Pedagogy for the purpose of establishing effective communication and constructive cooperation with employees, establishing innovative and creative teamwork; the demonstration of advanced level of interest, motivation and readiness to organize their own continuous professional development and increase the company's human capital.
Cognitive	Information-	the creative approach to the performance of professional

	cognitive	functions; the creative design and application of innovative approaches to the organization of activities; the improvement and enrichment of corporate culture, ethical and professional norms of behaviour in the company; the advanced level of psychological and pedagogical competence development, creativity in the use of knowledge of the psychological features of corporate training organization, as well as the innovative educational technologies, modern methods and practices for building the constructive learning environment in which effective interpersonal interaction and cooperation are implemented.
Activity	Activity-resultative	the creative use of psychological and pedagogical knowledge to manage the process of corporate training and its improvement; the advanced level of analytical skills, synthesis of information, which serves the basis for building a creative, innovative corporate learning environment, favourable for interaction and improvement of each employee; the creative use of methods and techniques for motivating and supporting employees, organization of employee counselling, the involvement and training of the most experienced employees for the implementation of mentoring, the effective use of reflective practices.

So, to diagnose the dynamics of HR managers' psychological and pedagogical competence development in the framework of corporate training, we consider the essence and its structure, which includes motivational, cognitive and activity components. In our research the diagnostics is based on the use of criteria (personality-motivational, information-cognitive and activity-resultative) that correlate with the corresponding components, justified indicators (as signs of the manifestation of criteria), as well as levels: low (elementary), intermediate (reproductive), upper-intermediate (productive), advanced (creative).

2.3. The diagnostics of HR managers' psychological and pedagogical competence development

The problem of training HR-managers, development of their professional

competence, features of their professional activity is reflected in scientific publications of representatives of various sciences. Researchers Cooke, Schuler, and Varma (2020) analysed the topics of publications related to HR-management and found out that the following issues are of greatest scientific interest: “Employee creativity and innovation; Talent management and mobility; Performance management; Work place inequality, employee voice, and diversity management; (New) employment modes and work life balance; Cross-country comparative studies on particular HRM themes; Offshore outsourcing and implications for HRM; Multinational firms from Asia operating across the globe; Multinational firms operating in Asia; The role of leadership styles, culture and employee behaviours; Psychological contracts; Corporate social responsibility, employee well-being and resilience” (p. 2).

In accordance with the program of our research, which involved the study of scientific literature on Pedagogy, Psychology and HR management, the determination of the main concepts and categories of research, the content and structure of HR managers’ psychological and pedagogical competence, the definition of criteria and their indicators, the characteristics of the levels of HR managers’ psychological and pedagogical competence development, the application of the method of expert evaluation. The next step encompasses the conduct of the confirmatory stage of the pedagogical experiment.

The logic of conducting the confirmatory stage of the pedagogical experiment encompassed the performance of a number of tasks. First, the survey of the heads of HR departments and their employees was organized in order to determine their understanding of the essence of HR managers’ psychological and pedagogical competence. Secondly, the specifics of their professional activities, their understanding of the advantages and disadvantages of initial professional training in institutions of higher education were clarified based on the use of the observation method and conversations with the heads of HR departments and their employees. Thirdly, an analysis of the content of educational and professional training programs for managers and HR managers in institutions of higher education of Ukraine and

the People’s Republic of China, syllabi of subjects, educational materials, etc. was performed. Fourth, the study of factors that are essential for the development of HR managers’ psychological and pedagogical competence was accomplished (Fig. 2.4).

The confirmatory stage of the pedagogical experiment was organized throughout 2023. 36 employees were involved in the confirmatory stage of the pedagogical experiment: 4 heads of the Departments of HR management and 32 HR managers of such companies as “Xinwei Ukraine” LLC, “Riksos” LLC, “JETSOFTPRO UKRAINE” LLC, Dairy company “Galychyna” LLC. The organized confirmatory stage of the pedagogical experiment made it possible to determine the level of HR managers’ psychological and pedagogical competence development.

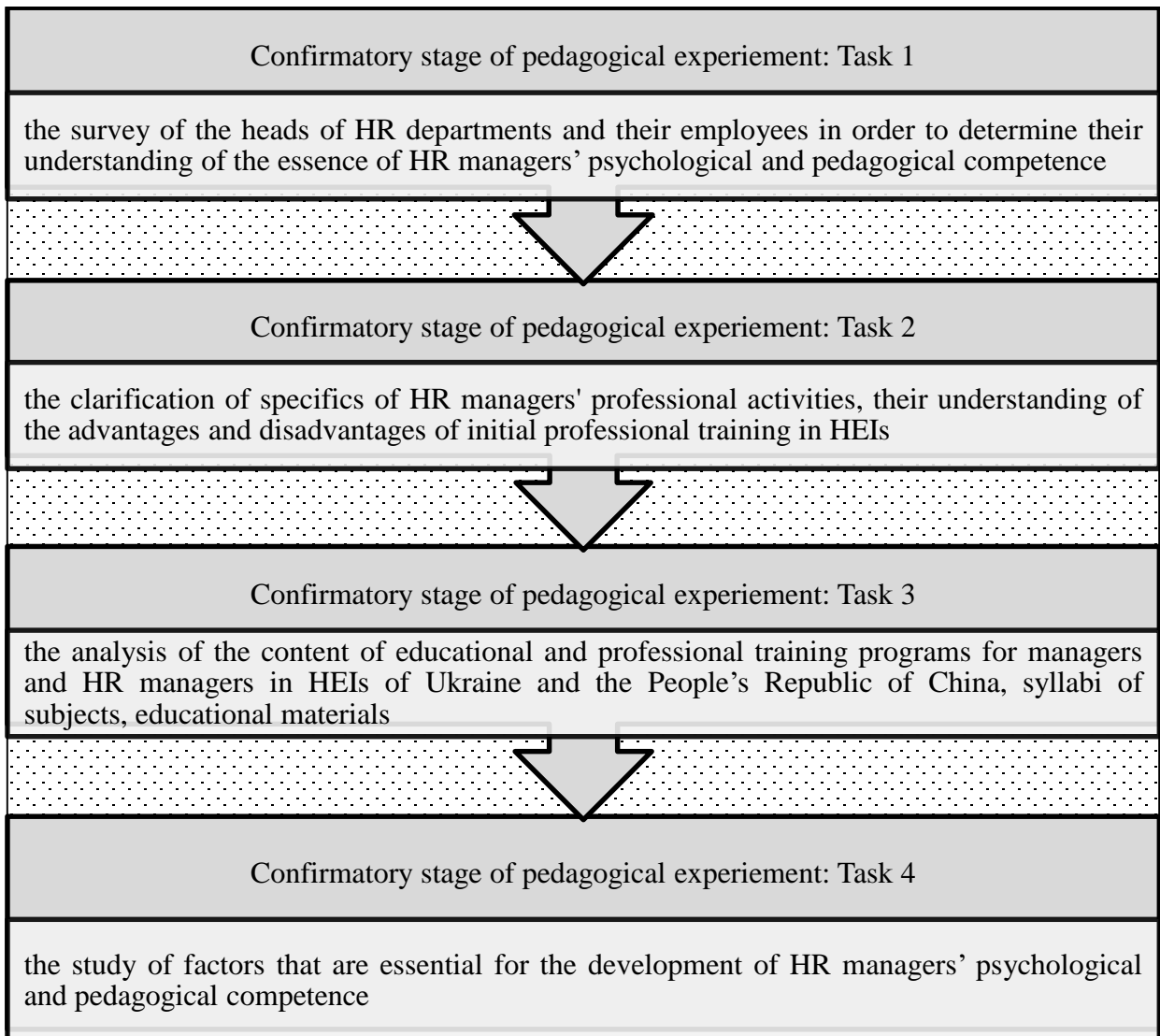


Fig. 2.4. The confirmatory stage of pedagogical experiment and its tasks
(developed by the author)

During the survey, we received data that provided an opportunity to find out the specifics of HR managers' professional activity and the content of their professional functions in accordance with "The SHRM Body of Competency and Knowledge" of Society for Human Resource Management (SHRM, 2018) (Appendix C-1).

In response to the question about the frequency of professional functions performance in such a professional field as "People", the respondents' answers were distributed as follows: talent acquisition & retention: frequently – 5,6% of persons; often – 5,6% of respondents; sometime – 16,7% of HR managers; rarely – 13,9% of survey participants; never – 58,3%; employee engagement: frequently – 8,3% of persons; often – 58,4% of respondents; sometime – 22,2% of HR managers; rarely – 8,3% of survey participants; never – 2,8%; learning and development: frequently – 11,1% of persons; often – 75,0% of respondents; sometime – 8,3% of HR managers; rarely – 5,6% of survey participants; never – 0; total rewards: frequently – 0 persons; often – 13,9% of respondents; sometime – 19,4% of HR managers; rarely – 25,0% of survey participants; never – 41,7% (Fig. 2.5).

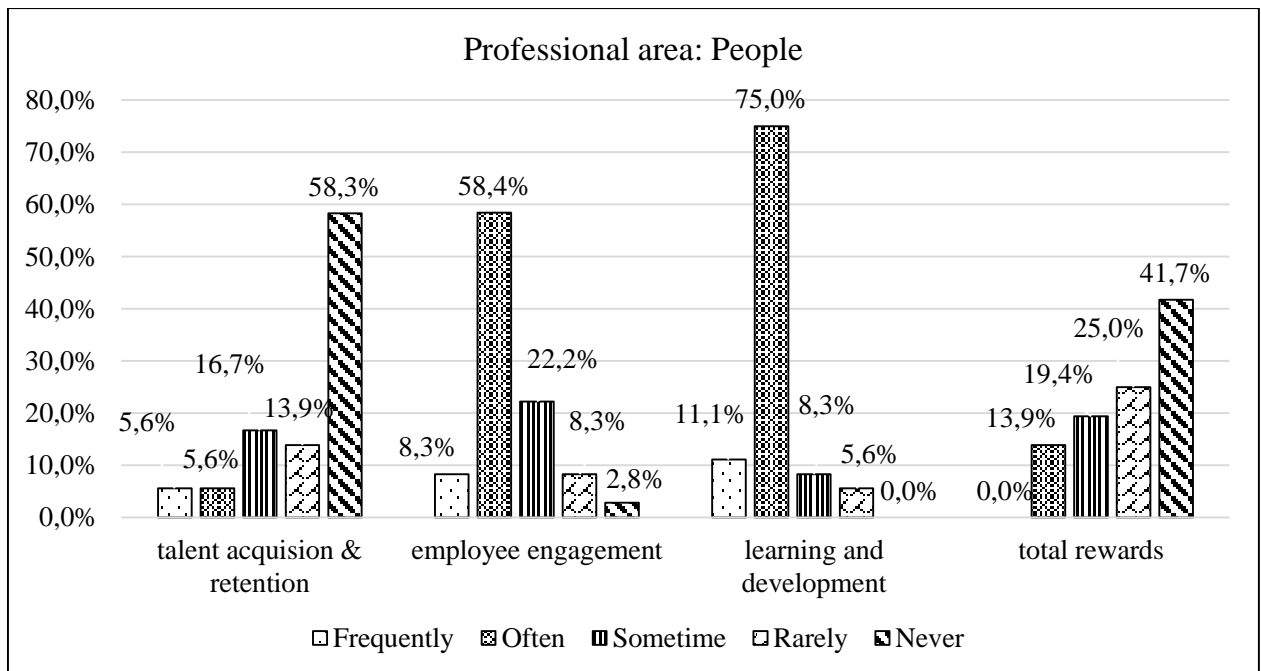


Fig. 2.5. The distribution of respondents' answers about the frequency of professional functions performance in the "People" professional sphere (developed by the author)

The obtained data indicate that Ukrainian companies, in particular their HR management, do not pay enough attention to the issue of talent acquisition & retention, but HR managers perform professional functions (58,4% – often, 22,2% – sometimes). The vast majority of HR managers certified the performance of functions involving learning and development (frequently – 11,1% of persons; often – 75,0%). Also there is a need to be better the practice related to total rewards (frequently – 0 persons; often – 13,9% of respondents).

To the question about the frequency of professional functions performance in the “Organization” professional field, we received the following distribution of answers: organizational effectiveness & development: frequently – 38,9% of persons; often – 47,2% of respondents; sometime – 11,1% of HR managers; rarely – 2,8% of survey participants; never – 0%; workforce management: frequently – 16,7% of persons; often – 38,8% of respondents; sometime – 30,6% of HR managers; rarely – 11,1% of survey participants; never – 2,8%; employee relations: frequently – 44,4% of persons; often – 50,0% of respondents; sometime – 5,6% of HR managers; rarely – 0; never – 0; technology and data: frequently – 38,9% of persons; often – 36,1% of respondents; sometime – 13,9% of HR managers; rarely – 8,3% of survey participants; never – 2,8% (Fig. 2.6).

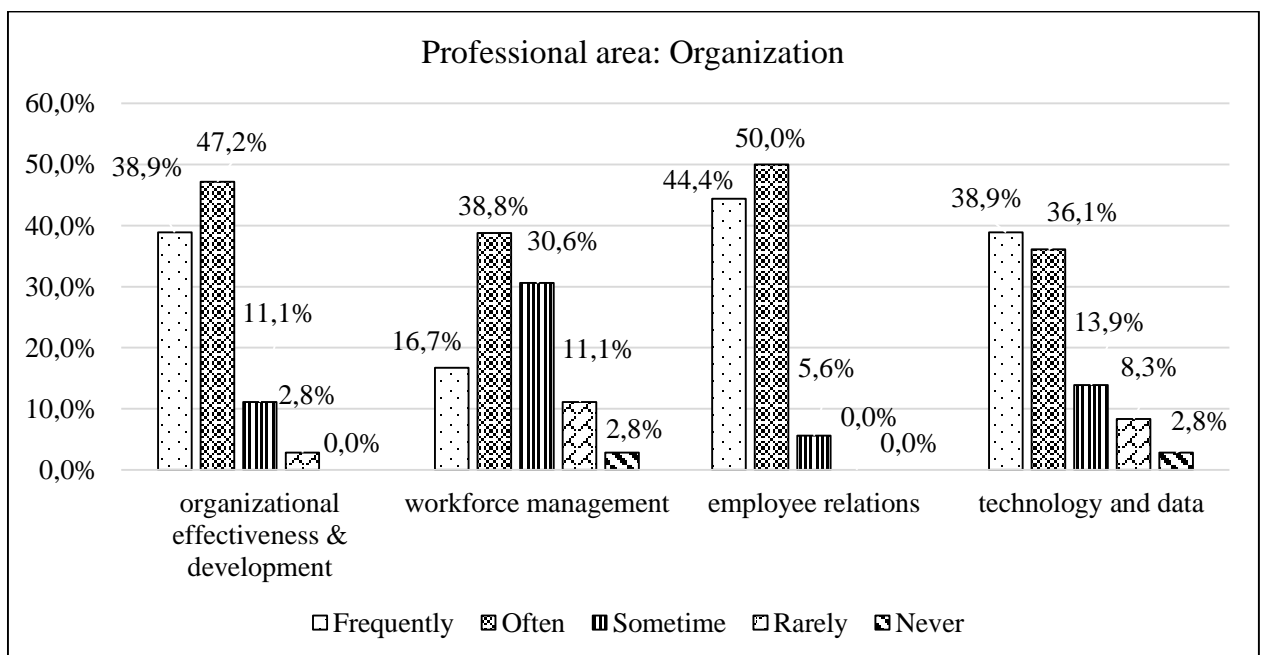


Fig. 2.6. The distribution of respondents' answers about the frequency of professional functions performance in the “Organization” professional sphere (developed by the author)

The responses of the survey participants confirm the theoretical theses of scientists, who claim that the professional functions of HR managers are important both for the professional development of company employees and the organization as a whole. In particular, this is proved by the fact that HR managers (38,9% frequently) and (47,2% often) perform functions related to organizational effectiveness & development. More than a half of the respondents (16,7% frequently and 38,8% often) perform workforce management duties. Almost three fourths of employees (frequently and often) deal with employee relations issues, and almost the same number of HR managers work with technology and data.

Data reflecting the professional activity of HR managers in the “Workforce” professional sphere are interesting and useful for our research: HR in the global context: frequently – 0 persons; often – 11,1% of respondents; sometime – 19,5% of HR managers; rarely – 33,3% of survey participants; never – 36,1%; diversity & inclusion: frequently – 41,7% of persons; often – 27,8% of respondents; sometime – 11,1% of HR managers; rarely – 11,1% of survey participants; never – 8,3%; risk management: frequently – 11,1% of persons; often – 13,7% of respondents; sometime – 5,6% of HR managers; rarely – 55,7% of survey participants; never – 13,9%; corporate social responsibility: frequently – 25,0% of persons; often – 44,4% of respondents; sometime – 22,2% of HR managers; rarely – 5,6% of survey participants; never – 2,8%; employment law & regulations: frequently – 16,7% of persons; often – 47,2% of respondents; sometime – 19,4% of HR managers; rarely – 11,1% of survey participants; never – 5,5% (Fig. 2.7).

According to the results of the survey, almost three fourths of HR managers rarely or never perform HR functions in the global context, and the minority represents HR managers who work with risk management. In contrast to this aspect, a significant number of HR managers are involved in the performance of functions with corporate social responsibility (frequently – 25,0%, often – 44,4%, sometime – 22,2%), as well as in employment law & regulations (frequently – 16,7%, often – 47,2%, sometimes – 19,4% of HR managers).

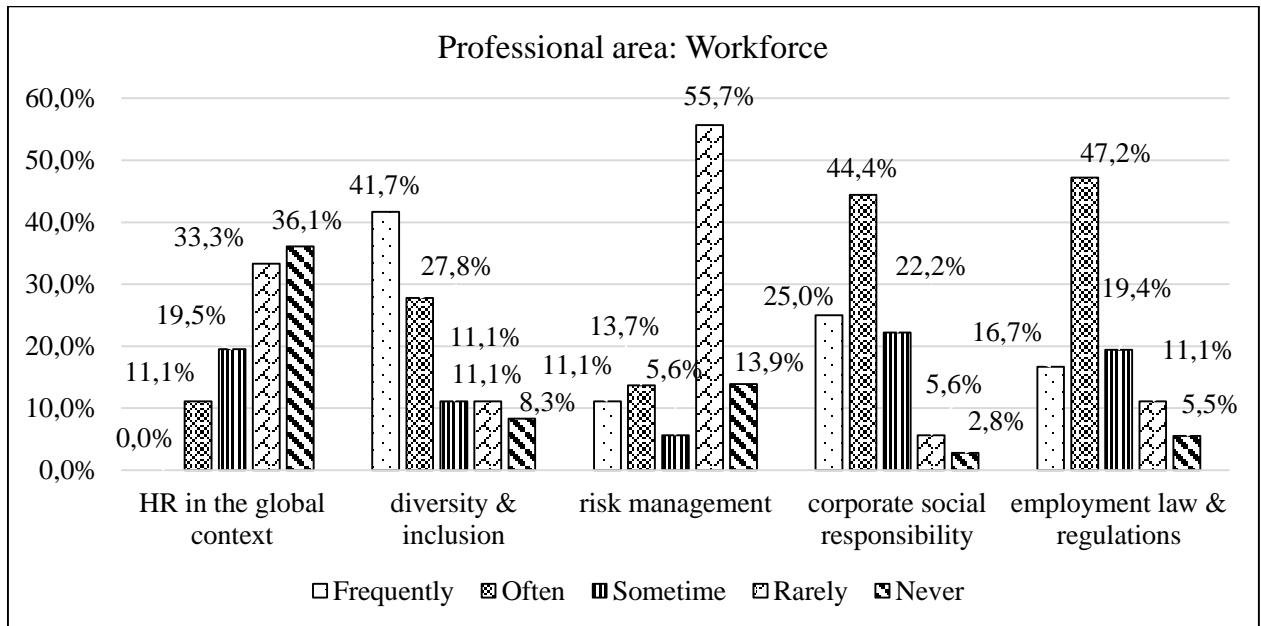


Fig. 2.7. The distribution of respondents' answers about the frequency of professional functions performance in the "Workforce" professional sphere (developed by the author)

Regarding "Strategy", in this professional area HR managers perform professional functions frequently – 11,1% of persons; often – 22,2% of respondents; sometime – 41,7% of HR managers; rarely – 8,3% of survey participants; never – 16,7%. We interpret these results in such a way that mainly the heads of HR departments and their deputies participate in the development of the company's strategic plan regarding the involvement and professional development of employees.

The survey participants noted that the establishment of constructive interpersonal relations (83,3% of people), cooperation and communication with personnel (77,8% of respondents), the organization of training for company employees based on the analysis of their advantages and disadvantages (86,1% of HR managers) etc. are the most important things in their professional activities. The results of the analysis show that the respondents clearly understand the content of their own professional activity and single out those aspects that are the most significant in it.

Regarding the question about personal qualities, which are outlined by the specifics of the professional activity of HR managers, the respondents gave preference to such personal qualities as empathy (sympathy, understanding the feelings and needs of others, paying attention to employees and their individual characteristics) – 63,9% of respondents, adaptability (ability to change and adapt to new conditions, readiness for challenges) – 69,4% of partakers, sociability (ability to communicate, ability to listen, clearly and convincingly express own thoughts and ideas) – 92,0% of HR managers, mediation (ability to find compromises and establishment of cooperation, negotiation and conflict resolution) – 94,4% of people, stress resistance and self-control (ability to work in stressful situations and conditions of uncertainty) – 88,9% of respondents, initiative and creativity (initiation of new ideas, creativity in solving professional tasks) – 86,1% of employees, etc.

During the survey, we found out the specifics of the experience of HR managers regarding participation in professional development programs and their direction. In particular, the participants noted that in the “People” professional area they participated in programs dedicated to: talent acquisition & retention: regularly – 30,6%; often – 25,0% of respondents; seldom – 27,8% of HR managers; never – 16,7%; employee engagement: regularly – 36,1% of persons; often – 47,2% of respondents; seldom – 8,3% of HR managers; never – 8,3%; learning and development: regularly – 11,1% of persons; often – 13,9% of respondents; seldom – 41,7% of HR managers; never – 33,3%; total rewards: regularly – 8,3% of persons; often – 19,4% of respondents; seldom – 8,3% of HR managers; never – 63,9% (Fig. 2.8).

If participation in professional development programs of HR managers to improve their competence in the areas of talent acquisition & retention, employee engagement is positive (from 55% to 83% of employees regularly or often improve their own skills and update knowledge), then the practice of deepening knowledge in the area of learning and development, total rewards needs improvement, as more than 70% of HR managers rarely or never participated in the relevant programs. In this case, the contradiction that characterizes the professional activity of HR

managers is obvious: they organize personnel training in the framework of corporate training, but do not have the opportunity to improve their own psychological and pedagogical competence.

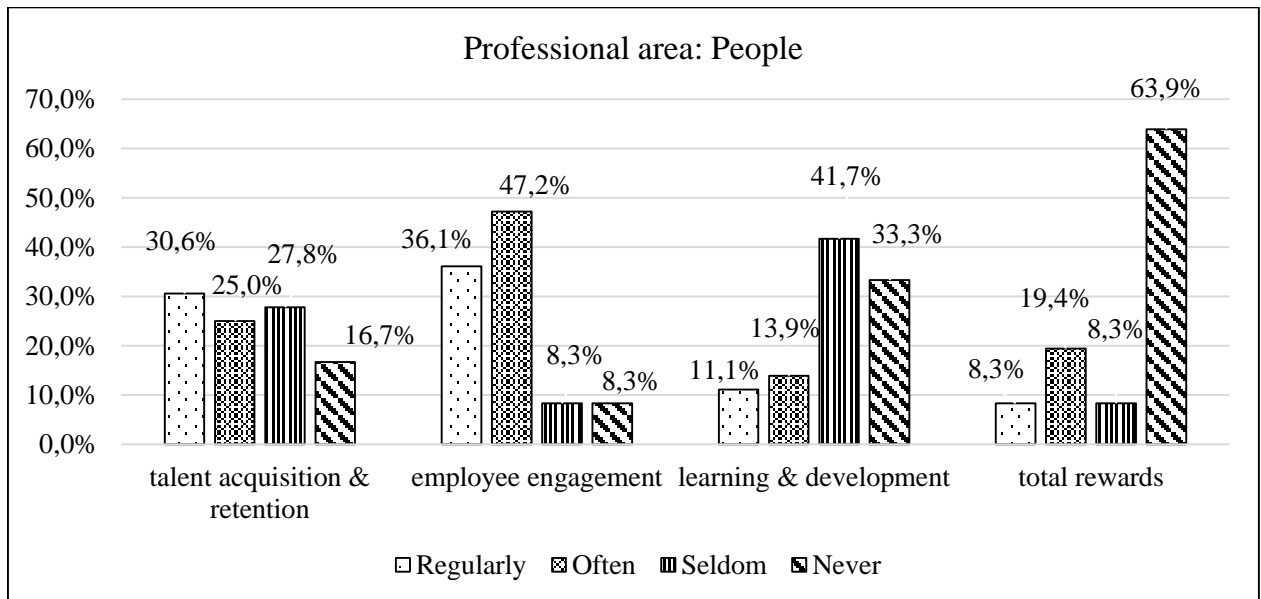


Fig. 2.8. The distribution of respondents' answers about their professional development in the "People" professional sphere (developed by the author)

The received answers indicate that HR managers of modern companies participate in professional development programs aimed at improving their professional competence in the "Organization" professional area.

The respondents' answers provide the following data: organizational effectiveness & development: regularly – 13,9% of persons; often – 36,1% of respondents; seldom – 27,8% of HR managers; never – 22,2%; workforce management: regularly – 19,4% of persons; often – 50,0% of respondents; seldom – 27,8% of HR managers; never – 2,8%; employee relations: regularly – 11,1% of persons; often – 16,7% of respondents; seldom – 27,8% of HR managers; never – 44,4%; technology & data: regularly – 27,8% of persons; often – 41,7% of respondents; seldom – 22,2% of HR managers; never – 8,3% (Fig. 2.9).

The direction of employee relations is cause for concern, as more than 71% of HR managers rarely (27,8%) or never (44,4%) participated in professional development programs to improve these skills.

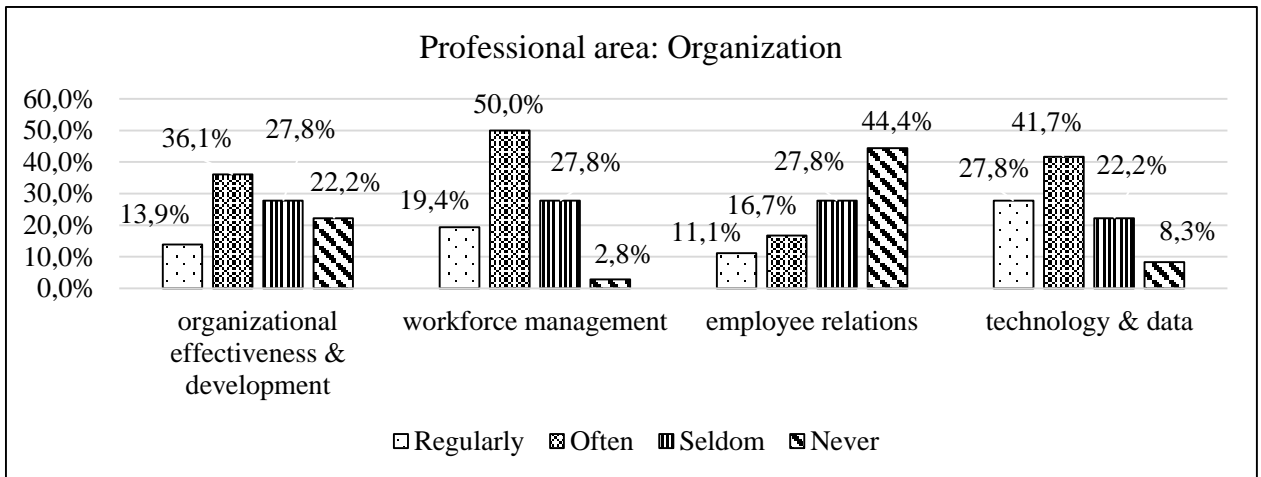


Fig. 2.9. The distribution of respondents' answers about their professional development in the "Organization" professional sphere (developed by the author)

Regarding "Workforce" professional functions, we observe the following situation based on the answers of respondents: HR in the global context: regularly – 8,3% of persons; often – 13,9% of respondents; seldom – 52,8% of HR managers; never – 25,0%; diversity & inclusion: regularly – 5,6% of persons; often – 13,9% of respondents; seldom – 41,7% of HR managers; never – 38,9%; risk management: regularly – 27,8% of persons; often – 36,1% of respondents; seldom – 19,4% of HR managers; never – 16,7%; corporate social responsibility: regularly – 8,3% of persons; often – 11,1% of respondents; seldom – 58,3% of HR managers; never – 22,2%; employment law & regulations: regularly – 44,4% of persons; often – 36,1% of respondents; seldom – 13,9% of HR managers; never – 5,6% (Fig. 2.10).

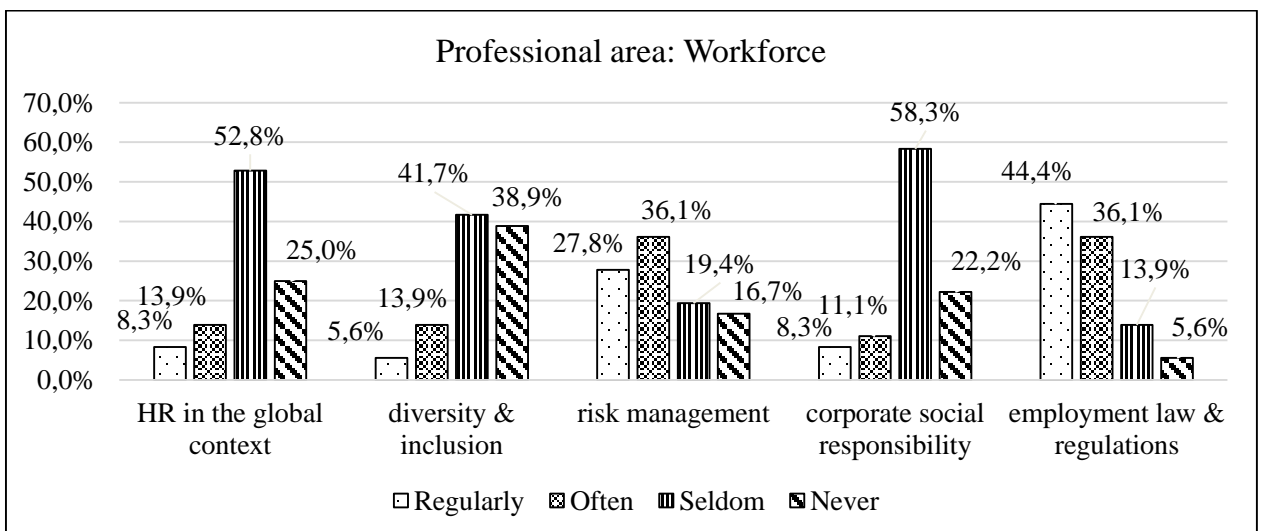


Fig. 2.10. The distribution of respondents' answers about their professional development in the "Workforce" professional sphere (developed by the author)

Based on the obtained data, we conclude that such aspects as diversity & inclusion: regularly (more than 80% of employees of HR departments have sometimes or never participated in relevant professional development programs), as well as corporate social responsibility, as only 8,3 % of people regularly and 11,1% of respondents often improved their qualifications to perform relevant professional functions.

Regarding professional functions in business & HR strategy, we see that in order to perform them effectively, most HR managers improved their own skills and mastered new knowledge, as evidenced by the data obtained during the survey: regularly – 30,6% of persons; often – 38,9% of respondents; rarely – 19,4% of HR managers; never – 11,1%.

Understanding that HR managers have some experience of participating in professional development programs, we asked the respondents what forms and methods of professional development they prefer within the framework of corporate training.

The last question in our questionnaire involved finding out what forms and methods of professional development within corporate training HR managers prefer. The received answers are presented in Fig. 2.11.

As a result of the survey, we conclude that HR managers prefer internship: excellent (69,4%) and good (19,4%); supervision: excellent (61,1%) and good (22,2%). Respondents' responses to consulting were almost evenly distributed: excellent (38,9%), good (33,3%). It is clear from the answers that participants highly value such forms of professional development as seminars (excellent – 77,8%, good – 16,7% of respondents), and webinars (excellent – 66,7%, good – 22,2% of survey participants).

Less popular are such forms of professional development as cooperation between various departments (good – 38,9%, fair – 36,1%); workshop (excellent – 38,9% and good – 41,7% of HR managers); delegation of authority (excellent – 25,0% and good – 30,6%, fair – 36,1%, poor – 8,3% of HR managers).

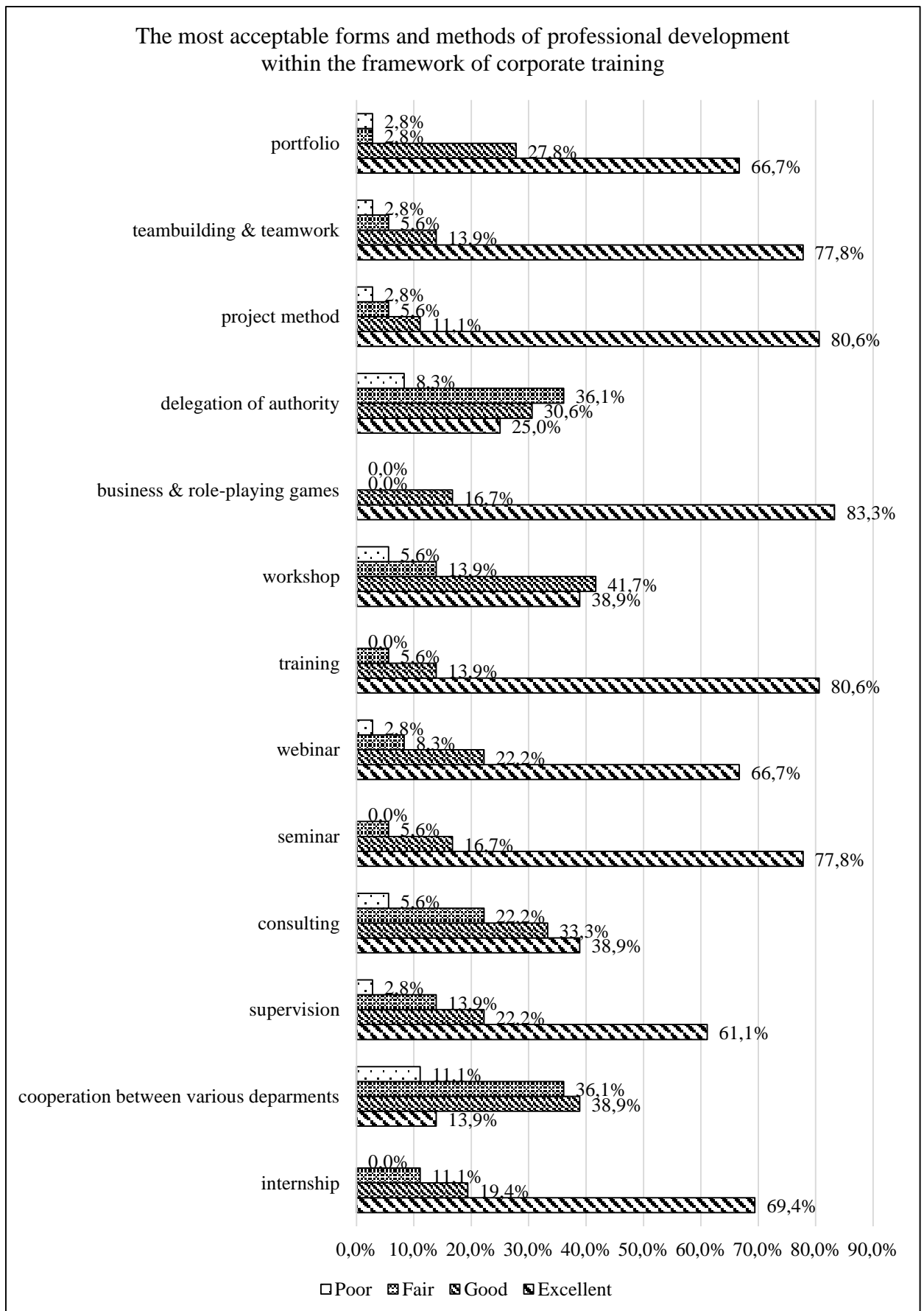


Fig. 2.11. The distribution of respondents' answers about the most acceptable forms and methods of professional development within the framework of corporate training (developed by the author)

The next stage of our study was to determine the initial level of HR managers' psychological and pedagogical competence development in the framework of corporate training (confirmatory stage) of control group (CG) – 18 employees and experimental group (EG) – 18 employees.

Let's move on to the analysis of the results of the confirmatory diagnostics of the levels of HR managers' psychological and pedagogical competence development in the framework of corporate training according to the selected criteria, which was carried out according to the diagnostic package presented in Appendices C-1, C-2, C-3.

In order to diagnose the state of the development of motivational component (personality-motivational criterion) of HR managers' psychological and pedagogical competence, we proposed a questionnaire to find out whether HR managers understand the role and significance of psychological and pedagogical competence in their professional activities, or are interested in developing relevant knowledge and skills, whether they need professional improvement (Appendix C-2).

The results obtained at the confirmatory stage of the pedagogical experiment present the initial level of HR managers' psychological and pedagogical competence development according to the personality-motivational criterion (Table 2.5).

Table 2.5

The results of diagnostics of the levels of HR managers' psychological and pedagogical competence development according to the personality-motivational criterion (confirmatory stage) (developed by the author)

Levels of development	Quantity of employees			
	CG		EG	
	abs	%	abs	%
advanced (creative)	1	5,56	1	5,56
upper-intermediate (productive)	4	22,22	3	16,66
intermediate (reproductive)	5	27,78	5	27,78
low (elementary)	8	44,44	9	50,00
Total	18	100	18	100

As it was noted at the confirmatory stage of the experiment and presented in Table 2.5, according to the personality-motivational criterion, 1 employee of CG (5,56%) and 1 employee of EG (5,56%) demonstrated the advanced (creative) level of psychological and pedagogical competence development; 4 participants of CG (22,22%) and 3 HR managers of EG (16,66%) – the upper-intermediate (productive) level; 5 employees of CG and 5 of EG (27,78% appropriately) – the intermediate (reproductive) level; and 8 participants of CG (44,44%) and 9 of EG (50,00%) – the low (elementary) level of psychological and pedagogical competence development.

In order to diagnose the development level of the cognitive component (information-cognitive criterion) of HR managers' psychological and pedagogical competence, the interviews with employees were organized ("Xinwei Ukraine" LLC, "Riksos" LLC, "JETSOFTPRO UKRAINE" LLC, Dairy company "Galychyna" LLC) (Appendix C-3).

The study managed to find out that according to the information-cognitive criterion the advanced (creative) level of HR-managers' psychological and pedagogical competence development was evidenced by 1 employee of CG (5,56%) and 1 HR manager of EG (5,56%); the upper-intermediate (productive) level – by 5 participants of CG (27,78%) and 3 employees of EG (16,66%); the intermediate (reproductive) level – by 4 employees of CG (22,22%) and 4 employees of EG (22,22%); and the low (elementary) level – by 8 persons of CG (44,44%) and 10 employees of EG (55,56%).

The results of the information-cognitive criterion of HR managers' psychological and pedagogical competence development are presented in Table 2.6.

Table 2.6

The results of diagnostics of the levels of
HR managers' psychological and pedagogical competence development
according to the information-cognitive criterion (confirmatory stage)
(developed by the author)

Levels of development	Quantity of employees			
	CG		EG	
	abs	%	abs	%
advanced (creative)	1	5,56	1	5,56
upper-intermediate (productive)	5	27,78	3	16,66

intermediate (reproductive)	4	22,22	4	22,22
low (elementary)	8	44,44	10	55,56
Total	18	100	18	100

In order to fix the level of activity component of HR managers' psychological and pedagogical competence development (activity-resultative criterion), we offered the participants of the confirmatory stage of pedagogical experiment the opportunity to perform creative tasks (Appendix C-4).

The diagnostics of the development levels of HR managers' psychological and pedagogical competence according to activity-resultative criterion serves as the basis for the conclusion that employees from CG and EG proved the same results. 1 employee of CG and EG (5,56%) demonstrated the advanced (creative) level of HR managers' psychological and pedagogical competence development; 3 employees in every group (16,66%) – the upper-intermediate (productive) level; 6 HR managers of CG and EG (33,33%) – the intermediate (reproductive) level; 8 employees of CG and EG (44,44%) – the low (elementary) level (Table 2.7).

Table 2.7

The results of diagnostics of the levels of
HR managers' psychological and pedagogical competence development
according to the activity-resultative criterion (confirmatory stage)
(developed by the author)

Levels of development	Quantity of employees			
	CG		EG	
	abs	%	abs	%
advanced (creative)	1	5,56	1	5,56
upper-intermediate (productive)	3	16,66	3	16,67
intermediate (reproductive)	6	33,33	6	33,33
low (elementary)	8	44,44	8	44,44
Total	18	100	18	100

The generalized data of HR managers' psychological and pedagogical competence development in the framework of corporate training made it possible to determine that only 1 employee of CG and EG (5,56%) had the advanced (creative) level of development of this competence; 4 employees of CG (22,22%) and 3 employees of EG (16,66%) demonstrated the upper-intermediate (productive) level;

5 employees of CG (27,78%) and EG proved the intermediate (reproductive) level; and 8 employees of CG (44,44%) and 9 employees of EG (50,00%) evidenced the low (elementary) level of psychological and pedagogical competence development (Table 2.8).

Table 2.8

The diagnostics results of the general level of HR managers' psychological and pedagogical competence development (confirmatory stage)
(developed by the author)

Levels of development	Quantity of employees			
	CG		EG	
	abs	%	abs	%
advanced (creative)	1	5,56	1	5,56
upper-intermediate (productive)	4	22,22	3	16,67
intermediate (reproductive)	5	27,78	5	27,78
low (elementary)	8	44,44	9	50,00
Total	18	100	18	100

The visualization of data on the levels of HR managers' psychological and pedagogical competence development of at the confirmatory stage of the pedagogical experiment is shown in Fig. 2.12.

The analysis of the data obtained at the confirmatory stage of experiment proved the dominance of the low (elementary) and intermediate (reproductive) levels of HR managers' psychological and pedagogical competence development.

Based on the analysis of the data obtained during the confirmatory stage of the pedagogical experiment, we conclude that the majority of HR managers are clearly aware of the role of psychological and pedagogical competence in their professional activities and its importance for ensuring the effectiveness of professional functions performance.

However, along with this awareness and understanding of psychological and pedagogical competence meaning, the insufficient level of knowledge regarding its content, abilities and skills of using knowledge from Psychology and Pedagogy in practice, in particular for the organization of corporate training, was recorded. The results of the theoretical analysis of the research problem, the study of HR managers' practice provide grounds for identifying the tasks of research and experimental work

and encouraging the development of HR managers' psychological and pedagogical competence in the framework of corporate training in modern companies.

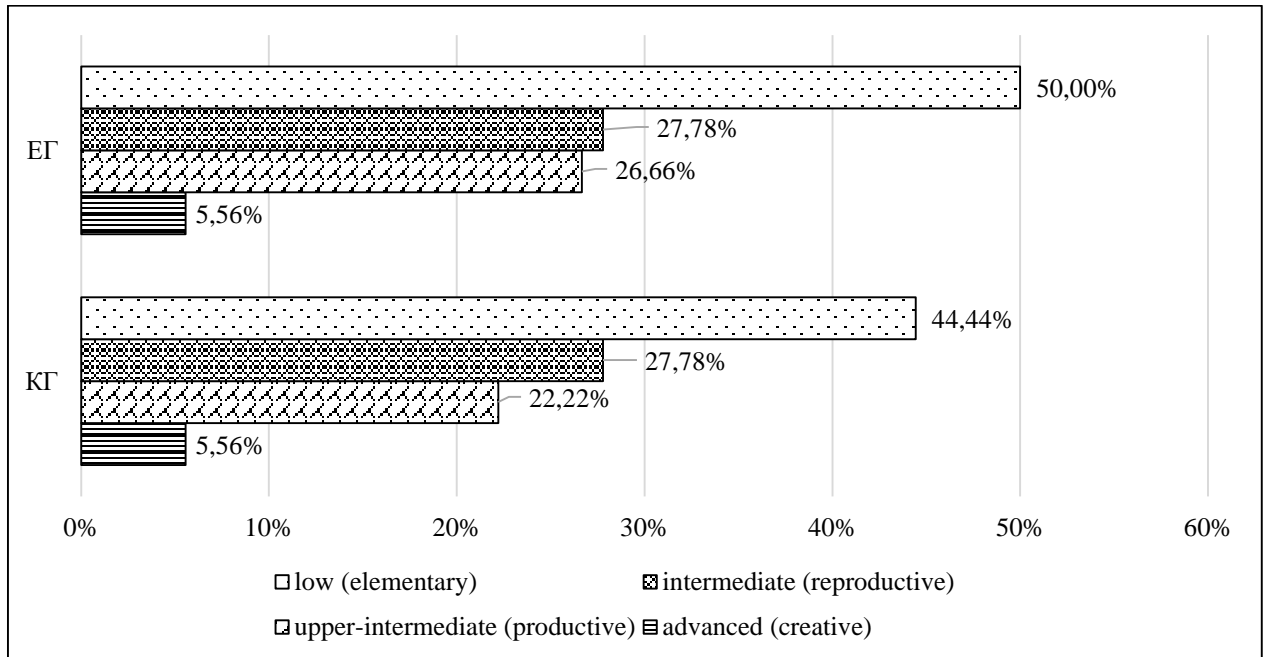


Fig. 2.12. The levels of HR managers' psychological and pedagogical competence development of at the confirmatory stage of the pedagogical experiment (developed by the author)

The probability of the results of the conducted experimental work at the confirmatory stage and the reliability of the experimental data are determined using the non-parametric Mann-Whitney U-test, which is most appropriate to use for small samples ($3 < n < 60$). The Mann-Whitney U-test allows to find differences between two distributions and evaluate its reliability, as well as obtain the reliability of the results at 95% probability (Mann, & Whitney, 1947; Wilcoxon, 1945), in particular, to test the H_0 hypothesis about the absence of differences between the two empirical (experimental) distributions.

Therefore, the null hypothesis H_0 : the experimental and control samples of HR managers are homogeneous in terms of the level of psychological and pedagogical competence development according to the investigated the Mann-Whitney U-test; alternative hypothesis H_1 : the experimental and control samples differ in the level of psychological and pedagogical competence development in the according to the investigated U-test.

The process of calculating the Mann-Whitney U-test is carried out as follows. We combine the levels of HR managers' psychological and pedagogical competence development into one row in descending order. We rank the levels and write out the ranks for the CG and EG samples separately. For each of the levels, we determine the average value of the rank and the sum of the ranks depending on the number of respondents (Ranks CG and EG) (Table 2.9).

Table 2.9

The calculation of the Mann-Whitney U-test (confirmatory stage)
(developed by the author)

Levels	CG	EG	Ranks	Ranks CG	Ranks EG
advanced (creative)	1	1	1-2	1,5	1,5
upper-intermediate (productive)	4	3	3-9	6 (24)	6 (18)
intermediate (reproductive)	5	5	10-19	14,5 (72,5)	14,5 (72,5)
low (elementary)	8	9	20-36	28 (224)	28 (252)
Total	18	18	1-36	322	344

We find the sum of ranks for each sample ($\sum R_{CG}=322$, $\sum R_{EG}=344$)

We determine the empirical value of the Mann-Whitney U-test using the formula:

$$U_{empir} = n1 \cdot n2 + n_x \cdot \frac{(n_x + 1)}{2} - R_{max}$$

where: $n1$ – denotes the first sample (CG);

$n2$ – denotes the second sample (EG);

n_x – is s sample with a larger sum of ranks;

R_{max} – denotes the largest value of the sum of ranks in the sample.

$$U_{empir} = 151$$

The critical value of the Mann-Whitney U-test for the significance level $p=0,05$ (Mann, & Whitney, 1947) is $U_{crit} = 109$.

Since $U_{empir} > U_{crit}$, it can be asserted with a probability of 0,95 that the samples (CG, EG) are homogeneous, and therefore it is possible to accept the null hypothesis that the initial level of HR managers' psychological and pedagogical

competence development of participants in control and experimental groups does not differ significantly.

As proved by the results at the significance level of 0,05 between the groups participating in the experiment, there are no statistically significant differences in the level of psychological and pedagogical competence development. This leads to the conclusion that HR managers in terms of the level of their psychological and pedagogical competence development in control and experimental groups is equal, and also makes impossible the influence of subjective factors on the reliability and validity of the results of the exploratory stage of the experiment.

So, at the confirmatory stage of the experiment, a number of tasks were solved: HR managers were allocated to CG and EG; the criteria, indicators and levels of HR managers' psychological and pedagogical competence development were substantiated; the diagnostic toolkit was developed; the diagnostics performed, the analysis and interpretation of its data were accomplished.

So, the results of the survey confirm the topicality of HR managers' psychological and pedagogical competence development in the framework of corporate training.

2.4. Pedagogical conditions for HR managers' psychological and pedagogical competence development in the framework of corporate training

In accordance with the methodology and logic of the research, *the third task* is accomplished: the definition and substantiation of pedagogical conditions, the implementation of which would ensure positive dynamics in the levels of HR managers' psychological and pedagogical competence development in the framework of corporate training. In our opinion, this task should begin with the interpretation of such a concept as "pedagogical condition", which will make it possible to avoid misunderstandings and mistakes.

In modern dictionaries "conditions" are interpreted as "the physical situation

that someone or something is in and affected by”, “all the particular things that influence someone’s living or working environment” (Cambridge Dictionary, 2022); “external or existing circumstances” (Collins Dictionaries, 2022). In McMillan dictionary a condition is interpreted as “a particular mode of being of a person or thing; existing state; situation with respect to circumstances” (McMillan dictionary, 2022). This dictionary provides “circumstances”, “setting”, “surrounding” as synonyms of the word “conditions” (McMillan dictionary, 2022). According to Merriam-Webster Dictionary, “conditions” are defined as “something essential to the appearance or occurrence of something else” (Merriam-Webster Dictionary, 2022). One can find the meaning of “pedagogical” as something “related to the methods and theory of teaching”, “related to the practice of teaching and its methods” (Cambridge Dictionary, 2022); “concerning the methods and theory of teaching” (Collins Dictionaries, 2022); “relating to a pedagogue or Pedagogy” (McMillan dictionary, 2022). It is worth mentioning that none of the listed dictionaries provide a definition of the concept of “pedagogical conditions.

The results of the analysis of scientific and pedagogical literature indicate that researchers study special pedagogical conditions, the implementation of which contributes to the formation of both the professional competence of modern specialists in general and its individual components. For example, Sanz, Lin, Lado, Bowden, and Stafford (2009) examine the pedagogical conditions of foreign language learning; Yuldasheva (2022) analyses the pedagogical conditions favourable for the development of future teachers' cognitive activity; Nazirova (2022) describes the pedagogical conditions for the development of professional competence of teachers and educators of preschool; Lukiianchuk, Kharahirlo, Sakhno, Tataurova-Osyka, and Stadnik (2022) investigate conditions for the development of psychological and pedagogical competence of teachers of vocational (professional and technical) education; Petrenko (2016) studies the pedagogical conditions necessary for the development of intercultural professional interaction competence of future managers, etc.

In the context of managers’ professional training, the study Oleksenko (2015)

deserves attention. In this study the author examines the problem of training future managers and determines the pedagogical conditions as “the result of goal-oriented selection, construction and usage of elements of the educational content, methods and forms” (Oleksenko, 2015, p. 28). Researching the development of managerial competence, Haydarova (2019) claims, that nowadays it is necessary to find “the conditions that will facilitate the transition to a holistic model of education, where priority will be given to experience, competence, subjectivity from a subject-knowledge basis” (p. 91).

Investigating the essence of the concept of “pedagogical conditions”, Petrenko (2016) emphasizes that they are characterized by the presence of certain features: “pedagogical conditions are the component of the pedagogical system, and are also the component of the integral pedagogical process; pedagogical conditions are the set of purposeful effective measures of educational resources and educational processes on all components of the integral pedagogical process; internal components of pedagogical conditions foster the development of a student’s personality while external components of pedagogical conditions are tools to create a procedural component of the pedagogical system, that is an environment in which learning more easily could occur; implementation of pedagogical conditions in the pedagogical system ensures the effective functioning and development of the pedagogical system and also improves students’ educational performance and increases productivity at the individual and the organizational levels of the pedagogical system” (p. 90).

Based on the definitions of the terms “condition” and “pedagogical”, taking into account the results of the research of modern scientists from different countries, we interpret the pedagogical conditions as a set of circumstances, educational measures within the framework of corporate training, which have an impact on the object of research (in our study – HR managers) and contribute to the achievement of the pedagogical goal – the development of their psychological and pedagogical competence as a pedagogically managed process, the effectiveness of which consists in motivation to acquire knowledge, the development of relevant skills and abilities.

The implementation of pedagogical conditions involves ensuring the unity of goals and tasks, principles, content, organizational forms and teaching methods.

In order to determine the effective pedagogical conditions necessary for the development of HR managers' psychological and pedagogical competence in the framework of corporate training, we used the method of expert evaluation. 8 people acted as experts: theorists (4 teachers of higher education institutions from Ukraine and the People's Republic of China) and practitioners (4 heads of HR Departments of Ukrainian and Chinese companies), who determined what knowledge and skills, values and attitudes (as components of psychological and pedagogical competence) a modern specialist in HR management should possess. Having offered the experts a list of 10 pedagogical conditions, we asked them to single out those of them that are most essential for the development of HR managers' psychological and pedagogical competence, using a ranking (Appendix D).

Based on the theoretical analysis of the research problem, the study of the practice in HR management, the data obtained during the expert evaluation, we single out the following pedagogical conditions for the development of HR managers' psychological and pedagogical competence in the framework of corporate training:

- encouraging HR managers to develop psychological and pedagogical competence;
- organization of contextual teaching and learning to gain experience in the implementation of HR managers' psychological and pedagogical competence;
- using the potential of reflective practices;
- the development and implementation of professional development program for HR managers' psychological and pedagogical competence development in the framework of corporate training.

Now, we will describe the defined pedagogical conditions.

The first pedagogical condition – encouraging HR managers to develop psychological and pedagogical competence is considered as one of the main pedagogical conditions for the development of psychological and pedagogical

competence, a kind of system of measures aimed at solving pedagogical tasks. The expected outcome of encouraging HR managers to develop psychological and pedagogical competence is the development of awareness of the role and importance of psychological and pedagogical competence in professional activity; a system of professional attitudes and beliefs, motives, personal meanings, interests and goals; striving for self-knowledge, self-improvement and self-management; awareness of one's own professional role, which contributes to professionalization, helps to critically analyse and evaluate the level of professional tasks, etc.

The problem of employee encouraging for professional development and participation in corporate training programs is the subject of scientific studies of many researchers (Khan, & Siddiqui, 2023; Abakah, 2023; Zhang, Admiraal, & Saab, 2022; Dahri, Vighio, Bather, & Arain, 2021). "Motivation is a set of forces both from within and from outside a person that encourages them to start working behavior according to a certain format, direction, intensity and time period". Organizations are also required to be able to identify the will of its members that lead to job satisfaction in various ways by meeting the needs of organizational members, both motivators as intrinsic factors and hygiene as extrinsic factors" (Sugiarti, 2022, p. 4). We agree with scientists, that "it is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviours to enhance the performance of employees. Training is a continuous process by which employee actually gets the knowledge and get to know how he or she can perform well in the organization" (Hanif, & Ameenq, 2013, p. 69).

Shahzadi, Javed, Pirzada, Nasreen, and Khanam (2014) argue, that "employee motivation is a reflection of the level of energy, commitment, and creativity that a company's workers bring to their jobs" (p. 159); "motivation is the direction and intensity of one's effort, or the psychological feature that arouses an organism to action toward a desired goal" (Shahzadi, Javed, Pirzada, Nasreen, & Khanam, 2014, p. 160). This means that with the help of encouraging the development of psychological and pedagogical competence, opportunities are created for HR

managers not only for mastering knowledge and skills, but also for their transformation into an effective toolkit of personal and professional development, as well as a means of improving professional activity.

As already mentioned, a motive is a reason, a motivating factor of human behavior and actions. In other words, motives mean the construction of the goal and the expected outcome of the activity, which motivate the employee to study in order to satisfy his needs. Considering motivation as a set of motives, it should be emphasized that motives are formed when a person gives a special meaning to a certain phenomenon, activity or behaviour based on the analysis and reflection of the development of his/her own personality, making a certain decision regarding further development and improvement. In this context, we consider motivation as a set of intrinsic and extrinsic forces that drive a person to activity, determine behaviour, forms of activity, and give this activity a direction aimed at achieving personal and organizational goals.

Scientists distinguish intrinsic and extrinsic motivation (Armstrong, 2009; Bénabou, & Tirole, 2003; Good, Hughes, Kirca, & McGrath, 2022; Li, Liu, Chen, & Wang, 2023; Mansaray, 2019; Suen, Cheung, Wang, & Hui, 2022). “The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome” (Ryan, & Deci, 2000, p. 55). In our study, motivation should be considered as an internal process inherent in a certain personality, which does not end until the moment of satisfaction of the need. Further, authors claim that “intrinsically motivated behaviours are performed out of interest and require no “separable” consequence, no external or intrapsychic prod, promise, or threat” and “extrinsically motivated involves performing an activity with the intention of attaining some separable consequence such as receiving a reward, avoiding guilt, or gaining approval. Behaviours that are extrinsically motivated would generally not occur spontaneously, so their occurrence must typically be prompted by some type of instrumentality” (Deci, Ryan, & Williams, 1996, p. 167).

Having analysed the literature (Armstrong, 2009; Bénabou, & Tirole, 2003; Good, Hughes, Kirca, & McGrath, 2022; Li, Liu, Chen, & Wang, 2023; Mansaray, 2019; Suen, Cheung, Wang, & Hui, 2022) we can claim that intrinsic and extrinsic motivation have their own specificity according to indicators such as orientation (intrinsic motivation: internal interest of the personality; extrinsic motivation: external influence directed at an individual or a group of persons); the essence (intrinsic motivation: positive, individual character; extrinsic motivation: positive or negative, individual or group character); the implementation period (intrinsic motivation: until the moment of full implementation; extrinsic motivation: until the moment of cancellation); the goal (intrinsic motivation: satisfying an individual's internal need; extrinsic motivation: influencing a person) (Table 2.10)

Table 2.10

The specificity of intrinsic and extrinsic motivation (generalized ed by the author)

Indicator	Intrinsic motivation	Extrinsic motivation
orientation	internal interest of the personality	external influence directed at an individual or a group of persons
essence	positive, individual character	positive or negative, individual or group character
implementation period	until the moment of full implementation	until the moment of cancellation
goal	satisfying an individual's internal need	influencing a person

We are aware that the development of HR managers' psychological and pedagogical competence must begin with the formation of needs, motives, goals and the desire to self-develop and use one's own potential to improve HR management in the company. "To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated to wardanend is considered motivated" (Ryan, & Deci, 2000, p. 54).

In our research, we consider the need as a necessity for a specialist in the field of HR management. This is the driving force for further educational activity. We agree with Deci, Ryan, and Williams (1996) who emphasise that "one of the important functions served by delineating human needs is that it allows for the

prediction of which variables in the social context will have positive versus negative effects on self-regulation. In other words, it is a basis for predicting which social contextual factors will promote versus forestall students' involvement in learning and effective adjustment to the complex social world. Interpersonal contexts that provide opportunities to satisfy the psychological needs for autonomy, competence, and relatedness will promote self-regulation and those that thwart satisfaction of the needs will impair self-regulation" (p. 172). In this context, we agree that "social contexts and individual differences that support satisfaction of the basic needs facilitate natural growth processes including intrinsically motivated behaviour and integration of extrinsic motivations, whereas those that forestall autonomy, competence, or relatedness are associated with poorer motivation, performance, and well-being" (Deci, & Ryan, 2000, p. 227). The same conclusion is formulated by Beltman (2009): "Consistent with current conceptualisations of learning and motivation, individual motivational beliefs regarding the self and learning activities are seen as inseparable from the social context in which these activities are situated" (p. 194). A clear definition of goals, as an identification of the expected outcome, contributes to the orientation of a learning process. "Goals can be achieved if co-ordination and co-operation takes place simultaneously which can be effectively done through motivation" (Shahzadi, Javed, Pirzada, Nasreen, & Khanam, 2014, p. 160). Deci, Ryan, and Williams (1996) argue, that "... a desire or goal reflects a need only if, when satisfied, it promotes effective functioning and well-being and, when not satisfied, it diminishes effectiveness and health" (p. 167).

Therefore, it seems logical to declare that the development of HR managers' psychological and pedagogical competence is a complex, step-by-step process that requires the appropriate organization of training. In our study, we consider encouraging HR managers to develop psychological and pedagogical competence as a set of motivations for mastering relevant knowledge in Psychology and Pedagogy, developing the skills to apply them in practice.

The features and content of the implementation of *the first pedagogical condition* – encouraging HR managers to develop psychological and pedagogical

competence is considered as one of the main pedagogical conditions for the development of psychological and pedagogical competence – are characterized as follows:

- the essence: consulting HR managers regarding the development of psychological and pedagogical competence and its application in professional activities, which contributes to the development of motivation to master knowledge in Psychology and Pedagogy, the formation and development of the skills for further use in practice;

- the assignment: to contribute to the formation of intrinsic motivation for the development of psychological and pedagogical competence, awareness of the role and importance of psychological and pedagogical competence as a component of HR managers' professional competence; promote the development of such personal and professional qualities of HR managers as responsibility, independence, empathy, tolerance; deepen knowledge about the use of psychological and pedagogical competence in order to establish communication and teamwork, as well as for continuous professional development and improvement, in particular in the context of corporate training;

- the organizational forms and methods: the diagnostics of the level of HR managers' psychological and pedagogical competence development; organization and conduct of training, role-playing games, team building and teamwork;

- the peculiarities of participants' activity: information processing, discussion of key concepts, reflection of own experience and presentation of its results with further discussion of advantages and disadvantages (during training, role-playing games);

- the expected outcome: the dynamics in development levels of motivational component of HR managers' psychological and pedagogical competence;

- the indicators of development: the manifestation of intrinsic motivation and demonstration of awareness of the importance of HR manager's psychological and pedagogical competence, the desire to master psychological and pedagogical

knowledge; acquisition of personal and professional qualities (responsibility, independence, empathy, tolerance) and their demonstration in professional activities and the educational process; willingness to establish communication and cooperation with employees, teamwork, based on the use of appropriate psychological and pedagogical knowledge; awareness of the need for continuous professional development and improvement at the personal and organizational levels.

We present *the second pedagogical condition* – the organization of contextual teaching and learning for the acquisition of experience in the implementation of the psychological and pedagogical competence of HR managers. Based on the analysis of the requirements for the professional qualification of HR managers, identified by such international professional organizations as Chartered Institute of Personnel and Development (CIPD, 2018) and Society for Human Resource Management (SHRM, 2018), their professional functions, studying educational and professional programs for the training of managers in higher education institutions of Ukraine and the People's Republic of China, it was found that the formation of psychological and pedagogical competence is not sufficient within the initial professional training. Most aspects of this problem receive too little attention.

This situation is justified by the fact that the scientific and pedagogical literature only partially covers the theoretical and methodological foundations of the HR managers' psychological and pedagogical competence development; there is an insufficient level of establishing the relationship between the educational sphere and the business environment, which characterizes the modern practice of higher education institutions. It is obvious that the educational process in higher education institutions is not sufficiently provided with educational and methodological materials for the development of HR managers' psychological and pedagogical competence and the use of interactive methods corresponding to their content.

In our opinion, for HR managers' psychological and pedagogical competence development in the framework of corporate training, which should be considered as a unity of its components (motivational, cognitive, activity), it is important to master

knowledge, develop skills, professional values and attitudes that totality can be characterized as the HR manager's ability to reach acme and realize his|her own competence in the conditions of a fast-changing business environment consisting of typical, atypical, problematic, creative and innovative situations and tasks.

The problem of organizing the contextual teaching and learning is topical for different levels of educational system and is researched by scientists in various countries (Akmal, 2023; Baker, Hope, & Karandjeff, 2009; Berns, & Erickson, 2001; Hakim, & Sari, 2022; Indrayati, & Kuni, 2022; Mazzeo, 2008; Ruto, Mema, Nduru, & Ota, 2021).

As Berns and Erickson (2001) claim, "contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires" (p. 3); "Contextualized Teaching and Learning (CTL) is identified as a promising strategy that actively engages students and promotes improved learning and skills development" (Baker, Hope, & Karandjeff, 2009, p. 6). Mazzeo (2008) describes contextual learning as "diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student" (p. 4). Using the potential of contextual teaching and learning contributes to the development of skills to analyse professional situations and tasks, make balanced decisions based on analysis and synthesis of information, determine the optimal model of behaviour, choose an effective strategy of communication and interaction with other employees, etc. In this case Berns and Erickson (2001) research the use of various approaches among which they distinguish problem-based learning, cooperative learning, project-based learning, work-based learning etc. Contextual teaching and learning, which reflects professional reality, allows analysing real situations of the professional environment, establishing cooperation in a team to make a joint decision, and therefore is an

effective toolkit for ensuring an active position of a specialist in the organization of corporate training.

In order to organize contextual teaching and learning to gain experience in the implementation of HR managers' psychological and pedagogical competence, in our opinion, it is important to harmonize the content of training that reflects the specifics of the professional activity of HR managers with organizational forms and methods that have proven their effectiveness in framework of corporate training. The content of professional development should be practice-oriented, based on the experience of HR managers and provide for its further use in practice. It goes about the integration of theoretical and practical components, ensuring interdisciplinary connections, systematicity and continuity in contextual teaching and learning.

Such an integration will ensure the training of HR managers for the performance of professional functions, therefore, will support the mastery of knowledge in Psychology and Pedagogy, which contribute to the formation of worldview, motivation, enable understanding of the psychological and pedagogical features of HR managers' professional activity and corporate training; the mastery of knowledge that enriches the scientific foundations of HR management in general and corporate training (as an integral element of corporate culture) in particular; practical knowledge about the observance of ethical and professional norms of behaviour in professional activities, in particular, in the process of establishing interpersonal communication and teamwork in a corporate educational environment.

It should be emphasized here that contextual teaching and learning involves the active participation of HR managers in the study. In this case, the teacher plays the role of organizer, manager, and facilitator. "The contextual approach / CTL is a learning concept that helps teachers relate the material being taught to real-world situations and encourages pupils to connect their knowledge and its application in their lives as family and community members. In a contextual classroom, the teacher's job is to help pupils achieve their goals. That is, the teacher deals more with strategy than providing information. The teacher's job is to manage the class as a team that works together to find something new for pupils in the class" (Ruto, Mema,

Nduru, & Ota, 2021, p. 44-45).

Taking into account the results of HR managers' survey, in which they preferred certain organizational forms and interactive methods of corporate training, in our research we decided to use the potential of a seminar, training, business and role-playing games, project method, team building and teamwork, portfolio. The analysis of the organizational forms and methods of teaching shows their practical orientation, interactive nature, as well as the use of activity-based and competency-based approaches.

In our study, we highlight the specificity and essence of the implementation of the second pedagogical condition – the organization of contextual teaching and learning to gain experience in the implementation of HR managers' psychological and pedagogical competence:

- the essence: consulting HR managers on the content of psychological and pedagogical knowledge, mastering which is appropriate and useful for further use in professional activities, in particular for own professional development and organization of corporate training of employees;

- the assignment: to ensure mastering, updating and systematization of psychological and pedagogical knowledge, methods and practices of building interpersonal interaction in a corporate learning environment, using appropriate organizational forms of corporate learning and methods of contextual teaching and learning for HR managers' psychological and pedagogical competence development and professional functions performance; to contribute to the formation of an understanding of the essence of corporate culture, ethical and professional norms of behaviour in the company;

- the organizational forms and methods: the diagnostics of the level of HR managers' psychological and pedagogical competence development; the organization and holding of seminars, business games, the use of project method;

- the peculiarities of participants' activity: information processing, its analysis and presentation; planning, development and implementation of the project

with further analysis and discussion of its advantages and disadvantages (during seminars, projects, business games);

- the expected outcome: the dynamics in the levels of the cognitive component development of HR managers' psychological and pedagogical competence;

- the indicators of development: the use of knowledge in Psychology and Pedagogy in professional activity; demonstration of understanding of the essence of corporate culture, ethical and professional norms of behaviour in the company; the use of knowledge of psychological features, methods and practices of building interpersonal interaction for the organization of corporate training.

The third pedagogical condition – using the potential of reflective practices – we consider one of the important conditions, which involves analytical activity aimed at self-knowledge, awareness of one's own position, actions and motives, comparison of one's own achievements with ideals, the competence characteristics of a modern specialist, the requirements of a specific company for employees, which serve as the basis to determine directions for further personal and professional development, defining goals and objectives, etc. Reflection as an effective tool of professional development is considered in various publications (Day, 1993; Forde, McMahon, McPhee, & Patrick, 2006; Korthagen, & Nuijten, 2022; Moon, 2013; Sharmahd, Peeters, & Bushati, 2018; Tan, Cashell, & Bolderston, 2012). We believe that “reflective practice can lead to professional development and the acquiring of practice knowledge It is the ability to access, make sense of, and learn through work experience to achieve a more desirable, effective and satisfying work” (Tan, Cashell, Bolderston, 2012, p. 136). Korthagen and Nuijten (2022) argue, that “reflection presupposes the movement according to several stages:

- 1) action (experience),
- 2) looking back on the experience,
- 3) awareness of essential aspects,
- 4) creating alternative methods of action and making a choice, 5) trial”.

The effective reflective practices contribute to the development of the ability

to evaluate and self-evaluate professional activity, objectively determine its effectiveness, find out the advantages and disadvantages of one's own communication strategy and cooperation with other employees. We agree with Sæbø and Midsundstad (2022), who examine the role of reflection in professional learning communities of teachers, that “successful teamwork involves sharing stories and experiences about their practice, engaging in honest conversation about their work, pursuing personal interests in their teaching, discussing successful and challenging aspects of their practice, and becoming more open to and interested in involving outside resources to enrich their conversations and plans” (p. 175-176).

The use of reflective practices makes it possible to understand and rethink one's own experience, to regulate professional activity, personal and professional development based on the diagnostics of the achieved results. “At the core of the reflective process is the acquiring of new understanding and appreciation, reframing problems and the development of knowledge creation capacities. These three core outcomes are obtained through the conscious act of thinking about past events, attending to the feelings and ideas that arise from those events and visualizing the resultant change” (Tan, Cashell, Bolderston, 2012, p. 136).

It is important to note that the use of the potential of reflective practices – the third pedagogical condition for the development of psychological and pedagogical competence of HR managers – involves the analysis of both one's own professional activity and professional development, as well as the use of reflective tools for analysing the professional activity and professional development of other employees, which is implemented in the framework of corporate teaching.

Therefore, the features and content of the implementation of the third pedagogical condition – the use of the potential of reflective practices can be seen in the following:

- the essence: consulting HR managers regarding the analysis of their own professional activity, planning, organization and implementation of professional development; mastering reflective practices for the purpose of their further use in the framework of corporate training;

- the assignment: to involve HR managers in the use of reflective practices and self-assessment of personal qualities and professional competencies; application of clear criteria for evaluating professional activity and professional development; formulation of strategic goals of professional development and tasks, the successful implementation of which leads to their accomplishment;
- the organizational forms and methods: the diagnostics of the level of activity component development of HR managers' psychological and pedagogical competence; the organization and conduct of training and compilation of portfolio;
- the peculiarities of participants' activity: information processing, analytical and reflective activity, the use of educational and methodical materials during training and compilation of portfolio;
- the expected outcome: the dynamics in the development levels of activity component of HR managers' psychological and pedagogical competence;
- the indicators of development: the ability to use psychological and pedagogical knowledge to manage the process of corporate training, based on the analysis and synthesis of information obtained during reflective practices; to establish interaction and support it to achieve the goals of corporate training; the ability to use the potential of reflective practices to motivate employees' support through counselling and mentoring.

Regarding *the fourth pedagogical condition* necessary for the development of HR managers' psychological and pedagogical competence – the development and implementation of professional development program for HR managers' psychological and pedagogical competence development in the framework of corporate training – we consider it one of the important conditions, the basis of which is grounded on the application of competency-based approach, the integration of theoretical foundations and the specifics of HR managers' professional activity.

As evidenced by the results of the study, the presence of HR managers' psychological and pedagogical competence is significant in their professional activities, therefore there is a need to develop and implement the professional development program aimed at its development in the framework of corporate

training. The professional development program should be based on the needs and interests of HR managers using active learning methods as well as taking into account the context of the professional environment.

In the course of our research, we developed the professional development program aimed at the development of psychological and pedagogical competence, presenting the essence, methodological and organizational specifics of conducting seminars, trainings, business and role-playing games, the use of project method, team building and teamwork, and portfolio development.

The features and content of the implementation of *the fourth pedagogical condition* – the development and implementation of professional development program for HR managers' psychological and pedagogical competence development in the framework of corporate training – is as follows:

- the essence: implementation of the professional development program designed to develop motivational, cognitive, activity components of HR managers' psychological and pedagogical competence during seminars, training, business and role-playing games, project method, team building and teamwork, portfolio.
- the assignment: to involve HR managers in active participation in educational events in order to develop their psychological and pedagogical competence; to create learning situations with maximum approximation to the realities of their professional environment;
- the organizational forms and methods: the diagnostics of development level of HR managers' psychological and pedagogical competence; the organization and holding of seminars, training, business and role-playing games, the use of project method, team building and teamwork, portfolio;
- the peculiarities of participants' activity: information processing, analytical activity, the use of educational materials during training (seminar, training, business and role-playing games, project method, team building and teamwork, portfolio);
- the expected outcome: the developed motivational, cognitive, activity components of HR managers' psychological and pedagogical competence;

– the indicators of development: the ability to use psychological and pedagogical knowledge and skills for the professional development of the company's employees, to organize corporate training, develop own training materials, achieve success in the company's HR management.

Therefore, in our opinion, the development of HR managers' psychological and pedagogical competence in the framework of corporate training will be successful if it is facilitated by justified pedagogical conditions that presuppose encouraging HR managers to develop psychological and pedagogical competence; the organization of contextual teaching and learning to gain experience in the implementation of HR managers' psychological and pedagogical competence; the use of the potential of reflective practices; and the development and implementation of professional development program for HR managers' psychological and pedagogical competence development in the framework of corporate training.

Conclusion to Chapter 2

In Chapter 2 "The scientific and methodical principles of HR managers' psychological and pedagogical competence development in the framework of corporate training" the specificity of research methodology and the characteristics of criteria, indicators and levels of HR managers' psychological and pedagogical competence development are presented. This chapter reveals the diagnostics of HR managers' psychological and pedagogical competence development, as well as justification of pedagogical conditions for HR managers' psychological and pedagogical competence development in the framework of corporate training.

The research methodology is based on theoretical knowledge and principles (objectivity, evidence, comprehensiveness, substantive analysis) of knowledge of pedagogical practice, methodological approaches (systematic, contextual, personality-based, activity-based), methods and means of scientific research.

The features of the research organization and its stages (the first – preparatory,

second – main, third – final), as well as the implementation of sequential research tasks and the methods used are presented.

This chapter presents the characteristics of personality-motivational criterion, information-cognitive criterion, activity-resultative criterion and their indicators.

Chapter 2 presents the levels (low (elementary), intermediate (reproductive), upper-intermediate (productive), advanced (creative)) of HR managers' psychological and pedagogical competence as well as its motivational, cognitive and activity components development.

The diagnostics of HR managers' psychological and pedagogical competence development specified the frequency of professional functions performance as well as their participation in professional development in the following professional spheres: "People", "Organization", "Workforce", "Strategy". The participants indicated the preferable forms and methods of corporate training.

We detected the level of motivational, cognitive and activity components of HR managers' psychological and pedagogical competence development during the confirmatory stage of pedagogical experiment. The results proved the dominance of low (elementary) and intermediate (reproductive) levels of HR managers' psychological and pedagogical competence development. Only 1 HR manager in every group (CG and EG) (5,56% appropriately) demonstrated the advanced (creative) level of psychological and pedagogical competence development; 4 CG employees (22,22%) and 3 EG employees (16,66%) demonstrated the upper-intermediate (productive) level.

According to the third task of our research we justified the pedagogical conditions: encouraging HR managers to develop psychological and pedagogical competence; the organization of contextual teaching and learning to gain experience in the implementation of HR managers' psychological and pedagogical competence; the use of the potential of reflective practices; the development and implementation of professional development program for HR managers' psychological and pedagogical competence development in the framework of corporate training.

The content of this chapter is presented in the following publications: Gao,

2023; Mukan & Gao, 2023c; Mukan & Gao, 2023d; Mukan & Gao, 2024.

CHAPTER 3

**THE VERIFICATION OF THE EFFICIENCY
OF PEDAGOGICAL CONDITIONS OF
HR MANAGERS' PSYCHOLOGICAL AND PEDAGOGICAL
COMPETENCE DEVELOPMENT
IN THE FRAMEWORK OF CORPORATE TRAINING**

Chapter 3 “The verification of the efficiency of pedagogical conditions of HR managers’ psychological and pedagogical competence development in the framework of corporate training” presents the program and methods of experimental research, characterizes the implementation of pedagogical conditions for HR managers’ psychological and pedagogical competence development in the framework of corporate training. In this chapter we substantiate the results of effectiveness verification of pedagogical conditions of HR managers’ psychological and pedagogical competence development in the framework of corporate training.

3.1. The program and methods of experimental research

In order to organize the verification of the effectiveness of pedagogical conditions for HR managers’ psychological and pedagogical competence development in the framework of corporate training, the pedagogical experiment was conducted, by which scientists understand the introduction of fundamentally important changes in the educational process in accordance with the purpose, tasks and hypothesis of the study. The pedagogical experiment makes it possible to record and track the connections between the studied phenomena without violating its integrity, to further carry out in-depth qualitative analysis and quantitative measurement of both the changes made in the corporate training and the results of the activities of those who study and are exposed to these changes.

On the basis of a thorough study of the scientific and pedagogical literature and the analysis of educational practice of modern higher education institutions which train future HR managers, it was found that there is no specific study that would present and implement a set of pedagogical conditions for their psychological and pedagogical competence development, as well as a comprehensive study of their implementation and effectiveness in the framework of corporate training.

Summarizing the available definitions of the term “pedagogical experiment” used by scientists (Balgan, Renchin, & Ojgoosh, 2022; Brink, Krijnen, Loomans, Mobach, & Kort, 2023; Costa, Tegtmeier, Santos, & Schenkel, 2024; Hamilton, McKechnie, Edgerton, & Wilson, 2021; Horakova, & Houska, 2014; Gopalan, Rosinger, & Ahn, 2020; Wörner, Kuhn, & Scheiter, 2022), we note that the content of our pedagogical experiment consists in substantiating the component structure of HR managers’ psychological and pedagogical competence; the purposeful introduction of changes to the framework of HR managers’ corporate training (determination of pedagogical conditions for psychological and pedagogical competence development); monitoring of researched aspects and phenomena (first of all, how exactly each of the identified pedagogical conditions affects the dynamics of changes in the levels of psychological and pedagogical competence development); fixing the results of corporate training in during the pedagogical experiment in general.

Therefore, the aim of the experimental study was to test the research hypothesis and confirm the effectiveness of pedagogical conditions for the HR managers’ psychological and pedagogical competence development in the framework of corporate training.

As stated in the previous chapter of this thesis, the hypothesis of the experimental work in our study is based on the assumption that the positive dynamics in the levels of HR managers’ psychological and pedagogical competence development will be assured if the substantiated pedagogical conditions are implemented: encouraging HR managers to develop psychological and pedagogical competence; the organization of contextual teaching and learning to gain experience

in the implementation of HR managers' psychological and pedagogical competence; the use of the potential of reflective practices; the development and implementation of professional development program for HR managers' psychological and pedagogical competence development in the framework of corporate training.

In accordance with the defined aim, the program of experimental work provided for:

- the thorough study of the theoretical foundations of HR managers' psychological and pedagogical competence development in the framework of corporate training;
- the analysis of the current state of HR managers' psychological and pedagogical competence development;
- the development and choice of methods for studying the state of HR managers' psychological and pedagogical competence development, collection of experimental data, their statistical processing;
- the justification of the structure of HR managers' psychological and pedagogical competence, determination of criteria, indicators and levels;
- the development and substantiation of pedagogical conditions for HR managers' psychological and pedagogical competence development in the framework of corporate training;
- the selection of companies and discussion with company CEO their participation in pedagogical experiment;
- the diagnostics of the state of HR managers' psychological and pedagogical competence development, the formation of control (CG) and experimental (EG) groups (the confirmatory stage of the experiment);
- the organization and conduct of the exploratory stage of the experiment, which provided for the implementation of pedagogical conditions for HR managers' psychological and pedagogical competence development in the framework of corporate training;

- the diagnostics of the levels of HR managers' psychological and pedagogical competence development in the framework of corporate training after the exploratory stage of the experiment;
- the analysis and interpretation of the results of experimental research and generalization of the obtained data.

In accordance with the aim and tasks, a program and methodology of pedagogical experiment was developed, which involved the use of a number of methods: theoretical – analysis, synthesis, generalization, systematization, comparison, abstraction, specification, modelling, study of advanced pedagogical experience, reflection of author's own pedagogical activity; empirical – diagnostic (interviews, surveys, questionnaires of HR managers, performance of diagnostic assignments); observational (targeted pedagogical observation of the researched process course), pedagogical experiment; mathematical and statistical data processing for quantitative and qualitative analysis of the results of the pedagogical experiment, verification of their reliability.

An experimental study of the effectiveness of pedagogical conditions implementation was carried out with the help of a specially organized pedagogical experiment, which involved the introduction of fundamentally important changes to the corporate training in accordance with the goal, tasks and hypothesis. The pedagogical experiment makes it possible to outline the connections between the analysed phenomena without violating its integrity, to carry out a deep qualitative analysis and quantitative measurement of both the implemented changes and the results of activities.

According to the research methodology and its program, the implementation of theoretically grounded pedagogical conditions for HR managers psychological and pedagogical competence development in the framework of corporate training took place during the second (main) stage of the study (2023-2024).

The experimental study covered three interrelated stages of scientific and pedagogical research: confirmatory, exploratory and control. 44 people were involved in the experiment, including: 8 experts: (theorists – 4 teachers of higher education institutions of Ukraine and the People's Republic of China) and

(practitioners – 4 heads of HR Departments of Ukrainian and Chinese companies); 36 employees (4 heads of the Departments of HR management and 32 HR managers). They were randomly divided into two groups: the control group (CG – 18 employees) and experimental group (EG – 18 employees).

Previously determined criteria and indicators were used to diagnose the effectiveness of defined and theoretically substantiated pedagogical conditions for HR managers' psychological and pedagogical competence development in the framework of corporate training (see Chapter 2).

At the confirmatory stage (2022) of the experiment, an analysis of the problem was carried out based on the study of pedagogical, psychological and managerial literature, and practical experience. The topicality of the pedagogical conditions for HR managers' psychological and pedagogical competence development in the framework of corporate training was determined and substantiated; the components, criteria, indicators of development levels assessment of HR managers' psychological and pedagogical competence was substantiated. The program of research and experimental work has been developed; the peculiarities of the process of HR managers' psychological and pedagogical competence development in the framework of corporate training were studied; the current state of HR managers' psychological and pedagogical competence development was checked using a set of empirical methods: observations, interviews, surveys, testing questionnaires, creative tasks, etc.

At the exploratory stage of the experiment (2023-2024), the pedagogical conditions for HR managers' psychological and pedagogical competence development in the framework of corporate training were determined, implemented and experimentally verified.

At the control stage (2024-2025) of experiment, the comprehensive analysis of experimental results, systematization and statistical processing of empirical data were carried out; the results of the exploratory stage of the experiment were checked, and the effectiveness of pedagogical conditions implementation for HR managers' psychological and pedagogical competence development in the framework of

corporate training was determined. All these actions allowed us to make general conclusions. The summarized program of the experiment and its stages is shown in Fig. 3.1.

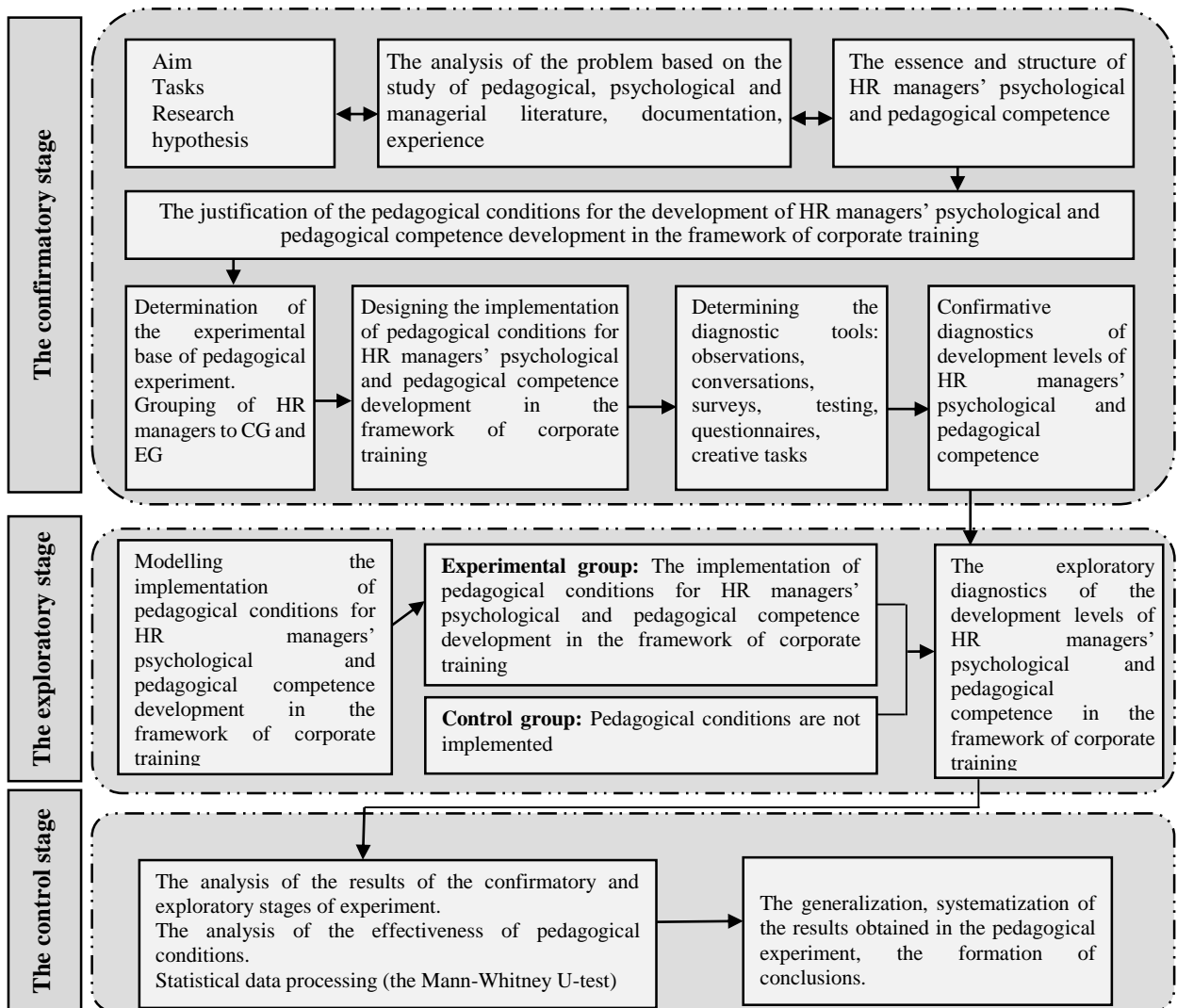


Fig. 3.1. The summarized program of pedagogical experiment and its stages (developed by the author)

During the exploratory stage of pedagogical experiment, the effectiveness of the pedagogical conditions, which contribute to the development of HR managers' psychological and pedagogical competence in the framework of corporate training, was checked. The description of pedagogical conditions implementation is presented in the next subchapter.

3.2. The implementation of pedagogical conditions for HR managers' psychological and pedagogical competence development in the framework of corporate training

The implementation of the second (main) stage of the research (2023-2024) provided for the development of initial scientific and methodical theses. Based on the study of scientific and pedagogical literature and the organization of work with experts, the pedagogical conditions necessary for the development of HR managers' psychological and pedagogical competence in the framework of corporate training were determined. At this stage of the research, the pedagogical experiment was conducted, during which changes in the levels of development of HR managers' psychological and pedagogical competence were recorded.

First of all, we develop professional development program for HR managers (Appendix E) with a volume of 60 hours, which included 40 hours of corporate training and 20 hours of self-study. Within the framework of corporate training, seminars, trainings, team building & teamwork, project development, role-playing & business games were provided. Our professional development programme is unique in that, while each educational event and activity had the primary goal of developing a specific component, they all allowed for the complex development of the motivational, cognitive, and activity components of HR managers' psychological and pedagogical competence.

According to the author's idea, the program is aimed at the development of HR managers' psychological and pedagogical competence in order to further use the acquired knowledge and skills for the establishment, organization and successful implementation of corporate training of the company's employees. The program aims at development of HR managers' ability to use knowledge of Psychology and Pedagogy to organize corporate training of the company's employees, using modern training methods and various forms of training organization; to establish and maintain productive communication on the basis of corporate culture and ethics of the professional environment; to consolidate team-building and teamwork using the potential of reflection and opportunities for professional development.

We determined the expected learning outcomes, in particular:

- knowledge (the knowledge of the psychological features of adult learning, psychological prerequisites for success in learning, knowledge of establishing effective communication and cooperation with company personnel, knowledge of the goals and objectives of corporate training and professional development, knowledge of corporate training program development, knowledge of the features of educational process organization, knowledge of interactive training methods, knowledge about the assessment of employees' knowledge and skills);
- skills (the skills to search, process, analyse and use information sources for the development of a corporate training program and its implementation, the skills to critically evaluate educational material and means of corporate training, the skills to use knowledge about the age and individual psychological characteristics of employees, the skills to plan, organize, monitor and manage corporate training, the skills to motivate, support employees and direct them to achieve success based on reflection);
- communication (to communicate freely on topics related to corporate training, launch and maintain effective communication and interaction with employees);
- autonomy and responsibility (demonstration of autonomy regarding the organization of corporate training, independence in the use of internal and external resources for corporate training, responsible attitude to professional functions in compliance with ethical norms and corporate culture).

During the exploratory stage of the experiment, *the first pedagogical condition* – encouraging HR managers to develop psychological and pedagogical competence – was implemented through training, role-playing games, team building & teamwork, portfolio development.

In order to develop the motivational component of HR managers' psychological and pedagogical competence, measures were taken to increase positive motivation for the development of psychological and pedagogical competence. For example, for the development of intrinsic motivation and

awareness of psychological and pedagogical knowledge importance in HR management, during the seminar “Psychological and pedagogical competence of HR manager: theoretical aspects and practical application”, the participants discussed the features of adult education, clarified the essence of the Pedagogy of academic success; pedagogical aspects of the organization of corporate training, etc. (Appendix F).

A seminar is a session that happens in a group setting. Reports and discussions are thought to be the best methods for carrying it out. During the seminar, the instructor guides a conversation about pertinent topics, inevitably summarising the conversation and assessing each participant’s effort.

During the session, HR managers gain the ability to work independently with information and to be demanding of both their own and other participants’ responses. Participants in the seminar must engage in active cognitive activity rather than rote memorising.

Seminars are not just for easy learning and knowledge consolidation – they have many other benefits as well. They also provide participants with the chance to demonstrate their creative independence and advance scientific research methodology. Without a doubt, brainstorming improves an HR professional’s capacity for thought. Discourse is a key element of the seminars since it fosters participants' intellectual growth and teaches them how to think freely and creatively. Engaging in discourse and convincing one another represents an effort to use the knowledge that has been acquired. Seminar discussions are beneficial because they give trainees the chance to interact with the audience, hone their communication abilities, and develop a polemical culture.

The major goals of training, which should be viewed as a planned process, are to master, update, and systematise knowledge and abilities as well as to comprehend and assess an individual's attitude towards a problem, idea, or conduct with the intention of further modifying, updating, improving, etc.

The “Encouraging HR managers to develop psychological and pedagogical competence” training was designed for 10-15 participants, conducted in an offline

format, and lasted 6 hours with coffee breaks and lunch organized by companies participating in the pedagogical experiment (Appendix G-1). The training “Encouraging HR managers to develop psychological and pedagogical competence” contributed to encouraging HR managers to develop their psychological and pedagogical competence as well as develop skills of motivating the company’s personnel for professional development. We set the task of organizing and conducting training, not only to master psychological and pedagogical knowledge and develop the skills of using it in practice, but also to develop such personal and professional qualities of HR managers as responsibility, independence, empathy, tolerance. For example, after the presentation of learning materials, the participants discussed such issues as social and emotional factors affecting the training of employees; psychological features of motivating the company’s personnel; personal qualities of HR managers, necessary for encouraging staff.

During the training, we used various methods and activities. In particular, using the method of mutual presentation during the introduction of training participants, HR managers had the opportunity to get to know each other better, familiarize themselves with the methods and techniques of organizing the meeting, dividing participants into pairs, creating a positive atmosphere. With the help of the “Roundabout of Thoughts” method, it was possible to characterize psychological and pedagogical knowledge and skills, get acquainted with the method of warm-up, division into teams, the “Roundabout of Thoughts” method of cooperative learning itself, and discuss the effectiveness of these techniques and methods. With the help of a case study related to the organization of corporate training, the participants were able to find out what aspects of professional environment should be taken into account, how to choose training methods, considering psychological and pedagogical aspects, how to evaluate the effectiveness of the selected training methods, etc.

As a part of the “Encouraging HR managers to develop psychological and pedagogical competence” training, participants were offered role-playing games: “Ideas for corporate training organization” and “Actors”. These role-playing games

were aimed at focusing the attention of HR managers on professional and personal qualities that are significant for ensuring the effectiveness of their professional activities. It was important for us to provide the opportunity for gamers to develop effective communication skills, solve problem and conflict situations, expand their own arsenal of “effective solutions” in conflict communication situations.

The goal of “team building and teamwork” HR management methods is to bring together individuals who will work well together to guarantee the company’s operations are successful and run smoothly. Finding a way for incompatible people to communicate without getting into arguments is one of the most important components of team building. A professional characteristic of a leader is the capacity to form a team and organise productive activities (which can be carried out with the aid of team-building and teamwork). Businesses frequently plan activities that include several aspects of collaboration, teamwork, and team building, which makes these exercises more appealing and successful.

Through role-playing and business games, players can practise and acquire knowledge while assuming roles in scenarios related to professional activity. Establishing participants’ attitudes towards particular themes, giving them first-hand experience in handling particular difficulties, assisting them in developing safe and responsible behaviour skills, and assisting them in forming their own conscious viewpoints on the events and issues covered are all goals of the role-play.

In our study, the organization of activities related to team building and teamwork (“Building Bridges”, “Helium Stick”, “Director, Runner, Builder, Observer”, “Senior Management, Middle Management, and Workers”), role-playing game “Conflict client” contributed to the development of the motivational component of HR managers’ psychological and pedagogical competence and cooperation with the company’s employees (Appendix I).

It is worth emphasizing the importance of a friendly and constructive atmosphere during the training, which made it possible to increase the interest of HR managers in the problem of developing their psychological and pedagogical competence, as well as active discussion of topical issues not only during the

training, but also in informal discussions during coffee-breaks, as well as reflection session using the “I-We-Business” technique.

The second pedagogical condition – the organization of contextual teaching and learning to gain experience in the implementation of HR managers’ psychological and pedagogical competence – was realized by conducting seminars, trainings, project development, business games.

The theoretical issues of psychological and pedagogical competence and its use for the purpose of organizing corporate training of the company’s employees were discussed during the seminar “Psychological and pedagogical competence of HR manager: theoretical aspects and practical application” (Appendix F). In particular, with the aim of mastering the knowledge of Psychology and Pedagogy, which is necessary for professional functions performance, the following issues were discussed: characteristics of adult learning: self-concept and motivation, the experience and prior knowledge, self-control and self-regulation, emphasis on relevance, learning orientation, reluctance to unjustified instruction, emotional role, time management; the principles of adult learning: respect for autonomy, relevance and practicality, experiential learning, intrinsic motivation, collaborative and inclusive environment, flexibility of learning formats, customization and individualization, reflection and feedback, clear learning objectives, active participation and facilitation; the differences between learning for adults and children in cognitive development, motivation and learning goals, learning styles, social and emotional factors, teaching role, time management, readiness for learning; the essence of Pedagogy of academic success.

Understanding the role and importance of knowledge about the psychological features of corporate training organization, as well as methods and practices of building interpersonal interaction in a corporate training environment, a discussion was organized during the seminar. The following issues were discussed:

- the main characteristics of corporate training: integrated with organizational objectives, continuous learning culture, skills enhancement and

development, employee engagement and motivation, technology advances adaptation;

- the organizational aspects of corporate training: assessment of needs, strategic planning, customization of training programs, different forms of corporate training, technology integration, selection of instructors and facilitators, assessment and evaluation, feedback mechanisms, integration with performance management, continuous improvement;

- the characteristics of professional development HR managers within the company's human capital development: strategic alignment, continuous learning, leadership development, technical competences, adaptability and change management, networking and collaboration, data-driven decision-making, employee engagement and well-being, mentorship and coaching;

- the potential challenges for companies: resources constraints, resistance to change, maintain pace with technological advances, balance between operational and developmental responsibilities.

The author's program of HR managers' professional development provided for the organization and conduct of "Reflective practices in professional development" training (Appendix G-2), which is directly related to the implementation of the second pedagogical condition – the organization of contextual teaching and learning to gain experience in the implementation of HR managers' psychological and pedagogical competence, as well as *the third pedagogical condition* – the use of the potential of reflective practices.

The aim of the training presupposes encouraging HR managers to use reflective practices, both in their own professional development and in corporate training of company employees, mastering relevant knowledge and skills. Its achievement was realized by performing a number of tasks: to form intrinsic motivation and promote awareness of the importance of reflective practices in HR management; to acquire pedagogical and psychological knowledge for reflection; to develop reflective skills; to develop skills of drawing up an individual professional

development plan in accordance with the company's human capital development strategy and corporate culture.

In particular, during the presentation of learning materials, the essence and functions of reflection were elaborated. The training participants got acquainted with examples of reflective practice and its importance for employees' professional development and the organization of corporate training in the company. During the activity "Professional ethics and corporate culture", the participants characterized the main concepts of professional ethics and corporate culture, identified the reasons for violation of professional ethics.

"Reflective practices in professional development" training included the business game "The development of corporate training plan", with the help of which the participants learned to determine the strengths, weaknesses, opportunities, threats of the company's corporate training, to choose methods of studying the needs and interests of employees, and realized the necessity to coordinate the strategy of the company with the needs and interests of employees regarding the organization of corporate training, etc. Here we emphasise the development of skills to use psychological and pedagogical knowledge in practice to manage the process of corporate training, as well as the ability to analyse and synthesize information in order to establish interaction and support it to achieve the goals of corporate training.

In order to develop effective communication skills, solve problem and conflict situations, expand one's own arsenal of "effective solutions" to communication situations, and cooperate with the company's employees, the "Actors" game was held. It involved solving specific tasks directly related to their professional environment, professional ethics, and corporate culture.

Special attention was attached to the activity "Portfolio development", during which HR managers identified the content and structural features of compiling various types of portfolios, determined their role in employees' professional development. We believe that the skills of analysing one's own experience, synthesizing information, compiling a portfolio contribute to the formation of a conclusion regarding the selection of a strategy for motivating and supporting

employees, determining priorities in counselling and mentoring; the development of relevant knowledge that makes it possible to teach employees to apply reflective practices.

It is worth noting that this activity involved not only mastering knowledge and skills in applying reflective practices and compiling a portfolio. We have also provided the possibility of continuing portfolios compilation within the framework of self-study and the development of a portfolio template for employees, which can later be used for the purpose of organizing the professional development of personnel.

The professional development program included the participation of HR managers in “The development of corporate training program” project. For its organization, the these of the company’s development strategy, the strategy of human capital development, the portfolio of employees of a certain department, the interests and needs of employees were used. The main task of HR managers was to develop a project of corporate training program using the proposed template. This project involved the participation of HR managers in the activity lasting 10 hours in an offline format.

With the help of “The development of corporate training program” project, HR managers developed the skills of analysis and definition of the goal and objectives of company’s development, the goal and objectives of company’s human capital development, the goal and objectives of department, employees’ interests, needs, performance problems, desired changes in performance using the SWOT analysis. The project provided for the definition of the purpose and tasks of the program, the expected outcomes, the structuring of corporate training program, the definition of its content, the justification of educational activities and training methods selection, the choice of methods for evaluating learning outcomes, the appropriate criteria and procedures.

With the help of team building and teamwork, especially exercises “Group survival Scenario”, “Just a Glimpse”, “Sum of the Parts”, role-playing and business games “Interview”, “Enterprise”, “Evaluation of employee performance” the

development of skills in using effective communication, establishing cooperation with others, using reflective practices, etc., continued.

The fourth pedagogical condition – the development and implementation of professional development program for HR managers' psychological and pedagogical competence development in the framework of corporate training – provided for the development of a professional development program and methodical materials for conducting seminars, trainings, business & role-playing games, project development, team building & teamwork, portfolio development, which are presented in appendices of our thesis.

3.3. The results of effectiveness verification of pedagogical conditions of HR managers' psychological and pedagogical competence development in the framework of corporate training

Let's move on to the analysis of the results of the exploratory stage of the experiment – the diagnostics of development levels of HR managers' psychological and pedagogical competence in the framework of corporate training according to the selected criteria. The diagnostic toolkit remained unchanged.

The results of evaluating the level of HR managers' psychological and pedagogical competence development in the framework of corporate training according to the personality-motivational criterion after the exploratory stage of pedagogical experiment are presented in Table 3.1.

The analysis of the data presented in Table 3.1 indicates that the experimental studies had a positive effect on the development of HR managers' psychological and pedagogical competence according to the personality-motivational criterion.

According to this criterion the advanced (creative) level of psychological and pedagogical competence was demonstrated by 1 CG employee (5,56%) and 4 EG HR managers (22,22%); the upper-intermediate (productive) level – by 5 CG employees (27,78%) and 7 EG HR managers (38,89%); the intermediate

(reproductive) level – by 5 CG employees (27,78%) and 4 HR managers of EG (22,22%). 7 employees of CG (38,79%) and 3 HR managers of EG (16,67%) evidenced the low (elementary) level of psychological and pedagogical competence development.

Table 3.1

The results of diagnostics of the levels of HR managers' psychological and pedagogical competence development according to the personality-motivational criterion (exploratory stage) (developed by the author)

Levels of development	Quantity of employees			
	CG		EG	
	abs	%	abs	%
advanced (creative)	1	5,56	4	22,22
upper-intermediate (productive)	5	27,78	7	38,89
intermediate (reproductive)	5	27,78	4	22,22
low (elementary)	7	38,89	3	16,67
Total	18	100	18	100

The results of evaluating the level of HR managers' psychological and pedagogical competence in the framework of corporate training after the exploratory stage of pedagogical experiment according to the information-cognitive criterion are presented in Table 3.2.

Table 3.2

The results of diagnostics of the levels of HR managers' psychological and pedagogical competence development according to the information-cognitive criterion (exploratory stage) (developed by the author)

Levels of development	Quantity of employees			
	CG		EG	
	abs	%	abs	%
advanced (creative)	1	5,56	3	16,67
upper-intermediate (productive)	6	33,33	7	38,89
intermediate (reproductive)	4	22,22	4	22,22
low (elementary)	7	38,89	4	22,22
Total	18	100	18	100

We managed to find out that according to the information-cognitive criterion, 1 CG employee (5,56%) and 3 EG HR managers (16.67%) evidenced the advanced level of psychological and pedagogical competence development; 6 CG employees

(33,33%) and 7 EG HR managers (38,89%) – the upper-intermediate (productive) level, 4 persons in CG and EG (22,22%) – the intermediate (reproductive) level; and the low (elementary) level of psychological and pedagogical competence development was demonstrated by 7 CG employees (38,89%) and 4 EG HR managers (22,22%).

The obtained results of evaluating the HR managers' psychological and pedagogical competence development according to the activity-resultative criterion serve as the basis for the conclusion that 1 employee of the CG (5,56%) and 3 HR managers of EG (16,67%) proved the advanced (creative) level of their psychological and pedagogical competence development; 4 CG employees (22,22%) and 6 EG HR managers (33,33%) demonstrated the upper-intermediate (productive) level; 6 CG employees (33,33%) and 5 (27,78%) HR managers of EG had the intermediate (reproductive) level, and 7 employees of CG (38,89%) and 4 EG HR managers (22,22%) evidenced the low (elementary) level of psychological and pedagogical competence development (table 3.3).

Table 3.3

The results of diagnostics of the levels of
HR managers' psychological and pedagogical competence development
according to the activity-resultative criterion (exploratory stage)
(developed by the author)

Levels of development	Quantity of employees			
	CG		EG	
	abs	%	abs	%
advanced (creative)	1	5,56	5	27,78
upper-intermediate (productive)	4	22,22	6	33,33
intermediate (reproductive)	6	33,33	4	22,22
low (elementary)	7	38,89	3	16,67
Total	18	100	18	100

The data obtained at the exploratory stage of the experiment made it possible to determine that 1 employee of CG (5,56%) and 4 of EG (22,22%) evidenced the advanced (creative) level of psychological and pedagogical competence development; 5 CG employees (27,78%) and 7 EG HR managers (38,89%) demonstrated the upper-intermediate (productive) level; 5 CG employees (27,78%)

and 4 EG HR managers (22.22%) proved the intermediate (reproductive) level, and 7 CG employees (38,89%) and 3 EG HR managers (16,67%) had the low (elementary) level of psychological and pedagogical competence development (Table 3.4).

Table 3.4

The results of diagnostics of the general level of HR managers' psychological and pedagogical competence development (exploratory stage)
(developed by the author)

Levels of development	Quantity of employees			
	CG		EG	
	abs	%	abs	%
advanced (creative)	1	5,56	4	22,22
upper-intermediate (productive)	5	27,78	7	38,89
intermediate (reproductive)	5	27,78	4	22,22
low (elementary)	7	38,89	3	16,66
Total	18	100	18	100

The generalized data of the confirmatory and exploratory stages of pedagogical experiment regarding the levels of HR managers' psychological and pedagogical competence development in the framework of corporate training in the experimental and control groups at the beginning and after the experiment are presented in Tables 3.5 and 3.6.

Table 3.5

The generalized data on the levels of HR managers' psychological and pedagogical competence development in the framework of corporate training in EG and CG at the beginning and after the experiment (developed by the author)

Levels of development	Criteria of development											
	Personality-motivational				Information-cognitive				Activity-resultative			
	EG		CG		EG		CG		EG		CG	
	before experiment	after experiment	before experiment	after experiment	before experiment	after experiment	before experiment	after experiment	before experiment	after experiment	before experiment	after experiment
advanced (creative)	1	4	1	1	1	3	1	1	1	5	1	1
	5,56	22,22	5,56	5,56	5,56	16,67	5,56	5,56	5,56	27,78	5,56	5,56
upper-	3	7	4	5	3	7	5	6	3	6	3	4

intermediate (productive)	16,67	38,89	22,22	27,78	16,67	38,89	27,78	33,33	16,67	33,33	16,67	22,22
intermediate (reproductive)	5	4	5	5	4	4	4	4	6	4	6	6
	27,78	22,22	27,78	27,78	22,22	22,22	22,22	22,22	33,33	22,22	33,33	33,33
low (elementary)	9	3	8	7	10	4	8	7	8	3	8	7
	50,00	16,67	44,44	38,89	55,56	22,22	44,44	38,89	44,44	16,67	44,44	38,89

Table 3.6

The dynamics in the levels of HR managers' psychological and pedagogical competence development in the framework of corporate training based on the results of research and experimental work (developed by the author)

Groups	The stages of pedagogical experiment	The levels of HR managers' psychological and pedagogical competence development							
		advanced (creative)		upper-intermediate (productive)		intermediate (reproductive)		low (elementary)	
		abs	%	abs	%	abs	%	abs	%
CG (18)	Confirmatory	1	5,56	4	22,22	5	27,78	8	44,44
	Exploratory	1	5,56	5	27,78	5	27,78	7	38,89
EG (18)	Confirmatory	1	5,56	3	16,67	5	27,78	9	50,00
	Exploratory	4	22,22	7	38,89	4	22,22	3	16,67

The obtained results indicate that according to *the personality-motivational criterion (motivational component)* the advanced (creative) level of HR managers' psychological and pedagogical competence development in the framework of corporate training among CG employees did not change, while in EG it increased by 16,66%. The upper-intermediate (productive) level of HR managers' psychological and pedagogical competence development according to the personality-motivational criterion (motivational component) increased by 5,56% among CG employees, while in EG it increased by 22,22%. The intermediate (reproductive) level of HR managers' psychological and pedagogical competence development did not change in CG, while in EG it decreased by 5,56%. The low (elementary) level decreased by 5,56%, while in EG it decreased by 33,33%.

According to *the information-cognitive criterion (cognitive component)*, the level of HR managers' psychological and pedagogical competence development in the framework of corporate training did not change among CG employees, while in EG it increased by 11,11%. The obtained results indicated that the upper-

intermediate (productive) level of HR managers' psychological and pedagogical competence development among CG employees increased by 5,56%, while in EG it increased by 22,22%. The intermediate (reproductive) level of CG and EG employees did not change. The low (elementary) level HR managers' psychological and pedagogical competence development among CG employees decreased by 5,56%, while in EG it decreased by 33,33%.

According to *the activity-resultative criterion (activity component)*, the level of HR managers' psychological and pedagogical competence development in the framework of corporate training did not change among CG employees, while in EG it increased by 22,22%. The upper-intermediate (productive) level of HR managers' psychological and pedagogical competence development among CG employees increased by 5,56%, while in EG it increased by 16,67%. The intermediate (reproductive) level of HR managers' psychological and pedagogical competence development in the framework of corporate training among CG employees did not change, while in EG it decreased by 11,11%. The low (elementary) level of HR managers' psychological and pedagogical competence development among CG employees decreased by 5,56%, while in EG it decreased by 27,78%.

The results of the research and experimental work proved that according to the determined levels of HR managers' psychological and pedagogical competence development in the framework of corporate training, the number of HR managers of EG who reached the advanced (creative) level increased by 16,66% (from 5,56% up to 22,22%), and it did not change in CG. The number of HR managers who demonstrated the upper-intermediate (productive) level of psychological and pedagogical competence development in EG increased by 22,22% (from 16,67% to 38,89%), in CG – increased by 5,56% (from 22,22 to 27,78%). The number of HR managers who evidenced the intermediate (reproductive) level of psychological and pedagogical competence development in EG decreased by 5,56% (from 27,78% to 22,22%), and in CG it did not change. The indicators of the low (elementary) level changed most significantly: in EG the number of HR managers decreased by 33,33% (from 50,00% to 16,67%), in CG – by 5,56% (from 44,44% to 16,67%).

The summary of data on the dynamics of HR managers' distribution according to the level of their psychological and pedagogical competence development in the framework of corporate training before and after the experiment (the experimental and control groups) is shown in Fig. 3.2.

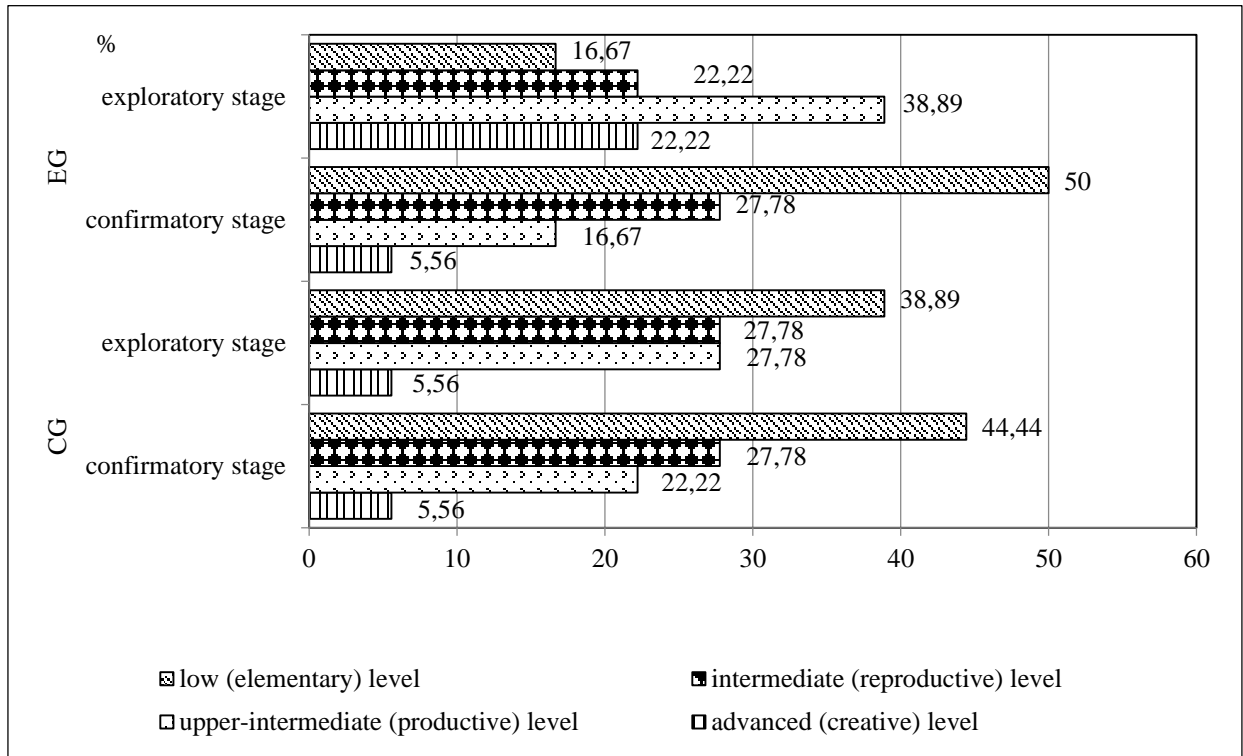


Fig. 3.2. The dynamics in the levels of HR managers' psychological and pedagogical competence development in the framework of corporate training based on the results of research and experimental work (developed by the author)

In order to verify the reliability of our conclusions obtained during the exploratory stage of pedagogical experiment, and research hypothesis, the analysis using statistical processing methods (non-parametric Mann-Whitney U-test) of the experimental data was carried out to make clear the fact that the difference in indicators in EG and CG is significant. In other words, this is the outcome of implementation of pedagogical conditions for HR managers' psychological and pedagogical competence development in the framework of corporate training, excluding the influence of random factors. Therefore, the null hypothesis H_0 : the experimental and control samples are homogeneous in terms of the level of HR managers' psychological and pedagogical competence development in the framework of corporate training according to the U-test. The alternative hypothesis

H_1 : the experimental and control samples differ in the level of HR managers' psychological and pedagogical competence development according to the U-test.

Table 3.7. of statistical processing of experimental data according to the non-parametric U-test records the results of the performed statistical verification of the exploratory stage of our pedagogical experiment.

The process of calculating the Mann-Whitney U-test is carried out as follows.

We combine the levels of HR managers' psychological and pedagogical competence development in the framework of corporate training into one row in descending order.

We rank the levels and write the ranks for the CG and EG samples separately. For each of the levels, we determine the average value of the rank and the sum of the ranks depending on the number of respondents (Ranks CG and EG) (Table 3.7).

Table 3.7

The calculation of the Mann-Whitney U-test (exploratory stage)
(developed by the author)

Levels	CG	EG	Ranks	Ranks (CG)	Ranks (EG)
advanced (creative)	1	4	1-5 (15)	3 (3)	3 (12)
upper-intermediate (productive)	5	7	6-17 (138)	11,5 (57,5)	11,5 (80,5)
intermediate (reproductive)	5	4	18-26 (198)	22 (110)	22 (88)
low (elementary)	7	3	27-36 (315)	31,5 (220,5)	31,5 (94,5)
Total	18	18	1-36 (666)	391	275

We find the sum of ranks for each sample ($\sum R_{CG}=391$, $\sum R_{EG}=275$)

We determine the empirical value of the Mann-Whitney U-test using the formula:

$$U_{empir} = n1 \cdot n2 + n_x \cdot \frac{(n_x + 1)}{2} - R_{max}$$

where: $n1$ – denotes the first sample (CG), $n1 = 18$;

$n2$ – denotes the second sample (EG), $n2 = 18$;

n_x – is s sample with a larger sum of ranks, $n_x = 18$;

R_{max} – denotes the largest value of the sum of ranks in the sample, $R_{max} = 391$.

$$U_{empir} = 104$$

The critical value of the Mann-Whitney U-test for the significance level is $p=0,05$ (Mann, & Whitney, 1947) $U_{crit} = 109$.

Since $U_{empir} < U_{crit}$, it is quite legitimate to reject the null hypothesis and accept the alternative one: the level of HR managers' psychological and pedagogical competence development in the framework of corporate training of control (CG) and experimental (EG) groups at the exploratory stage of the experiment is significantly different, with a probability of 0.95. It can be stated that implementation of determined and substantiated pedagogical conditions resulted in a significant difference in the levels of HR managers' psychological and pedagogical competence development in the framework of corporate training.

Conclusion to Chapter 3

In Chapter 3 "The verification of the efficiency of pedagogical conditions of HR managers' psychological and pedagogical competence development in the framework of corporate training" the program and methods of experimental research are presented. The implementation of pedagogical conditions for HR managers' psychological and pedagogical competence development in the framework of corporate training is characterised. The results of effectiveness verification of pedagogical conditions of HR managers' psychological and pedagogical competence development in the framework of corporate training are substantiated.

The hypothesis of research and experimental work is assumed in following: the process of HR managers' psychological and pedagogical competence development in the framework of corporate training will be effective, if the determined and substantiated pedagogical conditions are implemented. This will ensure the positive dynamics of the process.

The experimental study covered three interrelated stages of scientific and pedagogical research: confirmative, exploratory and control. 44 people were

involved in the experiment, including 8 experts: (theorists – 4 teachers of higher education institutions of Ukraine and the People’s Republic of China) and (practitioners – 4 heads of HR Departments of Ukrainian and Chinese companies); 36 employees (4 heads of the Departments of HR management and 32 HR managers). They were randomly divided into two groups: the control group (CG – 18 employees) and experimental group (EG – 18 employees).

Previously determined criteria and indicators were used to diagnose the effectiveness of defined and theoretically justified pedagogical conditions for HR managers’ psychological and pedagogical competence development in the framework of corporate training.

During the exploratory stage of pedagogical experiment, the proposed pedagogical conditions for HR managers’ psychological and pedagogical competence development in the framework of corporate training were implemented.

The features of implementation of the defined pedagogical conditions for the development of HR managers’ psychological and pedagogical competence in general and its motivational, cognitive, and activity components in particular are presented. The author’s professional development program for HR managers which was implemented during the exploratory stage of the pedagogical experiment (its goal and objectives, expected learning outcomes, structure, and volume, etc.) is presented.

The essence and organizational specifics of the used forms and teaching methods are described: the seminar “Psychological and pedagogical competence of HR manager: theoretical aspects and practical application”; trainings “Encouraging HR managers to develop psychological and pedagogical competence”, “Reflective practices in professional development”; activities “Portfolio development”, “Professional ethics and corporate culture”; team building and teamwork activities (“Building Bridges”, “Helium Stick”, “Mine Field”, “Group survival Scenario”, “Just a Glimpse”, “Sum of the Parts”, “Director, Runner, Builder, Observer”, “Senior Management, Middle Management, and Workers”); role-playing and business games and exercises: “Interview”, “Enterprise”, “Conflict client”,

“Evaluation of employee performance”, “Ideas for corporate training organisation”, “Actors”, “The development of corporate training plan”; methods and techniques (the method of mutual presentation, the “Roundabout of Thoughts” method, Case study method “The use of psychological and pedagogical knowledge in HR management and professional development”, feedback and reflection techniques “I-We-Business”, “Mail box”, questionnaire for training evaluation).

The results of the research and experimental work proved that according to the determined levels of HR managers’ psychological and pedagogical competence development in the framework of corporate training, the number of HR managers of EG who reached the advanced (creative) level increased by 16,66%, and it did not change in CG. The number of HR managers who demonstrated the upper-intermediate (productive) level of psychological and pedagogical competence development in EG increased by 22,22%, in CG – increased by 5,56%. The number of HR managers who evidenced the intermediate (reproductive) level of psychological and pedagogical competence development in EG decreased by 5,56%, and in CG it did not change. The indicators of the low (elementary) level changed most significantly: in EG the number of HR managers decreased by 33,33%, in CG – by 5,56%.

The verification of results reliability was carried out using the non-parametric Mann-Whitney U-test, the calculations of which confirmed the legitimacy and effectiveness of the proposed pedagogical conditions for HR managers’ psychological and pedagogical competence development in the framework of corporate training. This proves that the research goal was achieved, the tasks accomplished and hypothesis confirmed.

The content of this chapter is presented in the following publications: Mukan & Gao, 2023a; Mukan & Gao, 2023b; Mukan & Gao, 2024.

GENERAL CONCLUSIONS

The thesis study solved the scientific assignment of determining, substantiating and experimentally verifying the pedagogical conditions of HR managers' psychological and pedagogical competence development in the framework of corporate training. The conducted research makes it possible to formulate the following conclusions.

1. Contemporary businesses give careful consideration to the issue of employees' professional growth and competence development, which falls under the purview of HR management. This subject is studied from various perspectives by theorists (Pedagogy, Psychology, management) and practitioners, as evidenced by the variety of publications they have produced. The study of the experience of Ukrainian and Chinese universities proved the insufficient level of HR managers' psychological and pedagogical competence development in the system of initial professional training.

The results of literature analysis provided possibility to conclude that psychological and pedagogical competence of an HR manager should be interpreted as an integrative feature, which includes knowledge and skills in the field of Psychology and Pedagogy, necessary for the organization of continuous development as well as well-being of the company's employees, contributes to ensuring the efficiency of professional activity in general and solving complex problems in non-standard situations of the professional environment, as well as inclinations, orientations and strategies for the development of one's own general and professional personal culture, deepening and accumulation of experience in the field of HR management.

The structure of HR managers' psychological and pedagogical competence encompasses the motivational (awareness of the role and importance of psychological and pedagogical competence in professional activity; a system of professional attitudes and beliefs, motives, personal meanings, interests and goals; striving for self-knowledge, self-improvement and self-management; awareness of

one's own professional role, which contributes to professionalization, helps to critically analyse and evaluate the level of professional tasks, etc.), cognitive (knowledge in the field of Psychology and Pedagogy, which is necessary for the professional activity of HR managers; awareness of the specifics of the company's corporate culture and one's own role in its development and support; as well as psychological and pedagogical knowledge that reveals the essence of training organization in a constructive corporate environment), and activity (a set of abilities and skills necessary to practically apply psychological and pedagogical knowledge related to the organization of corporate training, determining its goals and expected results based on reflective practices, managing the training process of employees, as well as establishing a constructive learning environment and relationships) components.

2. In this study, the criteria and their indicators (personality-motivational criterion: the intrinsic motivation and awareness of the significance of psychological and pedagogical knowledge in HR management, the formation of personal and professional qualities (responsibility, independence, empathy, tolerance), the ability to establish communication and cooperation with employees, team work, the readiness for continuous professional development and improvement; information-cognitive criterion: knowledge in Psychology and Pedagogy, necessary for the performance of professional functions, understanding the essence of corporate culture, ethical and professional norms of behaviour in the company, knowledge of the psychological features of corporate training organization, knowledge of methods and practices of building interpersonal interaction in a corporate learning environment; activity-resultative criterion: the ability to use psychological and pedagogical knowledge in practice to manage the process of corporate training, the ability to analyse and synthesize information in order to establish interaction and support it to achieve the goals of corporate training, the ability to motivate and support employees, provide consulting services, organize mentoring; the ability to effectively use reflective practices), as well as levels (low (elementary), intermediate (reproductive), upper-intermediate (productive), advanced (creative)) of HR

managers' psychological and pedagogical competence development in the framework of corporate training were used for evaluation of pedagogical phenomenon during various stages of pedagogical experiment.

3. The pedagogical conditions (encouraging HR managers to develop psychological and pedagogical competence; the organization of contextual teaching and learning to gain experience in the implementation of HR managers' psychological and pedagogical competence; the use of the potential of reflective practices; the development and implementation of professional development program for HR managers' psychological and pedagogical competence development in the framework of corporate training) were determined, justified and implemented in the corporate training of modern companies in order to develop HR managers' psychological and pedagogical competence development in the framework of corporate training.

4. The proposed professional development program for HR managers' psychological and pedagogical competence development in the framework of corporate training covered 60 hours, which presupposed 40 hours of corporate training and 20 hours of self-study. The goal of this program (the development of HR managers' psychological and pedagogical competence in order to further use the acquired knowledge and skills for the establishment, organization and successful implementation of corporate training of the company's employees) was achieved with help of a series of educational events: the seminar "Psychological and pedagogical competence of HR manager: theoretical aspects and practical application"; trainings "Encouraging HR managers to develop psychological and pedagogical competence", "Reflective practices in professional development"; activities "Portfolio development", "Professional ethics and corporate culture"; team building and teamwork activities ("Building Bridges", "Helium Stick", "Mine Field", "Group survival Scenario", "Just a Glimpse", "Sum of the Parts", "Director, Runner, Builder, Observer", "Senior Management, Middle Management, and Workers"); role-playing and business games and exercises: "Interview", "Enterprise", "Conflict client", "Evaluation of employee performance", "Ideas for

corporate training organisation”, “Actors”, “The development of corporate training plan”; methods and techniques (the method of mutual presentation, the “Roundabout of Thoughts” method, Case study method “The use of psychological and pedagogical knowledge in HR management and professional development”, feedback and reflection techniques “Me-We-Business”, “Mail box”, questionnaire for training evaluation).

5. The organized pedagogical experiment with the aim of checking the effectiveness of substantiated pedagogical conditions of HR managers’ psychological and pedagogical competence development in the framework of corporate training covered three interrelated stages of scientific and pedagogical research: confirmative, exploratory and control.

The results of the research and experimental work proved that according to the determined levels of HR managers’ psychological and pedagogical competence development in the framework of corporate training, the number of HR managers of EG who reached the advanced (creative) level increased by 16,66%, and it did not change in CG. The number of HR managers who demonstrated the upper-intermediate (productive) level of psychological and pedagogical competence development in EG increased by 22,22%, in CG – increased by 5,56%. The number of HR managers who evidenced the intermediate (reproductive) level of psychological and pedagogical competence development in EG decreased by 5,56%, and in CG it did not change. The indicators of the low (elementary) level changed most significantly: in EG the number of HR managers decreased by 33,33%, in CG – by 5,56%.

The verification of results reliability was carried out using the non-parametric Mann-Whitney U-test, the calculations of which confirmed the legitimacy and effectiveness of the proposed pedagogical conditions for HR managers’ psychological and pedagogical competence development in the framework of corporate training. This proves that the research goal was achieved, the tasks accomplished and hypothesis confirmed.

The conducted research does not cover all aspects of the declared problem. The obtained theoretical and practical results form the basis for further study of the problem of improving the initial training of HR managers and the formation of their psychological and pedagogical competence in the system of higher education.

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APPENDICES

Appendix A

Higher education institutions of Ukraine and People's Republic of China and their programs for training future HR managers

#	University	Bachelor program		Master program		PhD program	
		Title of the program	Courses	Title of the program	Courses	Title of the program	Courses
1.	National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"	Management and Business Administration	HR-management	Management and Business Administration	Modern technologies of HR-management	Management	Actual problems of Pedagogy of higher education
2.	Taras Shevchenko National University of Kyiv	Management of organizations	HR-management	Management and Business Administration	-	Management	-
3.	V. N. Karazin Kharkiv National University	HR-management	Psychology and Pedagogy, HR-management, Personnel motivation and evaluation, Training and coaching technologies in HR-manager's activity, Leadership and teamwork, Psychology of social interaction	Management, Management of organizations and Administration, Management of organizations	-	-	-

4.	Lviv Polytechnic National University	Management	HR-analytics, Personnel motivation, Leadership technologies in organization, Management of intellectual potential of organization, Psychology and social-legislative dialogue in management, Corporate culture, Management of personnel development in organization	HR-management	Personnel assessment and HR-analytics, Corporate culture and communication management, Talents management, Team management and transformative leadership, Employer brand and social responsibility, Conflict management	Management	Communication management, Anticipative management, Modern concepts of human capital management, Socio-humanistic paradigm of management
5.	Ivan Franko National University of Lviv	Management of organizations and administration	Psychology of management, Multicultural management, Self-management, Leadership and group dynamics, HR-management, Communication management	Management of organizations and administration	Corporate management, Leadership Psychology, Management consulting, as well as elective courses: Knowledge management, Modern technologies of HR-management, Strategic leadership in frame of changes, Corporate social	Management	Methods of knowledge conceptualization, Pedagogy of higher education, Psychology of higher education

					responsibility, Management of communicative processes at the enterprise, Psychology of personnel selection		
6.	Tsinghua University	Management and Business Administration	Management, Modern enterprise management, HR-management, Organizational behaviour	Management	-	Management	-
7.	Peking University	Management and Public Administration	Public administration, Management Psychology, Public administration, Public ethics, Science of leadership	Management	-	Management	-
8.	Zhejiang University	Management and Business Administration	Management, Modern enterprise management, HR-management, Organizational behaviour	Management	-	Management	-
9.	Shanghai Jiao Tong University	Management and Business Administration	Management, Modern enterprise management, HR-management, Organizational	Management	-	Management	-

			behaviour				
10.	University of Science and Technology of China	Management and Business Administration	Management, Modern enterprise management, HR-management, Organizational behaviour	Management	-	Management	-

The appendix was prepared by the author based on the processing of research source base.

Appendix B

The components, criteria and indicators of HR managers' psychological and pedagogical competence development

Components	Criteria	Indicators
Motivational	Personality-motivational	<ul style="list-style-type: none"> – the intrinsic motivation and awareness of the significance of psychological and pedagogical knowledge in HR management; – the formation of personal and professional qualities: responsibility, independence, empathy, tolerance; – the ability to establish communication and cooperation with employees, team work; – the readiness for continuous professional development and improvement
Cognitive	Information-cognitive	<ul style="list-style-type: none"> – knowledge in Psychology and Pedagogy, necessary for the performance of professional functions; – understanding the essence of corporate culture, ethical and professional norms of behaviour in the company; – knowledge of the psychological features of corporate training organization; – knowledge of methods and practices of building interpersonal interaction in a corporate learning environment
Activity	Activity-resultative	<ul style="list-style-type: none"> – the ability to use psychological and pedagogical knowledge in practice to manage the process of corporate training; – the ability to analyse and synthesize information in order to establish interaction and support it to achieve the goals of corporate training; – the ability to motivate and support employees, provide consulting services, organize mentoring; – the ability to effectively use reflective practices

The appendix was prepared by the author.

Appendix C

Appendix C-1

Questionnaire for HR managers for clarifying their understanding of the professional activity specifics and determining the possibilities of their psychological and pedagogical competence development

Dear participant!

We ask you to participate in the study of HR manager's professional activity specifics. For this purpose, we ask you to read carefully and answer the questions of the proposed questionnaire. The clarity of your answers will contribute to ensuring the validity and reliability of the conclusions in our research.

1. Rate the professional areas on a 5-point scale, taking into account the frequency of performing the corresponding functions within the scope of your professional activity.

Professional areas and functions	Frequently	Often	Sometime	Rarely	Never
People					
talent acquisition & retention					
employee engagement					
learning and development					
total rewards					
Organization					
organizational effectiveness & development					
workforce management					
employee relations					
technology and data					
Workforce					
HR in the global context					
diversity & inclusion					
risk management					
corporate social responsibility					
employment law & regulations					
Strategy					
business & HR strategy					

2. In your opinion, what are three the most important things in your professional activity?
3. What features of your professional activity determine the requirements for the personal qualities of an HR manager?
4. How often do you participate in professional development programs in order to improve your own professional skills in accordance with defined professional areas and functions? Choose one option.

Professional areas and functions	Regularly	Often	Seldom	Never
People				
talent acquisition & retention				
employee engagement				
learning and development				
total rewards				
Organization				
organizational effectiveness & development				
workforce management				
employee relations				
technology and data				
Workforce				
HR in the global context				

diversity & inclusion				
risk management				
corporate social responsibility				
employment law & regulations				
Strategy				
business & HR strategy				

5. Rate on a 4-point scale the proposed forms and methods of professional development, which, in your opinion, are the most acceptable within the framework of corporate training.

Forms and methods of professional development	Excellent	Good	Fair	Poor
internship				
cooperation between various departments				
supervision				
consulting				
seminar				
webinar				
training				
workshop				
business & role-playing games				
delegation of authority				
project method				
team building & teamwork				
portfolio				

Thank you for cooperation.

Your participation and help is significant for our research!

The appendix was prepared based on SHRM (2018) and author's ideas.

Appendix C-2

Questionnaire for determining the level of motivational component development in the structure of HR managers' psychological and pedagogical competence

Dear participant!

We ask you to participate in the study of HR manager's motivational component development in the structure of HR managers' psychological and pedagogical competence. For this purpose, we ask you to read carefully and answer the questions of the proposed questionnaire. The clarity of your answers will contribute to ensuring the validity and reliability of the conclusions in our research.

1. In your opinion, is the psychological and pedagogical competence of the HR manager important for the performance of professional functions? Choose a response category: agree, somewhat agree, somewhat disagree, disagree.

Professional functions	Agree	Somewhat agree	Somewhat disagree	Disagree
research (identification of the research task, its analysis, search and processing of information, selection of tools for task accomplishment)				
diagnostic (determination of diagnostic parameters, selection of diagnostic methods, analysis of employee behaviour, verbal and non-verbal communication)				
consulting (establishing contact, organizing constructive communication, summarizing)				
encouraging (establishing constructive cooperation, encouraging continuous development, constructive evaluation and support)				
organizational (planning, organizing, regulating, controlling of individual and team work, application of leadership practices)				
presentational (clarity and brevity of expressing ideas, expressiveness and logic of speech, consistency of thoughts presentation, confidence in public speeches)				

2. What encourages HR manager to develop psychological and pedagogical competence? Mark the priority using a 5-point scale (where 1 is the lowest and 5 is the highest level of priority):

Motives	Points
achieving success in professional activities	
career growth	
recognition and public approval of work results	
salary and the possibility of its increase	
professional development	
interest in work	
the significance of psychological and pedagogical competence in the work of HR manager	
self-realization	
security and stability	
belonging to a professional community	

3. What personal qualities are important for an HR manager? Mark the priority using a 5-point scale (where 1 is the lowest and 5 is the highest level of priority):

Personal qualities	Points
responsibility	
organization	
independence	
tolerance	
empathy	
efficiency	
confidence	
stress resistance	
creativity and innovation	
communicativeness	
willingness to work in a team	

4. What factors have a positive effect on the development of HR managers' psychological and pedagogical competence? Mark the priority using a 5-point scale (where 1 is the lowest and 5 is the highest level of priority):

Positive factors	Points
organization of professional development	
constructive environment of corporate training	
support of the company's authority	
trusting relationships in the team and respect	

5. What factors have a negative effect on the development of HR managers' psychological and pedagogical competence? Mark the priority using a 5-point scale (where 1 is the lowest and 5 is the highest level of priority):

Negative factors	Points
inertia in work	
previous failures and confusion	
destructive environment of corporate training	
lack of feedback	
social and household problems	
health status	
high level of professional workload	

The appendix was prepared by the author.

Appendix C-3

The organization of interviews for determining the level of cognitive component development in the structure of HR managers' psychological and pedagogical competence

The list of issues discussed during the interview with HR managers:

1. How would you define the concept of “psychological and pedagogical competence”?
2. What knowledge in Psychology and Pedagogy is necessary to perform the professional functions of an HR manager?
3. Does knowledge of Psychology and Pedagogy contribute to the development of corporate culture, understanding its essence?
4. Is it important to adhere to ethical and professional standards of behaviour in the company?
5. Why is it important to take into account the individual characteristics of employees when choosing approaches to staff encouragement and team development, organization of corporate training?
6. Are psychological support and pedagogical methods important in the organization of communication and cooperation in the company?
7. What contributes to the development of effective training programs and professional development of employees?
8. Does psychological and pedagogical competence contribute to understanding the essence of conflicts and finding effective ways to avoid or resolve them?
9. Is psychological and pedagogical competence important for the formation of psychosocial well-being and a constructive climate in the company?
10. Is psychological and pedagogical competence and its possession important in a rapidly changing business environment?

The appendix was prepared by the author.

Appendix C-4

The assignments for determining the level of activity component development in the structure of HR managers' psychological and pedagogical competence

1. An employee of the HR department was assigned to develop a plan for the organization of corporate training in the company. What are the primary tasks facing the manager? How to organize constructive interaction in the company? What psychological characteristics of employees should be taken into account?
2. The HR manager organizes training for company employees. What information needs to be analysed in order to improve the interaction of training participants? Who is responsible for supporting the interaction of the training participants and what does the interaction support entail? What psychological and pedagogical aspects need to be taken into account to achieve the goals of corporate training?
3. The company lacks experience in encouraging and stimulating employees. What means and methods would you recommend to the company's management to motivate and support the employees. Is counselling and mentoring appropriate in this case? What would you recommend to use their potential?
4. The employees of the Marketing department do not see the feasibility of participating in corporate training, justifying it by the fact that a significant amount of information can be independently found on the Internet. Argue the positive impact of corporate training on an individual employee and the company's team. What reflective practices can you offer employees to objectively assess their knowledge, skills and abilities?

The appendix was prepared by the author.

Appendix D

The list of pedagogical conditions for HR managers' psychological and pedagogical competence development in the framework of corporate training

#	Pedagogical conditions	Rank
	The use of innovative organizational forms and methods of corporate training	
2.	The use of reflective practices potential	
3.	The diversification of professional development forms in order to develop psychological and pedagogical competence	
4.	Encouraging HR managers to develop psychological and pedagogical competence	
5.	The diversification of corporate training based on the use of distance learning	
6.	The use of contextual teaching and learning to gain experience in the implementation of HR managers' psychological and pedagogical competence	
7.	The stimulation of continuous professional development through project development	
8.	The development and implementation of professional development program for HR managers' psychological and pedagogical competence development in the framework of corporate training	
9.	Building a system of corporate training based on the competency-based approach	
10.	The use of modelling method in corporate training organization for the purpose of developing the psychological and pedagogical competence of HR managers	

The appendix was prepared by the author.

Appendix E

Syllabus

HR managers' professional development program aimed at development of psychological and pedagogical competence in the framework of corporate training

The professional development program was developed on the basis of taking into account the requirements of "The Profession Map" presented by the Chartered Institute of Personnel and Development (CIPD, 2018) and "The SHRM Body of Competency and Knowledge" developed by the Society for Human Resource Management (SHRM, 2018) regarding the competence of HR managers to work with company personnel and organize corporate training.

Structure of the program

Indicators	Total quantity of hours
Quantity of hours	60
Total corporate training hours:	40
• seminar/hours	5
• trainings/hours	13
• team building & teamwork/hours	8
• project/hours	10
• role-playing & business games/hours	4
Total hours for self-study:	20
• Portfolio development/hours	5
• Accomplishment of assignments for role-playing & business games/hours	5
• Accomplishment of assignments for teamwork/hours	5
• Accomplishment of assignments for project/hours	5
Final tests	1

The goal and objectives of the program

The goal of program study and learning outcomes

The goal of the program is defined as following: the development of HR managers' psychological and pedagogical competence in order to further use the acquired knowledge and skills for the establishment, organization and successful implementation of corporate training of the company's employees.

Objectives of the program

The program aims at development of HR managers' competences:

- the ability to use knowledge of Psychology and Pedagogy to organize corporate training of the company's employees, using modern training methods and various forms of training organization;
- the ability to establish and maintain productive communication on the basis of corporate culture and ethics of the professional environment;
- the ability to organize team-building and teamwork using the potential of reflection and opportunities for professional development.

Learning outcomes, methods and organisational forms of teaching and learning, methods for learning outcomes assessment

As a result of successful program accomplishment, HR managers should be able to demonstrate the following learning outcomes:

Knowledge: the knowledge of the psychological features of adult learning, psychological prerequisites for success in learning, knowledge of establishing effective communication and cooperation with company personnel, knowledge of the goals and objectives of corporate training and professional development, knowledge of corporate training program development, knowledge

of the features of educational process organization, knowledge of interactive training methods, knowledge about the assessment of employees’ knowledge and skills.

Skills: the skills to search, process, analyse and use information sources for the development of a corporate training program and its implementation, the skills to critically evaluate educational material and means of corporate training, the skills to use knowledge about the age and individual psychological characteristics of employees, the skills to plan, organize, monitor and manage corporate training, the skills to motivate, support employees and direct them to achieve success based on reflection.

Communication: to communicate freely on topics related to corporate training, establish and maintain effective communication and interaction with employees.

Autonomy and responsibility: demonstration of autonomy regarding the organization of corporate training, independence in the use of internal and external resources for corporate training, responsible attitude to professional functions in compliance with ethical norms and corporate culture.

Learning outcomes	Methods and organizational forms of teaching and learning	Methods for learning outcomes assessment
<p>Knowledge: the knowledge of the psychological features of adult learning, psychological prerequisites for success in learning, knowledge of establishing effective communication and cooperation with company personnel, knowledge of the goals and objectives of corporate training and professional development, knowledge of corporate training program development, knowledge of the features of educational process organization, knowledge of interactive training methods, knowledge about the assessment of employees’ knowledge and skills</p>	<p>Corporate training: seminar, training, business & role-playing games, project method, team building & teamwork, portfolio. Self-study: methods of analysis and synthesis of information resources, method of comparison and analogy, research method.</p>	<p>Formative assessment: accomplishment of problem solving tasks, creative activity, participation in seminars, training, business & role-playing games, project method, team building & teamwork. Summative assessment: final test.</p>
<p>Skills: the skills to search, process, analyse and use information sources for the development of a corporate training program and its implementation, the skills to critically evaluate educational material and means of corporate training, the skills to use knowledge about the age and individual psychological characteristics of employees, the skills to plan, organize, monitor and manage corporate training, the skills to motivate, support employees and direct them to achieve success based on reflection</p>	<p>Corporate training: seminar, training, business & role-playing games, project method, team building & teamwork, portfolio. Self-study: methods of analysis and synthesis of information resources, method of comparison and analogy, research method.</p>	<p>Formative assessment: accomplishment of problem solving tasks, creative activity, participation in seminars, training, business & role-playing games, project method, team building & teamwork, portfolio development. Summative assessment: final test.</p>
<p>Communication: to communicate freely on topics related to corporate</p>	<p>Corporate training: seminar, training, business</p>	<p>Formative assessment: accomplishment of</p>

training, establish and maintain effective communication and interaction with employees	& role-playing games, project method, team building & teamwork, portfolio. Self-study: methods of analysis and synthesis of information resources, method of comparison and analogy, research method, observation and generalization.	problem solving tasks, creative activity, participation in seminars, training, business & role-playing games, project method, team building & teamwork, portfolio development. Summative assessment: final test.
Autonomy and responsibility: demonstration of autonomy regarding the organization of corporate training, independence in the use of internal and external resources for corporate training, responsible attitude to professional functions in compliance with ethical norms and corporate culture	Corporate training: seminar, training, business & role-playing games, project method, team building & teamwork, portfolio. Self-study: methods of analysis and synthesis of information resources, method of comparison and analogy, research method.	Formative assessment: accomplishment of problem solving tasks, creative activity, participation in seminars, training, business & role-playing games, project method, team building & teamwork, portfolio development. Summative assessment: final test.

Program description

In the process of professional development program study HR managers are motivated to acquire knowledge about the psychological features of adult learning; Pedagogy of success and the peculiarities of its use in corporate training; the essence, main characteristics, successful practices of corporate training; HR managers' professional development as a component of the company's human capital development strategy; to comprehend the importance of psychological and pedagogical knowledge in HR management, personal and professional qualities (responsibility, independence, empathy, tolerance) as well as communication skills; to develop readiness for continuous professional development and improvement based on the reflection as well as skills of drawing up an individual professional development plan in accordance with the company's human capital development strategy and corporate culture. This program encompasses the content needed for analysis of the company's, employee's needs and interests in professional development, the analysis of the resources necessary for the development and implementation of the corporate training program, etc.

№	Title	Quantity of hours
1.	Seminar "Psychological and pedagogical competence of HR manager: theoretical aspects and practical application"	5
2.	Training "Encouraging HR managers to develop psychological and pedagogical competence"	6
3.	Training "Reflective practices in professional development"	7
4.	Team building & teamwork	8
5.	Project "The development of corporate training program"	10
6.	Role-playing & business games	4
Total quantity of hours		40

The appendix was prepared by the author.

Appendix F

Seminar

“Psychological and pedagogical competence of HR manager: theoretical aspects and practical application”

General Information

A session that takes place in a group is called a seminar. Discussions and reports are considered as the ways of conducting it. At the seminar, the teacher organizes a discussion of relevant issues, necessarily summarizing the discussion and evaluating the work of each participant.

HR managers learn to work independently with information during the seminar, as well as to be demanding of their answers and the answers of other participants. The seminar requires active cognitive activity of the participants, not mechanical memorization.

Seminars have many advantages, in addition to simple learning and consolidation of knowledge. They also give participants the opportunity to show creative independence and develop the methodology of scientific research. There is no doubt that brainstorming enhances the HR professional's ability to think. The seminars involve discourse, which is an important component because it promotes the intellectual development of the participants and teaches them to think freely and creatively. Participating in a discussion and persuading each other is an attempt to put the learned knowledge into practice. Discussion during the seminar is valuable because it allows the trainees to connect with the audience, develop communication skills and develop a polemical culture.

In order to prepare for the seminar, it is necessary to use information materials and theoretical material prepared by the teacher; select material from various sources; construct the answer logically as a complete statement; argue one's own opinion; and give examples. It requires more complex skills such as analysing, organizing and summarizing data from different sources.

Problematic questions are one of the most accessible ways to stimulate mental activity. The teacher formulates questions about the topic of the seminar. These questions can be problematic or aimed at summarizing information about personnel management, its psychological and pedagogical aspects. Other questions may aim to explore the relationship between psychological and pedagogical knowledge, and to analyse how this knowledge can be used in a professional setting.

A special role in the high-quality organization of the seminar belongs to the teacher. It should prepare the trainees for active participation in the discussion:

- to select relevant issues for discussion, which are made by professional HR managers;
- clearly define the problem for discussion and its individual aspects that will be considered during the seminar;
- choose educational materials and psychological and pedagogical literature;
- distribute the roles and forms of participation of HR managers in group work;
- to prepare HR managers who act as speakers, opponents, reviewers and other persons.

The main requirements for seminar participants include:

- mandatory reading of the text of the original source and familiarization with the recommended additional literature;
- preparation for a speech on each question of the seminar plan;
- preparation of answers to the questions given under each of the points of the seminar plan;
- delivering a report to an audience that is clearly structured and requires compliance with the requirements for the presentation of the material (literacy, persuasiveness, argumentativeness, speech culture);
- active participation in the discussion of all issues of the seminar, etc.

It is important to master the technique of organizing the process of conducting the seminar

in general and opening, holding and closing the discussion. With the help of additional questions and a certain emotional behaviour, the teacher ensures the organization of a comprehensive analysis of the problem, does not allow the discussion to transit to secondary problems, as well as the transformation of the discussion into a dialogue of several of the most active participants, ensures the wide and active participation of all participants in the seminar, involves participants in the discussion of false judgments about the subject of the discussion and directs to the search for the correct answer, makes sure that the subject of analysis is a certain judgment, and not the speaker who put it forward, compares different views and involves participants in their active and comprehensive analysis, etc.

At the end of the seminar, the teacher involves the participants in summing up, analyses and summarizes the results of the discussion, leads the participants to formulate conclusions that have theoretical and practical significance for the professional activity of HR managers, evaluates the contribution of each participant to the organization of the seminar and solving the problem of the discussion, recommends materials for further reading, etc.

The content and structure of the seminar

Participants: 10-15 HR managers

Time: 5 hours

Place: Professional environment

Mode: offline

The purpose of the seminar: to acquaint the seminar participants with the psychological features of adult learning and the prerequisites for successful learning with their further use in the practice of organizing corporate training and professional development of company employees.

Tasks:

- 1) to reveal the psychological features of adult learning,
- 2) to determine the specifics of using the Pedagogy of academic success,
- 3) to describe the essence and organizational aspects of corporate training,
- 4) to analyse the professional development of HR managers as a component of the company's human capital development strategy.

The plan of seminar

1. Ice-braking activity.
2. Theoretical materials.
3. The core session: discussion.
4. Reflection session.

Ice-braking activity.

Guess Who?

Guess Who is an excellent way to foster colleagues who are already acquainted. A sheet of paper is given to every person. Participants are asked to write a funny or interesting truth about themselves. One by one, they read the information aloud from the pieces of paper, placed in a hat. The group's next task is to determine which fact belongs to whom. The author of the fact is allowed to identify oneself and, if needed, to offer more information.

Theoretical materials.

I. Adult learners possess a range of psychological peculiarities that influence their approach to learning. These peculiarities include intrinsic motivation, critical thinking skills, flexible learning styles, a lifelong learning mind-set, and a focus on application of knowledge in real-life situations. Adult learners are predominantly driven by intrinsic motivation, meaning they are motivated by their own personal goals and a sense of accomplishment rather than external rewards or punishments. This intrinsic motivation leads them to be more self-directed in their learning, taking initiative in planning, carrying out, and evaluating their own learning experiences. They also tend to rely heavily on their prior knowledge.

Adult learning is a dynamic and complex process that differs in several ways from the learning patterns observed in children and adolescents. As adults, our Psychology and cognitive

abilities have developed to a certain level, influencing how we approach and engage with new information and skills.

Adult learning is characterized by unique psychological peculiarities that distinguish it from learning in other stages of life. These features, rooted in cognitive, emotional, and experiential aspects, shape the adult learning experience.

1. **Self-concept and motivation:** Adults usually have a clear self-concept, which influences their motivation to learn. Motivation is usually derived from internal factors such as personal goals, career advancement, and the desire for self-improvement. Adults are motivated by the relevance of learning to their lives, and the alignment of objectives is a key aspect of educational design.

2. **The experience and prior knowledge:** Adult learners bring a wealth of life experiences to the learning environment. These experiences serve as a basis for new learning and contribute to a more practical and problem-based approach. Adults use previous knowledge to seek links between new information and existing mental frameworks.

3. **Self-control and self-regulation:** Self-control is a major psychological factor in adult learning. Adults prefer to take responsibility for the learning process and decide what, how and when to learn. Self-directed learning allows them to adapt their educational experiences to their individual needs and preferences.

4. **Emphasis on Relevance:** Adult learners are more accepting of learning when they see the information as immediately applicable. When life transitions (such as career changes and personal development milestones) influence readiness, adults are more willing to acquire specific knowledge and skills.

5. **Learning orientation:** Adults tend to be more focused on task and problem-solving. They appreciate learning activities that are targeted and applicable to real-world situations. Practicality and relevance are the key considerations for an effective adult learning experience.

6. **Reluctance to unjustified instruction:** Adults may resist learning experiences that they perceive to be irrelevant or forced. In order to overcome resistance, instructors must emphasize the practical utility of the knowledge they impart and create a collaborative learning environment that appreciates the experiences and perspectives of adult learners.

7. **Emotional role:** emotional factors play an important role in adult education. Positive emotions, such as curiosity and interest, improve learning experiences, while negative emotions, such as fear of failure and anxiety, can hinder learning. It is crucial to create a supportive and emotionally safe learning environment for adults to achieve optimal learning results.

8. **Time management:** Adults often balance multiple tasks, including work, family, and community commitments. Effective adult education recognizes the importance of flexible schedules that are compatible with the time constraints faced by adult learners. Time management skills are vital to balance learning with other demands in life.

Adult learning is a complex interplay of motivation, experience, autonomy, and practicality. Recognizing and accommodating these psychological peculiarities is essential for educators and instructional designers to create meaningful and effective learning experiences for adults.

The principles of adult education are as following:

- **Respect for autonomy:** adults thrive in self-directed learning. Educators should acknowledge and facilitate learners' autonomy, allowing them to set goals, make decisions, and take responsibility for their learning journey;

- **Relevance and practicality:** Adult education should be immediately applicable to learners' lives. Emphasize practical knowledge, problem-solving skills, and real-world applications to enhance engagement and motivation;

- **Experiential learning:** Building on prior experiences, adults learn best through hands-on, experiential methods. Connect new information to existing knowledge, fostering a deeper understanding and facilitating more effective learning;

- Intrinsic motivation: Tap into learners' internal motivations. Align educational content with personal goals, career aspirations, or self-improvement objectives to enhance intrinsic motivation and commitment to the learning process;
- Collaborative and inclusive environment: Foster a collaborative and respectful learning atmosphere. Recognize and value the diverse experiences of adult learners, encouraging peer interaction and creating a supportive community for shared learning;
- Flexibility of learning formats: Adults often manage multiple responsibilities. Provide flexibility in learning schedules and delivery methods, accommodating various time constraints and allowing learners to balance education with work and family commitments;
- Customization and individualization: recognize the diverse needs and backgrounds of adult learners. Tailor learning experiences to accommodate different learning styles, preferences, and readiness levels, promoting a personalized and effective learning journey;
- Reflection and feedback: Encourage regular feedback and self-reflection. Adults benefit from opportunities to assess their progress, receive constructive feedback, and reflect on their learning, fostering continuous improvement and a sense of achievement;
- Clear learning objectives: Communicate clear and achievable learning objectives. Adult learners appreciate knowing what to expect and how the learning outcomes align with their goals, enhancing focus and motivation throughout the educational process;
- Active participation and facilitation: Engage adults actively in the learning process. Incorporate interactive activities, discussions, and collaborative projects to promote engagement, stimulate critical thinking, and enhance the overall learning experience.

By adhering to these principles, educators can create an effective and supportive learning environment that caters to the unique characteristics and needs of adult learners, ultimately maximizing the impact of adult education programs.

The process of learning for adults and children differs greatly due to the differences in cognitive, emotional and social development. It is essential to recognize these distinctions in order for educators to design effective learning experiences that meet the specific needs and characteristics of each group.

Cognitive Development:

Child Learning: Children undergo significant cognitive development, characterized by stages such as the Sensorimotor, Preoperative, Concrete and Formal Phases of Piaget. Cognitive abilities develop, and learning is often linked to concrete experiences, hands-on activities, and a dependence on visual aids. Children can struggle with abstract concepts until they reach a higher cognitive stage.

Adult learning: Adults usually have fully developed cognitive abilities and their learning is often influenced by their lifetime experiences. They can grasp abstract concepts and engage more easily in critical thinking. Adult learning often involves connecting new information with existing knowledge and tends to approach learning in problem-solving.

Motivation and Learning Goals:

Child Learning: Children's motivation is driven by external factors such as praise, rewards or the desire to please authority figures. Their learning objectives can be governed by the requirements of the curriculum and the focus is on building basic knowledge and skills. Children may lack a clear sense of long-term goals and career aspirations.

Adult learning: Adults are intrinsically motivated and are often looking for learning experiences that are consistent with their personal and professional goals. Motivation is driven by the desire to advance career, develop personally or take part in specific life events. Adult learners have goals, and the relevance of the learning to their immediate needs is an important factor that affects their engagement.

Learning styles:

Children's learning styles often have a variety of learning styles influenced by factors such as sensory preferences, social interactions, and games. They can learn best through hands-on activities, visual aids and interactive experiences. Children's learning is holistic and involves the

integration of various sensory inputs.

Adult Learning: Adults have different learning styles, but tend to be more self-directed and independent learners. They may feel comfortable with various learning methods, including written materials, online resources, and group discussions. Experience learning, in which adults can apply new knowledge to real situations, is particularly effective.

Social and emotional factors:

Child learning: Social interaction plays an important role in children's learning. Parental relations, group activities and cooperation with teachers contribute greatly to the learning process. Emotional support and a positive learning environment are essential for children's overall development.

Adult learning: Social interaction is still important for adults, but it often brings many personal and professional experiences to the learning environment. Adults appreciate a collaborative and respectful atmosphere that recognizes their experiences. Emotional factors, such as fear or fear of failure, affect adult learning and should be considered in the design of the curriculum.

Teaching role:

Teaching children: Children's teachers often play a more direct role, providing structured lessons and guidance. Teachers may have to adapt teaching methods to different stages of development and learning styles. The focus is on learning experiences in scaffolds and creating a supportive environment.

Adult learning: Adult teachers serve more as facilitators. They guide the learning process, encourage self-learning, and create an environment that respects the experiences and autonomy of adult learners. Collaboration and mutual respect are essential components of effective adult education.

Time Management:

Child Learning: Children's schedules are often structured according to school hours and extracurricular activities. Learning is integrated into a set routine, and time management is mostly controlled by adults.

Adult learning: Adults manage many responsibilities, including work, family and personal obligations. Adult learning requires flexibility in timetables, adapting to various time constraints. Online and asynchronous learning formats are often preferred by adults to facilitate self-paced learning.

Readiness for learning:

Child Learning: Children can not always mentally or emotionally ready to learn certain topics. Developmental preparation plays an important role in determining the appropriateness of the content.

Adult learning: Adult preparation is often linked to life transitions or specific needs. Adult learners are more likely to be ready and motivated to learn when they feel that the information is directly relevant to their lives. In conclusion, while children and adults' learning share common principles, the distinctive characteristics of each group require different instructional approaches. Recognizing these differences is crucial for educators to create meaningful and effective learning experiences adapted to the unique needs and developmental stages of children and adults.

II. The Pedagogy of academic success is an educational approach focused on cultivating skills, attitudes, and strategies that contribute to both personal and academic achievement. It encompasses a range of instructional methods and support mechanisms designed to empower learners to excel in their academic pursuits. Let's delve into the specifics of this Pedagogy and characterize its key components.

The Pedagogy of academic success is rooted in the belief that education should not only impart knowledge but also equip learners with the tools necessary to navigate challenges, think critically, and achieve their academic goals. It recognizes that academic success goes beyond grades and involves fostering a holistic approach to learning that includes cognitive, emotional, and practical dimensions.

Academic success in teaching emphasizes a holistic approach to education. It recognizes that academic success is determined not only by specific knowledge of the subject, but also by developing critical thinking abilities, effective communication and emotional intelligence. Holistic learning encourages students to see the interconnections of different subjects and to apply their knowledge to real situations.

The cultivation of metacognitive abilities is a key element in academic success teaching. It is important to help students understand their own thinking processes, understand how they learn, and develop strategies for problem solving and decision-making. Meta-cognitive practices include goal-setting, self-assessment, and reflection, allowing students to control their learning journeys.

The teaching of academic success shifted the focus from a teacher-centred approach to a student-centred approach. It recognizes the different needs and learning styles of students and encourages educators to adapt their teachings to their individual preferences. This approach promotes active participation, collaboration, and a sense of ownership of the learning process.

Academic success does not depend solely on mastering the content; it also includes the development of transferable competences. The school emphasizes the cultivation of skills such as critical thinking, problem-solving, communication, time management and adaptation. These skills enable students not only to succeed in school, but also in their future careers and personal lives.

A key aspect of academic success is to address motivation and goal-setting. Teachers strive to create a learning environment that promotes intrinsic motivation and helps students identify their passions and goals. Short-term and long-term goals-setting practices provide students with a roadmap for academic achievement and personal growth.

Education gives priority to formative assessment and constructive feedback. Assessment practices are designed not only to assess performance, but also to provide useful insight into improvements. Feedback is timely, specific and actionable, which guides students in improving their understanding and skills. Learning assessment promotes a growth mind-set where challenges are seen as opportunities for development.

Education promotes the development of growth mind-sets, believing that intelligence and capabilities can be developed through effort, perseverance and learning from mistakes. Creating a classroom culture that values effort, resilience and continuous improvement promotes a positive attitude towards challenges and a love for learning.

Recognizing the role of technology in modern education, successful academic education encourages the thoughtful integration of technology tools. It will be used to strengthen learning experiences, facilitate research and develop digital literacy skills through educational apps, online resources, and collaboration platforms.

Inclusivity is the cornerstone of academic success. Recognizing and taking into account the different learning needs, cultural backgrounds and abilities ensures that all students have equal chances of success. Inclusive practices promote a supportive learning environment that values diversity and mutual respect.

Along with the content of the university, education recognizes the importance of life skills education. These include financial literacy, communication skills, emotional intelligence, and other practical skills that contribute to academic and personal success.

Implementing academic success Pedagogy requires cooperation between educators, administrators and other stakeholders. The professional development of teachers, support for school culture and continuous assessment and improvement of teaching practices are key. Furthermore, the establishment of partnerships with parents and the participation of them in the educational journey increase the impact of this education. Finally, the success of academic teaching goes beyond traditional teaching methods to promote a comprehensive approach to learning. This Pedagogy focuses on the cognitive, emotional, and practical dimensions of the course, equipping students with the skills and mentality necessary to achieve academic excellence and success in various aspects of life. Through a holistic and inclusive approach that focuses on students, the success of academic education is the foundation of a love for learning and personal development throughout the whole life.

III. Corporate training is a strategic and systematic process designed to improve employees' knowledge, skills and competences in the organization. Its main purpose is to align employee development with organizational objectives, to promote a continuous learning culture and to ensure that employees receive the expertise needed to effectively contribute to the success of the company.

1. Integrated with organizational objectives: Corporate training is most effective when it supports the organization's strategic objectives directly. Whatever the improvement of customer service, adoption of new technologies, or leadership skills, the key to corporate training is to align learning initiatives with the company's broad objectives and vision.

2. Continuous Learning Culture: One of the key aspects of corporate training is to cultivate a culture of continuous learning. This includes promoting the idea that learning is not a single event, but a continuous process. Companies that embrace continuous learning empower employees to adapt to changes and promote innovation and resilience.

3. Skills Enhancement and Development: Corporate training is the core objective of improving employee skills and competences. These include technical skills related to their roles and soft skills such as communication, leadership and problem solving. By investing in skill development, organizations ensure that their employees remain competitive and can meet changing business needs.

4. Employee engagement and motivation: Corporate training contributes to employee engagement and motivation by demonstrating the organization's commitment to staff professional growth. When employees perceive their development as appreciated, they are more likely to engage in their work, which leads to greater satisfaction and retention of their jobs.

5. Technology advances adaptation: In today's rapidly changing business landscape, keeping up to date with technological advances is essential. Corporate training provides employees with the knowledge and skills they need to effectively leverage new technologies and maintains the company's competitiveness and innovation.

The organizational aspects of corporate training: Effective corporate training requires careful planning, implementation and assessment. Several organizational aspects contribute to the success of training initiatives:

1. Assessment of Needs: Prior to the implementation of training programs, it is essential to conduct an assessment of Needs to identify gaps in skills and knowledge. This includes understanding the workforce's current capabilities, defining the expected results, and balancing training objectives with organizational objectives.

2. Strategic Planning: Corporate training should be integrated into the organization's overall strategic plan. This includes establishing clear goals, establishing performance indicators and ensuring that training initiatives are consistent with the company's long-term vision.

3. Customization of training programs: A single size is not suitable for all corporate training. Organizations should tailor training programs to meet the specific needs of different departments and roles. Customization ensures that training is relevant, effective and directly applicable to the daily responsibilities of employees.

4. Business training can take a variety of forms, including training sessions, workshops, electronic learning modules, webinars, and on-the-job training. The choice of delivery methods depends on the nature of the content, labour preferences and available resources.

5. Technology integration: Technology use is an important organizational aspect of modern corporate training. Learning Management System (LMS), virtual classrooms, and other technical tools facilitate training program delivery and tracking. Technology also enables employees to obtain training materials at their convenience and promotes flexibility.

6. Selection of instructors and facilitators: the quality of instructors and facilitators has a major impact on the effectiveness of company training. Trainers must not only have expertise in the subject, but also be able to engage learners, adapt to different learning styles and create a positive and interactive learning environment.

7. **Assessment and Evaluation:** Continuous evaluation and evaluation are an important component of corporate training. Organizations must track key performance indicators, gather feedback from participants and evaluate the effectiveness of training programmes by assessing the application of their skills at work.

8. **Feedback mechanisms:** Establishing feedback mechanisms allows organizations to gain insights into the strengths and weaknesses of training initiatives. Regular feedback from employees can help optimize training content, delivery methods and overall program structure.

9. **Integration with performance management:** Corporate training should be integrated into performance management processes. By linking training results to performance assessments, employees are recognized and rewarded for applying new skills on the job.

10. **Continuous Improvement:** The organizational aspects of corporate training include a commitment to continuous improvement. Regular review and updating of training programs based on feedback, industry trends and changing organizational needs ensures that training remains relevant and effective over time.

In short, corporate training has the essence of aligning its goals with the organization, promoting a culture of continuous learning and improving employees' skills and skills. The organizational aspect includes strategic planning, adaptability, technology integration, effective delivery methods and commitment to ongoing assessments and improvements. The well-designed and implemented corporate training program not only contributes to employees' professional development, but also contributes to the overall success and competitiveness of the organization.

IV. The professional development of HR managers is an essential element in the company's overall human capital development strategy. As a key architect of an organizational workforce strategy, HR managers must constantly evolve their skills, knowledge and leadership abilities to effectively navigate the dynamic landscape of personnel management. This multifaceted professional development approach is not only a strategic imperative to invest in the individual growth of HR managers, but also to promote the continuous improvement and innovation culture of HR functions. Professional development for HR managers consists of conscious and continuous efforts to enhance their expertise, competences and leadership skills in the field of human resources management. It includes activities, programmes and initiatives aimed at expanding their knowledge base, improving their capacity to drive organizational success and equipping them to face the challenges of evolving work.

The characteristics of Professional Development HR managers within the company's Human Capital development encompasses the following:

1. **Strategic alignment:** The professional development of HR managers must align with a wider organizational strategy. This ensures that HR leaders have the necessary knowledge and skills to effectively contribute to achieving business objectives. This alignment includes understanding the industrial landscape, organizational objectives and the specific challenges faced by the workforce.

2. **Continuous learning:** Human resources are a dynamic field, evolving trends, regulations and best practices. HR managers must engage in continuous learning to be aware of these changes. This includes attending industry conferences, seminars, workshops and online courses to gain the latest knowledge in areas such as talent management, employee engagement, diversity and inclusion and HR technology.

3. **Leadership Development:** Leadership skills are vital to HR managers who are often strategic partners and change agents within the organization. Professional development initiatives should focus on strengthening leadership capabilities such as communication, decision-making, conflict resolution and the ability to influence positive organizational changes.

4. **Technical competences:** Human Resources managers must have a solid technical competence foundation. These include skills in employment law, compensation and benefits, performance management and HR analysis. Professional development programmes should take into account both the basic principles of HR and emerging trends and ensure a wide range of skills.

5. **Adaptability and Change Management:** The professional development of HR managers

should focus on Adaptability and Change Management skills. As organizational structures, technologies and workforce expectations evolve, HR leaders need to be able to effectively navigate and lead changes. This includes understanding the methodology of change management and cultivating a change-ready mind-set.

6. **Networking and Collaboration:** Establishing a professional network is an essential part of the development of HR managers. Involvement in industry associations, participation in the HR community, and promotion of relationships with colleagues provides opportunities to exchange knowledge, establish benchmarks, and keep informed of industry trends. Collaboration skills are essential for HR managers to effectively work across departments and contribute to the positive organizational culture.

7. **Data-driven decision-making:** Contemporary HR landscapes are increasingly driven by data and analytics. Professional development initiatives should equip HR managers with the ability to collect, analyse and exploit data to make informed decisions. This includes understanding HR metrics, workforce analysis, and data-driven HR practices using technology.

8. **Employee Engagement and Well-being:** Because of the importance of employee experience and well-being, HR managers' professional development should include strategies to increase employee engagement and promote a positive workplace culture. Training in areas such as employment relations, communication and well-being initiatives is essential to the promotion of motivated and satisfied employees. **Global perspectives:** Global perspectives are crucial for multinational HR managers or managers working in different cultural contexts. Professional development should include training intercultural competences, international HR practices and an understanding of global labour trends.

9. **Mentorship and Coaching:** The provision of mentorship and coaching opportunities is a valuable aspect of HR managers' professional development. This helps them benefit from the insights and experiences of experienced HR professionals and promotes personal growth and leadership development.

The professional development of HR managers is essential, but organizations must face potential challenges, including:

1. **Resources constraints:** Limited resources relating to finance and time can present challenges in implementing comprehensive professional development programmes. Strategic priorities and the allocation of creative resources are essential.

2. **Resistance to change:** Some HR managers may resist or hesitate to adopt new development initiatives. Communication, clear benefits and supportive organizational culture are crucial to overcome resistance.

3. **Maintain pace with technological advances:** The rapid development of HR technology requires HR managers to stay current. It is necessary to constantly strive to integrate technology-focused training and development initiatives.

4. **Balance between operational and developmental responsibilities:** HR managers often mix operational responsibilities with their developmental needs. Balance is necessary to ensure effective time management and organizational support.

Professional development of HR managers is not only an individual investment, but also a strategic imperative for organizations committed to optimizing human capital. The HR manager's professional development initiatives are important to the overall success and sustainability of the organization, aligning with organizational objectives, promoting continuous learning and responding to the evolving needs of the workforce. As a key manager of talent within organizations, well-developed HR managers play a key role in promoting positive organizational culture, innovation, and positioning companies for long-term success.

The core session:

Presentations and discussion of the following issues:

1. The psychological features of adult learning.
2. Pedagogy of success and the peculiarities of its use in corporate training.

3. Corporate training: essence, main characteristics, successful practices.
4. HR managers' professional development as a component of the company's human capital development strategy.

Reflection session: participants express their own opinion about the seminar, the knowledge they have mastered, etc.

Today I learned...

It was interesting to know ...

I liked ... most of all.

I didn't know that ...

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The appendix was prepared by the author.

Appendix G

Appendix G-1

Training

“Encouraging HR managers to develop psychological and pedagogical competence”
(according to Савенкова, Л. О., Романова, Г. М., Артюшина, М. В. & et al. (2011))

General information

The latest research in the field of HR management, Psychology and Pedagogy confirms that those organizations that learn on a continuous basis are looking for significant success. Today, the special attention of theoreticians and practitioners is focused on changing traditional motivation systems, reducing the importance that employees attach to material incentives, and increasing their desire for continuous development and improvement, ensuring a balance between various spheres of their own life, finding a job that corresponds to their interests and enthusiasm. Therefore, there is a need to find a balance between the needs and interests of the company and the preferences, interests and needs of individual employees, to use mechanisms to help employees achieve their goals in the context of their personal and professional development.

It is worth noting that along with material motives, which are important factors influencing the improvement of the quality of professional activity, immaterial motives, a constructive professional environment and the effectiveness of managerial activity are also important.

Training should be considered as a planned process, the main purpose of which is to master, update, systematize knowledge and skills, to understand and check the attitude to a problem, idea, behaviour with the aim of further changing, updating, improving, etc.

Traditionally, the training structure covers several parts:

- the introductory part,
- the main part,
- the final part.

Each part is characterized by its own specificity and elements.

I. The introductory part encompasses the following stages:

The first stage is the opening of the training, greetings, introductions, during which the trainer and participants greet each other, get to know each other, and establish contact.

The second stage – acceptance or repetition of training rules – involves familiarizing training participants with work rules, their acceptance, agreement on norms of behaviour and their observance by all participants.

The third stage represents the introductory speech of the trainer, during which the trainer familiarizes the training participants with the purpose and tasks, as well as the main content of the training.

The fourth stage of training involves determining the expected results. At this stage, training participants express their own expectations, which provides an opportunity for participants to realize their own goals and take responsibility for their implementation.

All the listed stages of the introductory part are mandatory, and their implementation is carried out in accordance with a clear sequence.

II. The main part of the training covers the following stages:

The first stage – actualization of the problem – is aimed at finding out the training participants’ knowledge and awareness of the topic of the training being discussed; determine why the problem is relevant and important for them personally and the company in general. Here, the trainer uses questionnaires, quizzes, questions, organizes “brainstorming”, role-playing games, etc.

During the second stage of the main part of the training, he provides the necessary information with the help of short messages, mini-presentations, handouts, etc.

The third stage – the development of skills – involves the active participation of trainees in various forms of work with the aim of developing skills and using them in practice.

III. The final part of the training involves summing up: together with the trainer, the participants discuss the results of the work, share their thoughts and impressions, find out whether they have fulfilled their expectations, and consolidate the acquired knowledge. Summarizing is characterized by the clarity of conclusions, which should be presented in writing.

It should be emphasized that training requires the compliance of certain rules and conduct standards that enable all participants to express their feelings and opinions, to openly express their opinions, to learn new knowledge, and to develop skills in constructive learning environments. This requires training, trust, relationships with partners, positive attitudes, constructive criticism and analysis, communication, maintaining emotional balance, compliance with regulations in various types of activities and determination to achieve results.

In order to ensure the effectiveness of training, it is necessary to take into account the specifics of group formation, such as understanding participants, defining expectations, defining their roles and groups by each participant (participant, performer, leader, organizer, etc.), harmonizing work, and establishing cooperation.

The content and structure of the training

Participants: 10-15 HR managers

Time: 6 hours

Place: Professional environment

Mode: offline

The purpose of training: encouraging HR managers to develop their psychological and pedagogical competence as well as develop skills of encouraging the company's personnel for professional development.

Tasks of training:

- 1) to form internal motivation and promote awareness of the importance of psychological and pedagogical knowledge in HR management;
- 2) to develop personal and professional qualities (responsibility, independence, empathy, tolerance);
- 3) to develop communication and cooperation skills;
- 4) to develop readiness for continuous professional development and improvement.

The plan of training

Activities	Tasks	Time
1. Introduction to the training and its topic	Task 1. Presentation of training organization. Task 2. Topic presentation	20 min
2. The content and structure of psychological and pedagogical competence	Task 3. Presentation of learning materials and discussion	20 min
3. Settings for the development of psychological and pedagogical competence	Task 4. Acquaintance of trainees (mutual presentation)	20 min
	Task 5. The characteristics of psychological and pedagogical knowledge and skills (the "Roundabout of Thoughts")	30 min
	Task 6. The rules of behaviour and teamwork during the training	20 min
Coffee break		
4. Defining the role and meaning of psychological and pedagogical knowledge in HR management and professional development	Task 7. The use of psychological and pedagogical knowledge in HR management and professional development (Case study)	80 min

Lunch		
5. Personal and professional qualities of HR manager	Task 8. The role-playing game “Ideas for corporate training organization”	80 min
Coffee break		
6. Communication and cooperation with employees	Task 9. The role-playing game “Actors”	60 min
7. Reflection	Task 10. Feedback and reflection (the “I-We-Business” technique)	30 min

Task 1. Presentation of training organization.

The purpose: to find out the goals and content of the training as a whole, the main requirements, to determine the expectations and wishes of the participants.

Means: The presentation “Introduction to training”.

Organization:

1. The participants get acquainted with the presentation of the training, in which the main content and organizational features, etc. are indicated.
2. The participants fill out questionnaires for diagnosing the initial level of psychological and pedagogical competence development.
3. The participants express their wishes and discuss important issues related to the content and organization of the training.

Issues for discussion:

- Is participation in the training your own initiative?
- Do you know the expected results of the training?
- Do you have experience participating in similar trainings (if so, which ones)?
- Do your colleagues and management support your participation in the training?
- Are you going to use the skills acquired during the training in practical activities in the future?

Task 2. Topic presentation.

The purpose: to get acquainted with the topic, aim and objectives, essence of the training.

Means: The presentation “Introduction to the topic”.

Organization:

1. The trainer greets the participants, introduces himself.
2. The slides present the topic, aim and objectives, and main stages.
3. If necessary, additional organizational questions (duration, break, etc.) are agreed upon.

Task 3. Presentation of learning materials and discussion.

The purpose: to comprehend the essence and features of psychological and pedagogical competence, the components of the HR manager’s readiness to use knowledge of Psychology and Pedagogy to encourage the company’s personnel for professional development.

Means: The presentation “Psychological and pedagogical competence: content and structure”.

Organization:

1. The participants get acquainted with the presentation, which reveals the following theoretical questions:
 - the concept of “psychological and pedagogical competence”.
 - the essence and features of psychological and pedagogical competence.
 - the peculiarities of using psychological and pedagogical knowledge in the business environment.
 - the use of psychological and pedagogical knowledge to encourage the company’s personnel.

2. During the presentation, training participants express their own opinions about the need to acquire psychological and pedagogical competence, taking into account their own experience.

Issues for discussion

- What is motivation?
- What social and emotional factors influence the training of employees?
- What psychological features should be used to encourage the company's personnel for professional development?
- What pedagogical knowledge is useful for organizing corporate training?
- What personal qualities should an HR manager possess in order to encourage staff for professional development?

Task 4. Acquaintance of trainees (the method of mutual presentation)

The purpose: to get to know each other, discuss the importance of getting to know each other during the training, learn about the methods and techniques of organizing the meeting, dividing into pairs, create a positive atmosphere.

Means: The table “My training group” (1 copy for each participant), the picture divided into 2 parts (quantity of half less than the number of trainees).

Organization:

1. Each participant receives one half of the picture and must find the person in the group who received the other half. Found pairs sit down together (if a participant does not find a pair, he can work in a pair with a coach).
2. All participants receive an unfilled table “My training group”, where the parameters of the group are indicated: surnames, names of participants, company, position, etc.
3. The pairs of participants briefly tell one another about themselves according to the parameters indicated in the table, optionally providing any other interesting information that they would like to convey to the participants.
4. Next, everyone introduces their partner to the group.
5. All other participants fill in the table of those present in the group for themselves.

Task 5. The characteristics of psychological and pedagogical knowledge and skills (the “Roundabout of Thoughts” method).

The purpose: to characterize psychological and pedagogical knowledge and skills, get acquainted with the method of warm-up, division into teams, the method of cooperative learning “Roundabout of Thoughts” and discuss the effectiveness of these techniques and methods, get active.

Means: flip chart, presentation board, felt-tip pens of three colors.

Organization:

1. To unite participants in teams, a warm-up activity is used. For this, participants are invited to get up from their seats and line up according to their date of birth. This should be done silently, without using any notes, only with the help of gestures. After the implementation of the task, the correctness of its execution is checked. Then you can join 3 teams, counting on 1, 2, 3 – all participants with number 1, number 2, and number 3. Organized teams are placed in the room.
2. Each team receives a sheet of paper on which “ME”, “WE”, “BUSINESS” are written. Participants write down the characteristics that each participant, all participants together should meet. It is important that together they form a team. Each team receives a felt-tip pen of a certain color.
3. At the instruction of the coach, the teams pass their sheet of paper to the next team and continue with another task.
4. After completing the work, the team receives its piece of paper and presents the result to other teams.
5. Everyone together discusses the effectiveness of the task, the constructiveness of the proposals, etc.

Issues for discussion:

- Why did we use this method of division into teams?

- Is it possible to use the “Roundabout of Thoughts” method while organizing corporate training?
- What are the advantages and disadvantages of the “Roundabout of Thoughts” method?
- How can this method be improved?

Task 6. The rules of behavior and teamwork during the training

The purpose: to determine the rules for effective interaction during training, discuss the importance of regulating the activities of training participants.

Means: Two flip charts, colored markers, etc.

Organization:

1. Each participant in turn names one rule that should be followed during the training.
2. The rules are written on the board.
3. All participants jointly decide on the necessity of these rules.

Issues for discussion:

- Why are the rules of conduct of training participants needed?
- Why is it advisable to discuss them with the participants?
- How can you monitor their compliance?

Task 7. The use of psychological and pedagogical knowledge in HR management and professional development (Case study method)

The purpose: to demonstrate the role and significance of psychological and pedagogical knowledge in the professional activity of the HR manager.

Means: handouts with real cases for each team.

Organization:

1. Each team receives a card with a description of a case related to the organization of corporate training.
2. During the allotted time (15 minutes), the team selects training methods that will be the most effective for acquiring knowledge, developing the skills of the company’s personnel, and prepares a justification for its own ideas.
3. Each team presents its own ideas and justifies its position.

Issues for discussion:

- Which aspects of professional environment were taken into account, and which were left out of the team’s attention?
- What psychological and pedagogical aspects should be taken into account when choosing teaching methods?
- How can you evaluate the effectiveness of the method used during corporate training?

Task 8. The role-playing game “Ideas for corporate training organization”

The purpose: in the process of discussing creative ideas regarding the organization of corporate training, to identify the professional and personal qualities of HR managers, which are significant for ensuring the effectiveness of their professional activities.

Means: sortition cards, teams’ badges, role description, discussion rules, analytical table.

Organization:

1. The participants are divided into 5 teams by sortition lots: “innovators”, “conservatives”, “optimists”, “pessimists”, “analysts”. The number of “innovators” and “conservatives”, as well as “optimists” and “pessimists” should be the same, the number of analysts can be random.
2. “Innovators” propose an innovative idea regarding the organization of corporate training (meaningful content, use of outsourcing, use of internal company resources, use of various forms and methods of training, etc.) and present it to the audience.
3. During a certain time (15-20 minutes), the proposed idea is discussed, in particular:
 - representatives of the “innovators”, “conservatives”, “optimists” and “pessimists” teams can express their opinion by raising their hands and receiving confirmation of the right to

speak. The right to speak is given to presenters in order of raising their hands. 1 minute is allotted for the performance;

- in their speeches, “innovators” should justify the expediency of their innovation, “optimists” should support a new idea by justifying its advantages, “pessimists” should focus the participants’ attention on the shortcomings of the new idea, and “conservatives” should deny the need to introduce changes;

- the participants must follow the rules of the discussion: the rules of speech, listen carefully to the speaker, do not interrupt each other, do not get personal;

- the “analysts” record the features of the performances: for each performance, the team receives 1 point, for the argumentation of each performance – from 1 to 3 points (according to the number and quality of arguments), for violation of any of the rules – the team loses 1 point.

4. The “analysts count each team’s points, and also add up the points scored for supporting the idea (“innovators” and “optimists”) and for rejecting the idea (“conservatives” and “pessimists”). The total number of points indicates the acceptance or rejection of the idea. The teams get acquainted with the results.

5. Summary of the game: participants analyze the reasons for accepting or rejecting a new idea, identify strong and weak arguments, constructive proposals, form conclusions regarding the improvement of the proposed idea, conditions for its implementation, etc.

6. Reflection: the analysis of participants’ behaviour, determination of advantages and disadvantages of their work, analysis of personal and professional qualities demonstrated during the game. Game participants form a conclusion about personal and professional qualities that are significant in the professional activity of an HR manager.

Issues for discussion:

- What is the expediency of using the distribution of roles to discuss a certain problem?
- Did the received role correspond to your typical behaviour that reflects the attitude towards innovative ideas?
- Which of the participants demonstrated responsibility, independence, empathy, tolerance?
- Why are responsibility, independence, empathy, tolerance important qualities of a modern HR manager?

Task 9. The role-playing game “Actors”

The purpose: to develop the skills of effective communication, solving problems and conflict situations, expanding one’s own arsenal of “effective solutions” to conflict communication situations and cooperation with company employees.

Means: handouts, sheets of paper, pens.

Organization:

1. The participants are divided into 5 teams.
2. Participants receive the case: recently, an employee who has significant experience, is a qualified and valuable specialist, began to be late for work regularly, without warning either management or colleagues. The employee has extended the deadline for submitting the project, during the working day he is distracted by searching for information on the Internet that is not related to his professional functions. This situation causes a negative attitude of the company’s management. However, understanding the value of this employee to the company, no punitive measures (dismissal, loss of bonus, etc.) are taken.
3. The team writes down a phrase with which the manager could start a conversation with a subordinate who was late for work. The coach exchanges phrases between the teams.
4. Another team prepares the subordinate’s response to the manager. The coach exchanges phrases between the teams.
5. Now the teams have to play the role of the “angry manager” who threatens the employee with dismissal, not choosing the correct vocabulary and disregarding the norms of professional ethics. The development of the conflict becomes obvious. The coach exchanges phrases between the teams.

6. The participants try to find words that would calm the manager and the subordinate. The trainer collects created mini-scenarios and reads them.

Issues for discussion:

- What words became a trigger for the transition of a communicative situation into a conflict one?
- What personal qualities did the manager and subordinate demonstrate?
- What consequences can the conflict have for all its participants?
- What can be recommended to the manager and the subordinate to avoid the conflicts in the future?

Task 10. Feedback and reflection (the technique “I-We-Business)

The purpose: to perform an analysis of the training, determine its advantages and disadvantages, express wishes, reflect on one’s own motivation regarding the further development of psychological and pedagogical competence.

Means: flip-chart.

Organization:

1. The participants discuss the effectiveness of teamwork during the training, using the following technique:

- “Me” – how I felt, with what mood I worked, whether I was satisfied with myself?
- “WE” – was it comfortable to work in a team, what difficulties arose?
- “BUSINESS” – whether the team achieved the defined goals; did the work at the training help you to get answers to important questions, to solve your current problems?

2. The participants evaluate the effectiveness of the training and express their wishes in the final questionnaire.

Issues for discussion:

- How did you feel during the training, what mood did you work with, did your emotional state change?
- Was it comfortable to work in a team?
- What challenges did you face?
- Were the defined goals of the activity achieved?
- Did the activities at the training help you get answers to important questions and solve your current problems?

Questionnaire for training evaluation

Determine your own attitude to the proposed statements by choosing one of the answers: agree, somewhat agree, somewhat disagree, disagree				
Statements	Agree	Somewhat agree	Somewhat disagree	Disagree
This training was useful for me				
The structure of the training was logical and effective				
The trainer chose a style of conducting training appropriate to the professional environment				
The trainer chose effective teaching methods				
The handouts were useful during the training				
The atmosphere of the training was positive and constructive				
The trainer’s work was effective				

The tasks that were solved during the training were clearly formulated and corresponded to the specifics of HR managers' professional activity				
The tasks of the training were completed in full, which made it possible to achieve the specified goal				
My expectations from the training have been fully met				
The duration of the training was adequate to its purpose and task				
The training was interesting for me and useful for my professional development				

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The appendix was prepared by the author based on the processing of research source base.

Appendix G-2

Training

“Reflective practices in professional development”

General information

In the context of HR managers' professional development, reflection should be considered as a process of recognition as a professional's perception of the professional environment and self-identification. The application of HR managers' reflective practices is important for professional development and improvement of professional activity. Furthermore, the mastery reflective practices by HR managers offers them the possibility to continue to work with company employees and organise corporate training.

Reflection is the art of qualitative realization of creative potential, which allows us to combat professional deformation. Research into the characteristics of HR managers' reflection explains the main problems in their development and predicts how to improve reflection practices to develop personal and professional qualities.

Reflective practices are used to understand the specific characteristics of professional development, particularly the relationship between positive and negative relationships, primarily the reasons of problems which arise in professional environments; to analyse experiences and influence on the formation of relationships with colleagues; and to investigate the relationships between professional and personal characteristics and the construction of an effective professional environment.

Various situations in which HR managers' activities are carried out affect the behaviour and development of the individual. To successfully solve complex problems, it is necessary to analyse external situations, use personal internal resources, and use knowledge and skills to solve professional problems. Thanks to reflection, people are interested in their inner world, and there is a new need to understand their character traits, their own capabilities, to analyse their experiences and behaviours, and to understand what and why others think about them.

With the help of reflective practice, HR managers can evaluate their own knowledge and the ability to apply it in practice, regulate their professional development, identify the advantages and disadvantages of their own professional activities, and set priority areas for further acquisition of knowledge. The application of reflective practices by HR managers justifies the skills needed for analysis, synthesis, generalization, self-observation, self-control, self-evaluation, and self-improvement, etc.

In the context of corporate training, reflective practices are useful for rethinking the acquired experience, ways of assimilating professional knowledge, reflective evaluation of professional development, which provides grounds for selection and assimilation of professional knowledge for further application in the business environment.

The content and structure of the training

Participants: 10-15 HR managers

Time: 7 hours

Place: Professional environment

Mode: offline

The purpose of training: encouraging HR managers to use reflective practices, both in their own professional development and in corporate training of company employees, mastering relevant knowledge and skills.

Tasks of training:

- 1) to form internal motivation and promote awareness of the importance of reflective practices in HR management;
- 2) to acquire pedagogical and psychological knowledge for reflection;
- 3) to develop reflective skills;

4) to develop skills of drawing up an individual professional development plan in accordance with the company's human capital development strategy and corporate culture.

The plan of training

Activities	Tasks	Time
1. Introduction to the training and its topic	Task 1. Presentation of training organization. Task 2. Topic presentation	20 min
2. Reflective practices: the essence and main features	Task 3. Presentation of learning materials and discussion	20 min
3. Settings for the development of psychological and pedagogical competence	Task 4. Acquaintance of trainees (personal and professional qualities presentation)	20 min
	Task 5. Professional ethics and corporate culture (activity: form pairs "term – definition")	20 min
	Task 6. The rules of behavior and teamwork during the training	20 min
Coffee break		
4. Corporate training organization	Task 7. The development of corporate training plan (business game)	120 min
Coffee break		
5. Communication and cooperation with employees	Task 8. The role-playing game "Actors"	60 min
Lunch		
6. Employee portfolio: essence and structure	Task 9. Portfolio development (activity)	120 min
7. Reflection	Task 10. Feedback and reflection (the technique "Mail box")	20 min

Task 1. Presentation of training organization.

The purpose: to find out the goals and content of the training as a whole, the main requirements, to determine the expectations and wishes of the participants.

Means: The presentation "Introduction to training".

Organization:

1. The participants get acquainted with the presentation of the training, in which the main content and organizational features, etc. are indicated.

2. The participants fill out questionnaires for diagnosing the initial level of psychological and pedagogical competence development.

3. The participants express their wishes and discuss important issues related to the content and organization of the training.

Issues for discussion:

- Is participation in the training your own initiative?
- Do you know the expected results of the training?
- Do you have experience participating in similar trainings (if so, which ones)?
- Do your colleagues and management support your participation in the training?
- Are you going to use the skills acquired during the training in practical activities in the future?

Task 2. Topic presentation.

The purpose: to get acquainted with the topic, aim and objectives, essence of the training.

Means: The presentation "Introduction to the topic".

Organization:

1. The trainer greets the participants, introduces himself.

2. The slides present the topic, aim and objectives, and main stages.
3. If necessary, additional organizational questions (duration, break, etc.) are agreed upon.

Task 3. Presentation of learning materials and discussion.

The purpose: to comprehend the essence and functions of reflection, get acquainted with examples of reflective practice and its importance for employees' professional development and the organization of corporate training in the company.

Means: The presentation "Reflection: the best practices".

Organization:

1. The participants get acquainted with the presentation, which reveals the following theoretical questions:

- "reflection" as a notion;
- the essence and features of reflection;
- the peculiarities of the use of reflective practices and their role in HR manager's professional development;
- the use of reflective practices to organize corporate training of the company's employees.

2. During the presentation, training participants express their own opinions about the need to master reflective skills, taking into account their own experience.

Issues for discussion:

- What is reflection?
- What psychological and pedagogical knowledge is necessary for the implementation of reflective practices?
- What reflexive practices can an HR manager apply to encourage the company's personnel for professional development?
- What factors should be taken into account while planning the corporate training of employees?
- What personal qualities should an HR manager have to organize corporate training?

Task 4. Acquaintance of trainees (personal and professional qualities presentation)

The purpose: to get to know each other, discuss the importance of getting to know each other during the training, learn about the methods and techniques of organizing the meeting, create a positive atmosphere.

Means: Questionnaire "My colleague ..." (1 copy for each participant).

Organization:

1. Each participant receives the questionnaire "My colleague ...". Certain actions are specified in the questionnaire. Opposite each action, the participants write the name of the colleague who has this or that behaviour or action (for example: ... is never late, always has new ideas, is ready to help, attentive to the interlocutor, etc.).

2. All participants receive an unfilled table "My training group", where the parameters of the group are indicated: surnames, names of participants, company, position, etc.

3. Each participant briefly tells about himself according to the parameters indicated in the table.

4. All other participants fill in the table of those present in the group for themselves and mark their bright personal and professional qualities.

Task 5. Professional ethics and corporate culture (activity: form pairs "term – definition")

The purpose: to characterize the basic concepts of professional ethics and corporate culture, to get acquainted with the method of warm-up, division into teams, to briefly determine the reasons for violation of professional ethics, to become more active.

Means: flip chart, presentation board, felt-tip pens of three colors.

Organization:

1. To unite participants in teams, a warm-up is used. For this, the participants are invited to get up from their seats and line up in alphabetical order of their surnames. This should be done silently, without using any notes, only with the help of gestures. After the implementation of the

task, the correctness of its execution is checked. Then you can join 3 teams, counting on 1, 2, 3 – all participants with number 1, number 2, number 3. Organized teams are placed in the room.

2. Each team receives a set of handouts: terms and their definitions. Participants match the terms and their definitions, form pairs.

3. After accomplishment of this task, each team member chooses 1-2 terms for himself, submits his own interpretation of its meaning and notes whether there is a case in his experience that confirms compliance or non-compliance with the norms of professional ethics and corporate culture.

4. All participants discuss the effectiveness of the task.

Issues for discussion:

- Why did we use this method of division into teams?
- Is it possible to use the proposed activity during the organization of corporate training?

- What are the advantages and disadvantages of this activity?

- How can it be improved?

Task 6. The rules of behavior and teamwork during the training

The purpose: to determine the rules for effective interaction during training, discuss the importance of regulating the activities of training participants.

Means: two flip charts, colored markers, etc.

Organization:

1. Each participant in turn names one rule that should be followed during the training.

2. The rules are written on the board.

3. All participants jointly decide on the necessity of observing these rules.

Issues for discussion:

- Why are the rules of conduct of training participants needed?

- Why should they be discussed with the participants?

- How can you monitor their compliance?

Task 7. The development of corporate training plan (business game)

The purpose: to develop the skills of designing a corporate training plan, to develop the skills of teamwork.

Means: handouts with real cases for each team.

Organization:

1. Each team receives the card with a description of a case related to corporate training planning.

2. During the allotted time (60 min), the team analyzes the case, determines which pedagogical problem needs to be solved, draws conclusions about the company's priorities based on SWOT analysis (strengths, weaknesses, opportunities, threats), chooses a method of studying the needs and interests of employees, their opportunities coordination with the company's strategy, develops a plan for the organization of corporate training.

3. Each team presents its own ideas and justifies its project.

4. After the presentation of each team, the members of the other teams ask clarifying questions, determine and discuss the advantages and disadvantages of the developed corporate training plan.

Issues for discussion:

- What strengths, weaknesses, opportunities, threats of the company's corporate training should be taken into account during planning?

- What methods of studying the needs and interests of employees are appropriate to use?

- Why is it necessary to coordinate the company's strategy with the needs and interests of employees regarding the organization of corporate training?

Task 8. The role-playing game “Actors”

The purpose: to develop the skills of effective communication, solving problem and conflict situations, expanding one’s own arsenal of “effective solutions” to communication situations and cooperation with company employees.

Means: handouts, sheets of paper, pens.

Organization:

1. Participants are divided into 4 teams.

2. Participants receive cases:

– The director of the company participates in the professional development program for CEO. However, he believes that personnel management training is redundant in this program and not worth his attention. The head of the HR Department has information that employees are afraid of the director, avoid direct meetings and communication with him. The task of the head of the HR Department is to convince the director of the need to participate in this training, arguing the need to develop the skills of establishing contact with subordinates and further cooperation.

– The company decided to switch to work in a new system, which requires a change in thinking, attitude to work, etc. The biggest problem for the head of the department is reformatting the work of conservative employees. The manager’s task is to talk with subordinates, set them up for the introduction of changes, their positive perception, using the techniques of argumentation and active listening.

– In the first month after being appointed to the position, the director was approached by an employee who, in an ultimatum, demanded an increase in the salary. The director promised the employee that he would find a solution to this issue within 4 days. He contacted the relevant departments, found out how many positions of the kind there are in the organization, what the employee’s duties are, specified the amount of salary, and also when the last salary increase was. It turned out that the duties are quite simple, such a position is the only one in the company, the salary is high, and its next increase was 3 months ago. In addition, the director asked the head of the HR Department to find a candidate for this position.

The task of the director is to talk to the subordinate, to convince him that his request cannot be satisfied. The director is interested in this employee, does not want to start work in a new position with layoffs, but also does not want to make unjustified concessions. He is ready to take another employee if he fails to convince the subordinate.

The task of the employee is to smooth out the conflict and find a constructive way out of the situation, since he has worked for this company for many years, his duties are not difficult and he does not want to lose his job. Therefore, he does not intend to insist on his own and is not interested in conflict with the new director.

– To optimize the work of the department, it is necessary to reduce the number of personnel. The director offered one of the employees to transfer to another department with an increase in salary, but a reduction in bonuses, which ultimately led to a decrease in his income. The employee was offended.

The director’s task is to convince the employee to transfer to another department, because his salary did not correspond to the scope of the job duties and was overpriced.

The task of the employee is to remain in a position with a high salary, although he is aware that changes are inevitable.

3. During the allotted time (20 min), the teams prepare 2 scenarios of the development of events and present them (5 min) to other participants of the training.

4. After the presentation, participants discuss the advantages and disadvantages of scenario development.

Issues for discussion:

– What personal qualities did the actors demonstrate?

– What arguments were used by the actors?

– Were the norms of professional ethics and corporate culture observed?

– What can be recommended to actors to improve their communication and establish cooperation?

Task 9. Portfolio development (activity)

The purpose: to reveal the content and structural features of compiling various types of portfolio, to determine its role in the professional development of an employee.

Means: templates of presentation portfolio, development portfolio, working portfolio, hybrid portfolio.

Organization:

1. The participants get acquainted with the presentation “Portfolio and its types”.
2. The participants are divided into 4 teams.
3. During the specified time (60 min), each team receives a portfolio template, analyzes its structure, advantages and disadvantages, develops a portfolio example.
4. After completing the work, each team presents the developed portfolio.
5. During a certain time (20 min), there is a discussion of the developed portfolios, the expediency of their use for the organization of corporate training.

Issues for discussion:

- What are the advantages and disadvantages of different types of portfolios?
- What type of portfolio is appropriate for analysis and further use for the purpose of organizing corporate training?
- Which team was the best (better coped with the task) and why?

Task 10. Feedback and reflection (the technique “Mail box”)

The purpose: to perform an analysis of the training, determine its advantages and disadvantages, express wishes, reflect on the acquired knowledge and developed skills, determine the prospects for their further use in the process of organizing corporate training of the company’s employees.

Means: mail box, paper, pens.

Organization:

1. At the beginning of the training, a mail box is installed in the room.
2. During training and breaks, all participants write a short letter (2-3 sentences) and address it to the participants or the trainer. In this letter, they indicate the type of activity that they liked / did not like, note colleagues who showed creativity, innovation, efficiency in work, revealed certain personal or professional qualities that were helpful in the work of the team.
3. Selected participants read the letters and familiarize all present with their content. Participants discuss specific features.
4. The participants evaluate the effectiveness of the training and express their wishes in the final questionnaire.

Issues for discussion:

- How did you feel during the training, what mood did you work with, did your emotional state change?
- Was it comfortable to work in a team?
- What challenges did you face?
- Were the defined goals of the activity achieved?
- Did the activities at the training help you get answers to important questions and solve your current problems?

**Questionnaire
for training evaluation**

Determine your own attitude to the proposed statements by choosing one of the answers: agree, somewhat agree, somewhat disagree, disagree				
Statements	Agree	Somewhat agree	Somewhat disagree	Disagree
This training was useful for me				
The structure of the training was logical and effective				
The trainer chose a style of conducting training appropriate to the professional environment				
The trainer chose effective teaching methods				
The handouts were useful during the training				
The atmosphere of the training was positive and constructive				
The trainer's work was effective				
The tasks that were solved during the training were clearly formulated and corresponded to the specifics of HR managers' professional activity				
The tasks of the training were completed in full, which made it possible to achieve the specified goal				
My expectations from the training have been fully met				
The duration of the training was adequate to its purpose and task				
The training was interesting for me and useful for my professional development				

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The appendix was prepared by the author based on the processing of research source base.

Appendix H

Project “The development of corporate training program”

Considering the company’s development strategy, the strategy of human capital development, the portfolio of employees of a certain department, the interests and needs of employees, HR managers develop a design of corporate training program using the proposed template.

Participants: HR managers

Time: 10 hours

Place: Professional environment

Mode: offline

The purpose of the project: to develop the corporate training program for employees of the certain department.

Tasks of the project:

1) to develop analytical skills to determine the needs of the company, interests and needs of employees in professional development;

2) to determine the resources necessary for the development and implementation of the corporate training program;

3) to master the knowledge and skills of corporate training program development.

The template

Corporate training program for Logistics Department	
General information	
The goal and objectives of company development	
The goal and objectives of company human capital development	
The goal and objectives of Logistics Department	
Employees’ interests	
Employees’ needs	
Performance problem	
Desired changes in performance	
Needs analysis	
Structure of the program	
Indicators	Total quantity of hours
Quantity of hours	
Total corporate training hours:	
•	
•	
Total hours for self-study:	
•	
•	
Final control	
The goal and objectives of the program	
The goal of program study and learning outcomes	
Objectives of the program	
Learning outcomes, methods and organisational forms of teaching	

and learning, methods for learning outcomes assessment	
Knowledge	
Skills	
Communication	
Autonomy and responsibility	
Methods and organizational forms of teaching and learning	
Corporate training	
Self-study	
Methods for learning outcomes assessment	
Program description	
Title	Quantity of hours
Total quantity of hours	
Assessment procedure and criteria	

The appendix was prepared by the author.

Appendix I

Team building & teamwork

General information

HR management strategies called “team building” are designed to connect people who will cooperate effectively to ensure effective and successful business in the company. The research into a non-conflict communication method between incompatible people is one of the most crucial aspects of team building. The ability to establish a team and establish productive activities (which can be carried out with the help of team-building and teamwork) is a professional attribute of a leader. Companies often organize events incorporating various forms of cooperation, team building and teamwork, thereby increasing the appeal and effectiveness of these exercises.

Team building and training games and activities

Building Bridges

The objective of this game is to introduce the idea of teamwork, communication and creative problem solving. A group of 5-7 people participates in this game. A room with ample space is needed for movement and approximately one hour is required to perform the game. Participants need lots of newspaper, rolls of masking tape, a gallon jug $\frac{1}{4}$ to $\frac{1}{2}$ full of water, a plastic dishpan type container, a cassette player and music with a hectic pace. Participants are asked to build a bridge using only the newspaper and masking tape. The bridge must be strong enough to hold the bottle and tall enough for the pan to pass underneath it. The bridge must be free-standing; not attached to the wall, furniture, a person or anything else. The group has seven minutes to plan, discuss, etc. and to be sure everyone in the group is included. After the 7 minute discussion period, they are given newspaper, tape and 8 minutes to construct their bridge. By the way, they are not allowed to talk during these 8 minutes. At the end of this 8-minute period, the group is asked to speak to each other in 30 seconds and then an additional 3-minute silent period is given to complete their bridge. During the last work session, it is suggested to play music loudly. Finally the group presents their bridge. A spokesperson tells about the bridge, passes the pan under and puts the jug on top. When the jug is put on top, they count for 10 seconds. After the game, some questions are addressed to the participants and they may discuss the questions below:

- How did you work as a group?
- Which part was the most difficult?
- Did everyone participate in some way?
- Did you feel like you contributed to the group?
- Did you feel like you were part of the group?
- Was there one particular person that dominated the group?
- How was their quietness interpreted: agreement of disagreement?
- What influenced the type of bridge built by the group?
- How did communication or lack of it affect the work of the group?

Source: Brândușa-Oana, C., & Isabela-Anda, D. *Team building activities*. Retrieved from: https://www.academia.edu/27708512/TEAM_BUILDING_ACTIVITIES

Helium Stick

This is a simple but powerful exercise for learning how to work together and communicate in small to medium sized groups. Participants line up in two rows which face each other. The helium stick – a long, thin, light rod- is introduced to the group and the participants are asked to point their index fingers and hold their arms out. Everyone’s index fingers touch the stick. The challenge is to lower the Helium Stick to the ground. Each person’s fingers must be in contact with the Helium Stick at all times. If anyone’s finger is caught not touching the Helium Stick, the task will be restarted. Participants may be confused initially because the Helium Stick may go up rather than go down. The instructor can offer direct suggestions or suggest the group stop the task, discuss their strategy, and then start again. As a follow-up activity, the questions below may be asked to

enforce the collaboration among the participants.

- What was your initial reaction in the group?
- How well did you cope with this challenge?
- What skills did it take to be successful as a group?
- What creative solutions were suggested?
- What do you think are the strengths and the weaknesses of the group?

Source: Brândușa-Oana, C., & Isabela-Anda, D. *Team building activities*. Retrieved from: https://www.academia.edu/27708512/TEAM_BUILDING_ACTIVITIES

Mine Field

In this popular and engaging game, communication and trust in a group work is emphasized. Groups can be formed in various sizes and types. The goal of the game is to walk, with eyes closed or blindfolded in a designated area full of obstacles without touching any obstacle or any person. The instructor selects a “playing field” inside or outside and distributes some objects, “mines” to be avoided. Participants can begin by trying to cross the field by themselves. In the second round, they can be accompanied by a partner who helps them cross the field by “guiding” them through the field. There may be a penalty for hitting a “mine”. Participants are allowed to decide on their communication commands. The instructor could introduce more items or remove items if it seems too easy or too hard. After the game, the questions below play an important role to feedback the participants:

- How much did you trust your partner (out of 10) at the start?
- How much did you trust your partner (out of 10) at the end?
- What is the difference between going alone or being guided by another?
- What did your partner do to help you feel safe and secure?
- What communication strategies worked best?

Source: Brândușa-Oana, C., & Isabela-Anda, D. *Team building activities*. Retrieved from: https://www.academia.edu/27708512/TEAM_BUILDING_ACTIVITIES

Group Survival Scenario Exercise

This is a classic group communication and decision making exercise, with many variations, which works for a wide variety of ages and purposes, indoors or outdoors. There are two classic types of "paper & pencil" group survival scenarios (selecting equipment and selecting people).

Scenario Type 1: Choose Survival Equipment

The following situation is presented: *Your plane crashed...your group needs to choose the 12 most useful items to survive...* Participants will choose/rank the items individually then they will discuss choices/rankings in small group and come to a group consensus.

Possible scenarios that can function effectively both with children and adults are:

- Lost at sea or island survival (shipwreck)
- Desert (plane crash)
- Space or Moon

Scenario Type 2: People Survival Scenario (Who will be saved?)

The contextual introduction is: *nuclear bomb has been dropped...a radiation-free shelter is available, but can only take 6 people; choose who will survive...* Participants role play characters (a bit like a Murder Mystery). This can lead to high emotions; people get intensely engaged, particularly when choosing who will survive, and none of the decisions are easy.

A specific feature of this type of activity that promotes creativity and encourages participants to be confident about their answers is that there are no right answers - any so-called "correct" answers are based on debatable values (e.g., ageism, sexism, racism)

Possible scenarios are:

- Nuclear war shelter
- Oxygen dwindling (space, moon, mars)
- Lifeboat / Sinking ship (sea)

To emphasize individual versus group decision making, the session could be split into three parts: individuals make their own selections first, on paper (5-10 minutes); groups (or sub-groups) then discuss and create a group decision; compare individual and group performances, e.g.,: for equipment scenarios, group decisions are usually more accurate than individual answers, helping to illustrate the importance of collaborative group decision-making; for people scenarios, score individuals according to how close the group's decision was to their own selections of who is to live and die (an indicator of each person's influence over the group). As a follow-up activity, the questions below may be asked to enforce the collaboration among the participants:

- How were decisions made?
- Who influenced the decisions and how?
- How could better decisions have been made?
- How was conflict managed?
- How did people feel about the decisions?
- How satisfied was each person with the decision (ask each participant to rate his / her satisfaction out of 10, then obtain a group average and compare / discuss with other groups' satisfaction levels)?
- What have you learnt about the functioning of this group?
- How would you do the activity differently if you were asked to do it again?
- What situations at work/home/school do you think are like this exercise?

Source: Brândușa-Oana, C., & Isabela-Anda, D. *Team building activities*. Retrieved from: https://www.academia.edu/27708512/TEAM_BUILDING_ACTIVITIES

Just a Glimpse

Purpose of activity: This game encourages problem solving and helps groups learn to communicate effectively.

The leader of the activity builds a small structure with some of the wooden building blocks from the set of blocks and hides it from the group. Divide the participants into teams of 3-4 people. Each team is given the same set of wooden blocks so that they can duplicate the structure created by the leader. One member from each team comes up at the same time to look at the block structure for 30 seconds. They try to memorize it before returning to their team. After they return to their teams, they have 30 seconds to instruct their teams about how to build an exact replica of the leader's structure using their own set of wooden blocks. The team cannot start to build until he has finished his instructions. Once he has given instructions and they are building he can no longer say anything. The team then gets 1 minute to try to recreate the structure.

After 1 minute of building another member from each team can come up for "just a glance." They get 30 seconds to look at the structure before returning to their team, explain for 30 seconds, and the team continues to try to recreate the structure. The game continues until one team is the first to successfully duplicate the original structure of building blocks.

Debrief: Here are some discussion questions to be used after the activity.

- What difficulties did you face as a group?
- What successes did you have as a group?
- Who in your group communicated most effectively?
- What was it that made their communication effective?
- What frustrations did the person explaining have with those building?
- What frustrations did the "builders" have with the "explainers"?
- Did your group have a leader?
- What made that person an effective leader?
- What would you have done differently to accomplish your goal more efficiently?

Source: Singh, T. "Team building blocks". *Team building activities and blocks*. Retrieved from: https://www.academia.edu/31439541/Team_Building_Blocks_Team_Building_Activities_with_Blocks

Sum of the Parts

Purpose of activity: Challenge a team to think about how communication is needed to improve work morale and help bridge differences. Teaches how each one doing their part can meet a team goal through effective communication. Great communication activity that proves that sometimes everyone is right!

Teams of 6 people each time required: 30 mins.

Equipment needed: Set of wooden building blocks for each team. Separate instructions for each team member.

Objective: Participants must build a shared tower using the wooden blocks provided. Each member of the team has their own instructions that the others are not aware of.

Rules: Participants must not share their instructions with each other at any point.

Instructions for team members:

Team Member #1: Your tower must be 10 levels high.

Team Member #2: Your tower must be built with cubes, and triangles.

Team Member #3: Your tower must be built with cubes, rectangles, triangles and arches.

Team Member#4: The 4th level of your tower must include arches.

Team Member #5: Your tower must include at least 30 blocks.

Team Member #6: Only you may build the tower.

Remember team members may not share their instructions with the other team members.

Game ends when each team has completed their structure. They then share with each other their individual instructions and see if they have met all the requirements.

Debrief: Discuss the following after the activity. Have the team rate their effectiveness on a 1-10 scale (1 meaning you didn't work well together, 10 meaning you were extraordinary).

How many of the individual instructions did we complete?

- What instructions did we not complete?
- Why were you not able to complete them?
- Was there a leader in our group?
- What did that person do to help our group accomplish our goal?
- What difficulties did you face?
- How did you resolve difficulties?
- How did you feel throughout the activity?
- Who in the group communicated the best?
- How did they communicate?
- What can you learn about team differences and team morale from this activity?

Source: Singh, T. *“Team building blocks”*. *Team building activities and blocks*. Retrieved from: https://www.academia.edu/31439541/Team_Building_Blocks_Team_Building_Activities_with_Blocks

Director, Runner, Builder, Observer

Purpose: to illustrate the importance of clear communication, and allow the group to explore their communication style and make improvements as necessary.

Materials and Preparation: 2 matching sets of children's building blocks (or Legos), with 10 blocks in each set. Using one set of blocks, build a random object using the 10 blocks. (Optional – 2 bags to contain each set of building blocks.)

Time: 45 min

Group Size: minimum 3 people, up to about 7. (You can have duplicate exercise running in parallel if group is larger, but will need more sets of building blocks).

There are 4 roles in this communication skills game.

Person A – director

Person B – runner

Person C – builder

Person(s) D – observer(s)

Person A is given the built-up set of blocks, and is the only person who can see the object. It is the director's job to give clear instructions to person B, the runner, so that person C can build an exact replica of the model. Person B listens to the director's instructions and runs to a different part of the room to where person C is sitting. The runner then passes on the building instructions, without seeing the building blocks, to Person C, the builder. The runner can make as many trips as required within the time allowed for the exercise. Person C listens to the runner's instructions and builds the object from the set of building blocks. The builder is the only person who can see the object under construction, and building materials. Person(s) D observe the communication game, and make notes about what works, what doesn't work, and how people behaved under pressure etc., to pass onto the group later.

Set a time limit for the exercise of 10 minutes. When the time is up, allow the group to compare the model and the replica, and see how closely it matches. Generally, the replica will bear little resemblance to the original, which usually causes heated discussion!

Debrief: Allow the group to reflect on how the exercise went, and agree 1 thing they did well, 1 thing that didn't work, and 1 thing they would do better next time.

Run the exercise again, either switching or keeping original roles, and see if any improvements have been made. Make sure you deconstruct the “original” model and create a new design!

This simple communication skills game can be run many times without losing learning potential. Teams can add layers of sophistication to their communication by making use of aids such as diagrams, codes, standard procedures and using active listening techniques.

Source: Singh, T. “*Team building blocks*”. *Team building activities and blocks*. Retrieved from: [https://www.academia.edu/31439541/ Team Building Blocks Team Building Activities with Blocks](https://www.academia.edu/31439541/Team_Building_Blocks_Team_Building_Activities_with_Blocks)

Senior Management, Middle Management, and Workers

Start with three rooms with a phone in each room. It is best if the rooms are far apart, or on different floor but the key is to make communications inconvenient. Have a complicated building block image or lego project description/picture.

Divide your participants into three equal groups: Workers, Middle Management and Senior Management. Each group has one of the rooms.

Workers are told they have a contract to build something. They get all the building block pieces. No instructions, no pictures, nothing. All they get are blocks.

Middle Management is told to wait for instructions from senior management.

Senior Management is given the picture and instruction to build the product. They are also told that the end product is worth \$1,000,000. They have two hours to deliver. Management was informed the cost of material and the labour cost per minute. Each minutes late will cost them \$5,000.00. They get a bonus if they can get it done within 90 minutes. Then they are told where the workers and middle management are located.

Allow a few minutes (20 or so) for the groups to decide what to do with the instructions provided to them.

Debrief: Come together as a group, and discuss what happened.

Did the project get accomplished?

Was it correct?

How long did it take, and accordingly, how much money was brought in?

Did the pictures and instructions ever leave the senior management's room? (How long did it take? Often they get too busy arguing about how to proceed.)

Did senior management contact middle management?

Did the Workers ever contact Middle Management to see what they were supposed to do?

How did middle management respond – were they overwhelmed?

Where they left in the dark? What could we learn from this in our facility?

Source: Singh, T. “*Team building blocks*”. *Team building activities and blocks*. Retrieved from: [https://www.academia.edu/31439541/ Team Building Blocks Team Building Activities with Blocks](https://www.academia.edu/31439541/Team_Building_Blocks_Team_Building_Activities_with_Blocks)

The appendix was prepared by the author based on the processing of research source base.

Appendix K

Role-playing & business games

General information

Role-playing and business games are training methods in which participants take on roles in scenarios relating to professional activities, gain knowledge and practice skills. The objective of the role-play is to establish participants' attitudes to certain topics, gain direct experience in solving specific problems, help participants form their own conscious positions on the situations and issues discussed and help them develop safe and responsible behavior skills.

In order to ensure that the roles are selected by players willingly, a clear distribution of roles must be organized before a role-playing game begins. Business games are a didactic tool that encourages the growth of creative professional thinking and shows the ability to create, solve, demonstrate, and analyze professional situations. The theme of the game is the reproduction of certain production dynamics and conditions, as well as the interactions and activities of participants.

A double activity that advances both the game and educational objectives is a business game that focuses on the objectives. It is planned and executed as a cooperative activity in which players set important professional goals, work towards them and make the right decisions both individually and collectively. Two-way (dialogue) and multilateral communication is the main means of engaging partners in cooperative activities, creating and solving game problems. This allows both individual and group solutions to be developed, leading to intermediate and final results.

Role-playing & business games

Role-playing game “Interview”

The head of the department conducts an interview with the applicant. The vacant position is the manager of the supply department. Before the game, participants read the applicant's CV. After studying the documents (10 minutes), the manager starts the interview. After the interview, the participants evaluate the skills of the manager, analyze the documents and evaluate the effectiveness of the decision made.

Business game “Enterprise”

The management of the enterprise plans to expand the product sales market. For this, it is necessary to produce higher quality and demanded products. In addition, the launch of new technological lines is planned. The problem is that a significant number of employees are not ready to implement changes and work with new equipment. Which employee training strategy is appropriate in this situation?

Role-playing game “Conflict client”

The game is played in pairs. A manager is on the phone with an angry customer about a purchased item. The client is dissatisfied with the quality of the product and demands a refund. After completing the game, the participants evaluate the behavior and communication of the manager and the client, determine their advantages and disadvantages from the perspective of achieving the goal of each of them.

Role-playing game “Evaluation of employee performance”

The head of the department evaluates the activity of the employee and his contribution to the achievement of the goals of the department. Based on the received data, he fills out the attestation form and prepares for an interview with the employee. The task consists in choosing a communication style, a method of building a conversation, and choosing the questions he will ask the employee. After the game is over, the participants evaluate the effectiveness of the strategy chosen by the manager.

The appendix was prepared by the author.

Appendix L
References on the implementation of research results
Appendix L-1



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
МУКАЧІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ

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26.06.2024 № 1157

ДОВІДКА

про впровадження результатів дисертації Гао Феї на тему
«Розвиток психолого-педагогічної компетентності HR-менеджерів
в умовах корпоративного навчання» (спеціальність 011 Освітні, педагогічні науки)

Матеріали та основні положення, викладені у дисертації Гао Феї, апробовано та впроваджено в роботу кафедри педагогіки дошкільної, початкової освіти та освітнього менеджменту Мукачівського державного університету впродовж 2023-2024 рр. Зокрема, основні положення, навчально-методичні розробки автора використано під час викладання освітнього компоненту «Теоретико-концептуальні основи професійної освіти» освітньо-наукової програми «Професійна освіта (за спеціалізаціями)» третього освітньо-наукового рівня вищої освіти та освітнього компоненту «Спецсемінар: Актуальні проблеми сучасної педагогічної освіти» ОНП «Освітні, педагогічні науки» третього освітньо-наукового рівня вищої освіти, що є обов'язковими компонентами.

Аспірант Гао Феї брав участь у вебінарі, під час якого виступив з презентацією «Науково-методичні засади розвитку психолого-педагогічної компетентності HR менеджерів в умовах корпоративного навчання», ознайомив науково-педагогічних працівників та аспірантів зі специфікою стимулювання HR менеджерів до розвитку психолого-педагогічної компетентності; організацією контекстного викладання та навчання для набуття досвіду реалізації психолого-педагогічної компетентності HR менеджерів; використанням потенціалу рефлексивних практик; розробкою і впровадженням програми професійного розвитку для HR-менеджерів з метою розвитку психолого-педагогічної компетентності в умовах корпоративного навчання.

Результати апробації науково-методичних розробок та матеріалів дисертації Гао Феї свідчать про високий науковий рівень виконання дослідження, теоретичне та практичне значення його результатів, що дає підстави для їх подальшого використання у роботі як сучасних компаній, так і закладів вищої освіти.

Результати апробації та впровадження матеріалів дисертаційної роботи обговорено та схвалено на засіданні кафедри педагогіки дошкільної, початкової освіти та освітнього менеджменту Мукачівського державного університету (протокол № 21 від 20.06.2024 р.).

Перший проректор Мукачівського державного університету, д-р екон. наук, проф.



Володимир ГОБЛИК

Appendix L-2

Товариство з обмеженою відповідальністю «ДЖЕТСОФТПРО УКРАЇНА»

79066, Львівська обл., м.Львів, вул.Юрія Липи, буд.45, кв.185

ЄДРПОУ 42472876

Вих№1007/01

Від10/07/2024

Акт

про впровадження результатів дисертаційного дослідження Гао Феї на тему «Розвиток психолого-педагогічної компетентності HR-менеджерів в умовах корпоративного навчання» (спеціальність 011 Освітні, педагогічні науки)

Упродовж 2023-2024 рр. матеріали та основні положення дисертаційного дослідження Гао Феї пройшли апробацію та впровадження у роботі ТОВ «Джетсофтпро Україна». Працівники компанії мали змогу стати активними учасниками різноманітних заходів, що є компонентами авторської програми професійного розвитку. Серед проведених заходів особливу цінність для професійного розвитку HR менеджерів складають такі: семінар «Психолого-педагогічна компетентність HR менеджерів: теоретичні аспекти та практичне застосування», тренінг «Мотивування HR менеджерів до розвитку психолого-педагогічної компетентності», проєкт «Розвиток програми корпоративного навчання», а також заходи, спрямовані на формування команди односторонців та розвиток командної роботи.

Компанія ТОВ «Джетсофтпро Україна» апробувала навчально-методичні розробки аспіранта Гао Феї, спрямовані на розвиток психолого-педагогічної компетентності, що є необхідною складовою професійної компетентності сучасних HR менеджерів, а також розробила проєкти програм професійного розвитку для працівників різних підрозділів.

Викладені факти слугують підставою для позитивної оцінки дисертаційного дослідження Гао Феї, що на практиці довело свою значущість не тільки для вдосконалення початкової професійної підготовки майбутніх HR менеджерів, але й для організації їхнього неперервного професійного розвитку в умовах корпоративного навчання.

Директор ТОВ «Джетсофтпро Україна»



Оксана ТАЦІЙ

Appendix L-3

0003026



УКРАЇНА

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ «ЛЬВІВСЬКА ПОЛІТЕХНІКА»

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22.08.2024 № 67-01-1421

на № _____

Довідка

про впровадження результатів дисертаційного дослідження Гао Феї на тему «Розвиток психолого-педагогічної компетентності HR-менеджерів в умовах корпоративного навчання» (спеціальність 011 Освітні, педагогічні науки)

Упродовж 2023-2024 н.р. основні положення та матеріали дисертації Гао Феї пройшли апробацію та впровадження у роботі кафедри менеджменту персоналу та адміністрування Навчально-наукового інституту економіки і менеджменту Національного університету «Львівська політехніка», зокрема у процесі викладання таких обов'язкових компонент освітньо-професійної програми другого (магістерського) рівня вищої освіти «Менеджмент персоналу (HR-менеджмент)», як «Рекрутинг та адаптація персоналу», «Навчання і розвиток персоналу».

Основні теоретичні положення, компонентна структура психолого-педагогічної компетентності майбутніх HR-менеджерів використані викладачами у процесі удосконалення лекційного матеріалу (теми: «Адаптація в організаційній культурі», «пропозиції», «Роль L&D у забезпеченні інноваційного розвитку організації»). Авторські розробки щодо використання елементів тренінгу «Рефлексивні практики у професійному розвитку», ділові та рольові ігри використано під час проведення практичних занять.

Все це дає підстави для позитивної оцінки дисертаційного дослідження Гао Феї, що має важливе значення для розвитку педагогічної науки загалом та підготовки майбутніх HR менеджерів зокрема.

Результати апробації та впровадження матеріалів дисертаційного дослідження обговорено та схвалено на засіданні кафедри менеджменту персоналу та адміністрування Навчально-наукового інституту економіки і менеджменту Національного університету «Львівська політехніка» (протокол № 14 від 26.06.2024 р.).

Проректор
з науково-педагогічної роботи



Олег ДАВИДЧАК

Appendix L-4



Товариство з обмеженою відповідальністю
МОЛОЧНА КОМПАНІЯ "ГАЛИЧИНА"

№ 2908/01
від 29.08.2024р.

АКТ

*про впровадження результатів дисертаційного дослідження Гао Феї на тему «Розвиток психолого-педагогічної компетентності HR-менеджерів в умовах корпоративного навчання»
(спеціальність 011 Освітні, педагогічні науки)*

Матеріали та основні положення дисертації Гао Феї апробовано у роботі ТОВ «Молочна компанія «Галичина» упродовж 2023-2024 рр. Працівники компанії брали участь низці заходів у рамках корпоративного навчання, зокрема інтерактивному семінарі «Психолого-педагогічна компетентність HR-менеджерів: теоретичні аспекти та практичне застосування», тренінгах «Мотивування HR-менеджерів до розвитку психолого-педагогічної компетентності», «Рефлексивні практики у професійному розвитку», проєкті «Розвиток програми корпоративного навчання» тощо.

У роботу компанії ТОВ «Молочна компанія «Галичина» впроваджено запропоновану програму професійного розвитку для HR-менеджерів. Використання авторських навчально-методичних розробок Гао Феї дало змогу поглибити знання HR-менеджерів про теоретичні та методичні засади розвитку психолого-педагогічної компетентності, її роль та значення у роботі з персоналом компанії, а також використати їх з метою рефлексії власного досвіду та формування плану професійного розвитку працівників компанії.

Результати апробації та впровадження матеріалів дисертації Гао Феї свідчать про її теоретичне та практичне значення, а також можливість рекомендувати до подальшого використання у практиці корпоративного навчання у сучасних компаніях.



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Appendix M

List of authors publications

Publications in which the main scientific results of the thesis are published

Articles in scientific editions included on the date of publication in the list of professional scientific editions of Ukraine

1. Gao, F. (2023a). Modern practice of HR-managers' psychological and pedagogical competence formation. *Академічні візії*, 24. Retrieved from: <https://academy-vision.org/index.php/av/article/view/631>
2. Gao, F. (2023b). The formation of HR-managers' psychological and pedagogical competence in the framework of corporate training: the main concepts and categories of research. *Академічні візії*, 23. Retrieved from: <https://academy-vision.org/index.php/av/article/view/629/566>
3. Mukan, N., & Gao, F. (2023a). Contextual teaching and learning for HR managers' psychological and pedagogical competence development within the framework of corporate training. *Педагогічні науки: теорія, історія, інноваційні технології*, 8-9(132-133), 138-146.
4. Mukan, N., & Gao, F. (2023b). Encouraging HR managers to develop psychological and pedagogical competence within the framework of corporate training. *Педагогічні науки: теорія, історія, інноваційні технології*, 10(134), 18-27.
5. Mukan, N., & Gao, F. (2024). The use of reflective practices for HR managers' psychological and pedagogical competence development within the framework of corporate training. *Педагогіка формування творчої особистості у вищій і загальноосвітній школах*, 92, 185-188.

Publications, which certify the approval of the thesis materials

6. Gao, F. (2023). The specificity of pedagogical research organization. *Професійний розвиток педагога в умовах інтеграції до європейського освітнього простору: міжнародна академічна та професійна / професійно – педагогічна мобільність: матеріали II Міжнародної науково-практичної конференції (Національний університет «Львівська політехніка»)* (м. Львів, 21 вересня 2023 року); за ред. Т. М. Горохівської, Ю. М. Козловського, О. М. Ієвлева, М. Ф. Криштановича, О. Якимець; за заг. ред. О. М. Ієвлева. (с. 120-122). Львів.
7. Gao, F. (2024a). HR managers' psychological and pedagogical competence: essence and main features. *Актуальні проблеми розвитку педагогічної освіти: інновації, виклики, перспективи: збірник тез доповідей за матеріалами Міжнародної науково-практичної конференції* (м. Мукачево, 15 березня 2024 р.). (с. 177-179). Мукачево: Видавництво МДУ.
8. Gao, F. (2024b). The features of motivational component of HR managers' psychological and pedagogical competence. *Актуальні проблеми професійної педагогіки та освіти: досвід, новації, перспективи: збірник матеріалів міжнародної науково-практичної конференції* (м. Львів, 25.04.2024). (с. 37-39). Львів: Національний університет «Львівська політехніка».
9. Gao, F. (2024c). The cognitive component of HR managers' psychological and pedagogical competence. *Scientific problems and options for their solution: collection of abstracts of the IX International scientific and practical conference* (Bucharest, 07-09 February 2024). (pp. 189-192). Bucharest, Romania: International Scientific Unity.

Information on the approval of the results of the thesis research

1. II International scientific and practical conference “International academic and professional / professional-pedagogical mobility: professional development of a pedagogue in the framework of integration to European educational space”. Lviv, Ukraine, 21 September 2023. Presentation: The specificity of pedagogical research organization.
2. International scientific and practical conference “Actual problems of pedagogical education development: innovations, challenges, perspectives”. Mukachevo, Ukraine, 15 March 2024. Presentation: The specificity of pedagogical research organization.

3. International scientific and practical conference “Actual problems of professional pedagogy and education: the experience, innovations, perspectives”. Lviv, Ukraine, 25 April 2024. Presentation: The features of motivational component of HR managers’ psychological and pedagogical competence.
4. The IX International scientific and practical conference “Scientific problems and options for their solution”. Bucharest, Romania, 07-09 February 2024. Presentation: The cognitive component of HR managers’ psychological and pedagogical competence.