



METHODICAL SYSTEM OF PROFESSIONAL DEVELOPMENT OF PERSONNEL IN ENTERPRISES OF THE SERVICE SECTOR

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Abstract

Relevance: The research is driven by rapid changes in information and technologies, the development of service industry enterprise networks, and the replenishment of staff with specialists (engineers, financiers, programmers, etc.) from the displaced persons who do not always possess adequate customer service skills. The competition among service sector enterprises is continuously escalating, and the qualifications and communicability of each employee become the characteristics that ensure an organization's steady progress. Meanwhile, aspects of continuous professional development and the enhancement of professional knowledge among service industry staff remain underexplored. The application of the "learning organization" concept principles and the systemic approach to developing professional competence in qualified service industry workers has not been the subject of specialized research.

Objective: To substantiate, based on the ideas, provisions, and principles of the "learning organization" concept, a system for developing the professional competence of service industry personnel and to develop its structural model.

Methods: The research objectives were addressed using theoretical methods, such as the analysis of scientific and methodological sources, studying the requirements of normative legal documents, which facilitated understanding the state of the researched problem and identifying directions for scientific inquiry. The comparative method was applied to review scientific approaches concerning the specified problem, particularly in foreign practices of personnel professional development; analysis and synthesis were used to clarify the peculiarities of service industry personnel activities and justify the methodical system for developing their professional competence.

Results: The characteristics of services as a process of simultaneous production, delivery, and consumption of activity results (actions, benefits, satisfaction) by a qualified worker were clarified, and based on this, the distinction in the professional competence of these enterprises' personnel from technical workers and agricultural sector workers was identified. The importance of implementing the ideas, provisions, and principles of the "learning organization" concept in domestic service sector enterprises, widely adopted in global companies, was demonstrated. The structure of the methodical system for developing the professional competence of service industry personnel was substantiated (objective, information-digital technologies, content, methods, forms, means, result, control, and correction of the development outcomes of the researched integrative personality trait of a qualified enterprise worker).

Conclusions: It was established that the main feature of modern service sector enterprises' functioning is related to the specificity of services as a result of interaction between their producer (supplier) and consumer, client. It was shown that services, lacking a clearly expressed material result in a certain object, cannot be stored for later sale, as they are a process of simultaneous production, delivery, and consumption of activity results (actions, benefits, satisfaction).

It was found that in the context of contemporary external and internal challenges, customer orientation as a direction in which staff prioritizes the desires and requirements of the client and implements them efficiently, is recognized as the main policy of such enterprises. It was determined that productive, high-quality activity in the service sector is impossible without continuous learning and professional competence development of each employee. Considering the principles of the "learning organization" concept, a system for developing the professional competence of service sector personnel was substantiated based on the combination of formal (qualification improvement, internships), informal (corporate training), and informal (professional self-development) education into a single methodological construct. For the implementation of the substantiated methodical system, the creation of a training center within the enterprise structure, a department that would ensure the continuity of qualification improvement for both the directorate and qualified workers, was proposed.

Keywords: *professional competence, qualified worker, service sector, continuous professional education, methodology, qualification improvement.*

Introduction. The transition of Ukraine's economy to market models of governance has precipitated a rapid development of the service sector – the tertiary sector of the economy, which, even in conditions of structural crisis, is increasing production and dynamically evolving alongside industry and agriculture. In recent years, the number of service sector enterprises has continuously increased: in 2020, the functioning of 648,499 enterprises, which are legal entities and their separate structural subdivisions, was recorded, a 15% increase from 2016 (Bezuhla, Shynkarenko, & Kuvaeva, 2022, p. 70). Such trends in the development of this economic sector are observed in EU countries (Germany, Switzerland, Spain, the Netherlands), the United Kingdom, Canada, and Australia. In particular, in the USA, up to 65% of GDP, 70% of human potential, and 50% of family incomes are attributed to the service sector (Bezuhla, Shynkarenko, & Kuvaeva, 2022). Even under the challenges and crises caused by the war with Russia, this sector replenishes 25% of the national gross income. Domestic scholars explain this phenomenon by the fact that previously, many services were provided either free of charge or for a nominal fee. Furthermore, some types of services practically require no start-up capital and allow for relatively quick profit generation in inflationary conditions. Naturally, this situation intensifies competition among enterprises, focusing attention on the quality of services. For success, a company's staff must constantly evolve, mastering new service technologies, modern skills, and abilities. In this regard, the primary role should be played by in-house training, with the organization facilitating continuous professional competence development of each employee.

However, it must be noted: pedagogical science has not yet developed detailed theories and methodologies that allow a systematic approach to staff training in the service sector, ensuring continuous professional development through formal, non-formal, and informal ed-

ucation. Sources. It is worth noting the existence of normative documents, which specify organizational models, forms, procedures, and order of professional training of employees. In particular, the Law of Ukraine "On Professional Development of Employees" (2019) specifically states, "the organization of professional training of employees is carried out by employers, taking into account the needs of their own economic or other activities." The law declares provisions regarding the organization of formal and informal training of employees, the possible forms of such professional growth (daytime, evening (shift), part-time, externship, with and without detachment from production), and requirements for the content of training programs. It is also worth noting that the Law of Ukraine "On Civil Service" (2017) defines important concepts for our research such as "professional competence," "professional development," and "professional training."

The importance of professional development of employees in the service sector is substantiated in the research of O. Borodienco (2017, 2018), T. Zholonko (2020), I. Zalevskaya (2022), Yu. Maksymova (2022), A. Onyshchenko (2020), O. Rudik (2022), and others. Scholars justify models, organizational-pedagogical conditions, forms of in-company training, focusing on the concept of "learning organization" widespread in the European Union countries and the USA. Its developers, American scholars Tom Peters and Robert H. Waterman Jr, having studied management methods of 43 most successful companies of various economic sectors in the 1970s, wrote the book "In Search of Excellence: Lessons from America's Best Run Companies" (1982). Importantly, in this book, the authors justified eight principles upon which successful companies should develop. In turn, British scholars M. Pedler, J. Burgoyne, and T. Boydell in 2005 developed a model of an organization that takes responsibility for the professional development of employees. The scientific aspects of professional development of employees justified by these scholars are

identified in our study as the theoretical-methodological basis, the foundation for the development of a methodical system for the development of professional competence of personnel in the service sector enterprises.

Objective: To justify a system for developing the professional competence of personnel in service sector enterprises based on the ideas, positions, and principles of the "learning organization" concept and to develop its structural model.

Methods: The research tasks were solved using theoretical methods such as analysis of scientific and methodological sources, studying the requirements of normative-legal documents. This approach enabled clarification of the state of the researched problem and identification of directions for scientific exploration. The comparison method was applied to review scientific approaches concerning the mentioned problem, especially in foreign practices of personnel professional development; analysis and synthesis were used to elucidate the peculiarities of service sector personnel activities and to substantiate the methodological system for their professional competence development.

Results and Discussion: The peculiarities of service sector enterprises' functioning are linked to the specificity of the service as a result of a certain interaction between the seller (producer) and the buyer (consumer). However, there is still no consensus among scholars on the essence of this concept. Disregarding the diverse interpretations of this term by scholars, particularly economists, our study employs the following established scientific characteristics of a service:

- The particularity of a service is that it does not have a clearly expressed material result in a certain object or thing.
- Any service is a process of simultaneous production, delivery, and consumption of activity results (actions, benefits, satisfaction) for which "the consumer, enterprise, or government are willing to pay" (Pugachevska, 2016).
- A distinctive feature of services is their immediacy: they cannot be stored for later sale (if demand exceeds supply, unlike industrial goods, services cannot be accumulated and supplied from storage).
- A service is physically intangible, inseparable from its source of creation and the object of consumption, with people being an integral part of it.
- Depending on the quality of service provision, services are divided into certain classes (service classes): premium (luxury), higher, economy, and business class, etc.

- To reduce the variability of services, enterprise personnel must adhere to certain standards – rules of customer service, compliance with which ensures a set level of quality for all operations.

Thus, in the domestic economic field, a service is the result of "direct interaction between the supplier and consumer and the internal activity of the supplier to meet the consumer's needs," as defined by the State Classifier of Products and Services of Ukraine, synchronized with the State Classifier of Ukraine SC 009-96 "Classification of Economic Activities" (KVED, 2010). This state document also establishes on a hierarchical basis the types and kinds of services, including:

- Wholesale and retail services;
- Repair of motor vehicles and motorcycles;
- Transportation and storage;
- Temporary accommodation and food provision;
- Telecommunications and information;
- Financial and insurance;
- Real estate related;
- Professional, scientific, and technical activities;
- Administrative and support services;
- In the field of state management and defense;
- In the field of compulsory social insurance;
- In the field of health care and social assistance;
- In the field of arts, entertainment, and recreational activities;
- Others;
- Domestic households as employers; goods and services produced/provided by domestic households for their own use, diverse, etc.

The classifier stipulates that each grouping of services contains more specific types of services, which are denoted by corresponding coding. For instance, Section S "Other Services" combines "94. Services of public organizations"; "95. Repair of computers, personal items, and household products"; "96. Individual services, others". In turn, for example, the grouping "96. Individual services, others" includes "96.01. Services related to laundry and dry cleaning of textile and fur products"; "96.02. Hairdressing services and other services related to personal care"; "96.04. Services related to human body care" and so on. Therefore, in the current conditions of rapid changes in information and technology, the service sector is also dynamically changing, and the staff of such enterprises is being replenished with highly qualified specialists (engineers, financiers, programmers, managers, etc.), including through the relocation of individuals. Naturally, competition among service sector enterprises increases, and the qualifications, professional competence, and customer orientation of each employee become the characteristics that ensure the steady progress of the organization. It is important to emphasize that the

competence of the staff is of decisive importance for the client in ordering services from this enterprise: only the client can assess the quality of the service provided, the professionalism of the specialist, and, accordingly, subsequently visit this particular store, salon, firm, etc.

Therefore, to improve the performance of a service sector enterprise and achieve its success, the staff needs to continuously develop professionally, acquire new knowledge, and innovative customer-oriented technologies - otherwise, it will lose its competitiveness. Rightly O. Borodiyenko (2017; 2018), I. Zaletskaya (2022), T. Zholonko (2020), and other scholars identify the upgrading of qualifications and the development of professional competence of service sector enterprise staff as the most significant factor in the development of the enterprise's innovative activity. Let's briefly focus on the essence of such concepts as "professional development", "professional competence", "professional competence of a qualified service sector worker".

According to psychologists' research (Maksymenko, 2008), the concept of "professional development" is directly related to changes in the personality of the subject of professional activity. Regarding qualified service sector workers, it is appropriate to cite the definition of the term "professional development of adults", which L. Lukyanova and O. Anishchenko formulate as "...the process of adults acquiring new knowledge, skills, methodologies, technologies in professional activity based on established values, gaining new competencies, characterized by positive dynamics of personal and professional activity indicators; a purposeful process of actualizing and increasing the professional qualities of adults and their qualification-position growth, carried out in accordance with the complexity of professional tasks and functions and necessitated by the need to improve the effectiveness of professional activity" (2014). Important for our research is O. Borodiyenko's conclusion that "the category 'continuous professional development' encompasses such aspects: development process as a process of acquiring new competencies (knowledge, skills, experience) for effective professional activity in rapidly changing conditions, as well as for performing new, specific organizational roles and responsibilities; professional development as an employee's orientation towards maintaining, improving, and expanding components of professional competence, self-improvement and acquiring professional maturity; professional development as a requirement for an employee to regularly and comprehensively deepen knowledge, improve skills, and gain new professional experience" (2018, p. 44).

Therefore, based on the recently provided definitions, professional development of personnel in the ser-

vice sector should be understood as the impact on the individual of a set of measures that include skill enhancement, internships, retraining, professional training, and also personal professional self-development. These measures are aimed at developing the professional competence of a skilled worker, specialist, manager of a unit, etc. It should be noted that the concept of "professional competence" is currently one of the most controversial among researchers of competence-based approach problems in education. The term "professional competence" in the Law of Ukraine "On Civil Service" (2017) is presented as "the ability of a person within the defined job responsibilities to apply special knowledge, skills, and abilities, to demonstrate relevant moral and business qualities for the proper performance of established tasks and responsibilities, education, professional and personal development." A similar definition is found in the "Encyclopedia of Education" (2021, p. 811) where "professional competence" is considered as a complex personal formation, formed in the process of acquiring professional education, continuously developing in professional activity, and determines the ability of a person to apply special knowledge, skills, abilities to demonstrate relevant subjective and professionally important qualities for performing a complex of complex production tasks, responsibilities, education, professional and personal development.

We are impressed with the genus-species characteristics that A. Onyshchenko applies to define the concept of "professional competence of a skilled worker in the service sector", in particular: it is an integrative property of the personality, manifested in the activity related to production and provision of certain services, reflects the system of professional knowledge, skills, and abilities, important qualities for effective professional activity, value orientations, and determines the worker's ability to act effectively in the professional sphere, particularly in the service sector, taking into account innovations, as well as readiness for continuous self-improvement and professional development (Onyshchenko, 2020). In our opinion, the author uses the most significant specific characteristics of the main concept of "integrative property of personality" in the given definition, and therefore in our research we will focus specifically on this definition.

Thus, the professional competence of a skilled worker in the service sector is a property of the personality that enables productive performance of their functions, effective solving of production-technological, social situations. Of course, the tasks of developing professional knowledge, skills, abilities, the ability to be "customer-oriented" are primarily placed on the employee

themselves - the concept of continuous learning (Lifelong learning) supported by UNESCO as the most promising direction of adult education worldwide is universally recognized. The necessity of providing general access of workers to professional education and training is indicated in the Global Report (GRALE 4) (2023). It talks about the professional self-development of a skilled worker of a service sector enterprise, which we define as a dynamic process of active self-design of personality, influencing oneself by means of self-education, self-education, self-improvement combined with practical activity for the improvement of professional competencies, formation of professional values and qualities. We add that professional self-development is based on such abilities-"selves" (Bukhlova, 2008; Kuzikova, 2011): self-assessment as the ability to objectively assess one's own capabilities; self-accounting as the ability to take into account one's own qualities; self-determination through the ability to see one's role in society, to be aware of one's, including professional, interests; self-organization - the ability to find sources of new knowledge and appropriate and convenient forms of self-education, to plan and organize one's own cognitive activity; self-realization as the ability to see and realize one's own possibilities; self-criticism as the ability to critically evaluate one's own results; self-control as the ability to control one's own activity.

However, practice shows that the targeted, systematic, and effective development of employees' professional competence is ensured when an enterprise, firm, or company implements it through corporate training methods. Such a positive experience in internal company training has been developed in foreign countries, especially in the United States of America, the United Kingdom, France, Germany, Canada, Finland, Japan, India, etc. (Korotkova, 2020). The concept of a "learning organization" has become most widespread in the European Union countries and the USA. Its developers (American scholars Tom Peters and Robert H. Waterman) proposed eight principles for the development of successful companies, in particular: 1. Orienting staff towards active actions: many successful companies define standard working procedures with the formula "Do, adjust, try"; 2. Maintaining close relationships with the consumer: companies learn from their clients; 3. Independence and entrepreneurship: companies identify and support leaders and innovators among employees; 4. Human capital as a productivity factor. Managers consider the company's employees as the main source of productivity increase; 5. Local management, focus on value; 6. Loyalty to the chosen direction. "Never buy a business you can't manage" (Robert Johnson, former chairman of the board of Johnson & Johnson); 7. Simplicity of form, a small number of

employees; 8. Combination of rigidity and flexibility. Successful companies demonstrate characteristics of both centralized and decentralized organizations (Peters, & Waterman, 1982). The ideas of creating an organization ready to undertake the functions of professional training and development of employees are also traced in the research of English scholars M. Pedler, J. Burgoin, and T. Boydell (2005), who concluded that for an organization's success in a market economy and external challenges, it must ensure continuous updating of professional knowledge, skills development in accordance with the company's development strategy and changing external conditions.

It is worth considering the conclusion of T. Zholonko (2020) regarding the fact that the American scholar P. Senge thoroughly substantiated the concept of a "learning organization" in the work "The Fifth Discipline: The Art and Practice of the Learning Organization" (1994), where the renowned manager and educator proposed five main principles for building such an organization. The first principle of successful functioning of a learning organization is the motivated improvement of each employee's professional mastery, driven by the desire to learn, targeted enhancement of their qualification level for the success of the entire organization. The determining factor in implementing this principle is the personal interest, the motivation of the employee to continuously develop professionally (Senge, 1994). Creating an atmosphere of trust and cooperation, a shared vision by the employees and management of future prospects is the second principle of a learning organization. According to P. Senge, this prescription requires designing in the company an environment that involves all staff in its improvement processes, envisages close communication, productive discussion of the organization's development issues, and each employee's contribution to its building. These positions are complemented by the requirements of the third principle of a learning organization - the principle of group learning. P. Senge is convinced that group forms of personnel training (trainings, seminars, internships) not only successfully increase professional knowledge and skills but also strengthen communicative ties between employees and teams, developing a culture of communication. Mutual learning, experience sharing, employee access to the latest knowledge, and team interaction are effective tools for increasing the potential of such an organization (Senge, 1994). The fourth principle of a learning organization, as identified by P. Senge, is studying and using for the organization's benefit the "mental models" of employees - their beliefs, convictions, intuitive perceptions of the world, their actions, and consequences. For creating a productive educational environment, the scholar recommends replacing negative

models with positive ones, confrontation with mutual understanding, improving social relations (Senge, 1994). The most important principle of a learning organization, according to T. Zholonko (2020), is the fifth principle: a systemic vision of the perspectives and factors of the company's components development, not only by the management but also by all team members.

Thus, if an enterprise, particularly in the service sector, regards its staff as a crucial resource for achieving success, recognizes the need for employees to continually update their professional skills and abilities, and places ongoing professional competence development of its personnel at the level of strategic goals, then such an enterprise meets the requirements of a "learning organization." T. Zholonko rightly attributes the following characteristics to such an organization (2020, p. 167): career planning for staff (training should include a practical aspect, namely the application of acquired knowledge in practice); a clear and flexible employee motivation system (referring to a system of cash rewards provided by the company in the form of wages or financial bonuses); formation and development of corporate culture (where additional education is considered a necessary and positive phenomenon); fostering a sense of commitment among personnel (an atmosphere of mutual trust, corporate spirit, loyalty to the company and its values is an important factor in organizational development); 5. Viewing company employees as talented individuals, even if this talent is still "latent", but can be realized according to the talent management concept (or unrealized, when the employee's efficiency is reduced for certain reasons).

Despite the rapid development of corporate training abroad, especially in developed countries, in Ukraine, in-house staff training, particularly following the principles of the "learning organization" concept, receives insufficient attention. Specifically, only 35% of companies constantly train their staff; more than 45% do not engage in training their employees at all, and 25% only occasionally organize staff training (Rudik, Maksymova, & Zaletska, 2022). Thus, no more than 35% of domestic enterprises can claim the status of a "learning organization." This is despite the fact that today everyone understands: within just three to five years, knowledge becomes outdated and irrelevant, and enterprises whose staff is continuously learning will always have higher competitiveness, even in changing market conditions.

Therefore, the development of professional competence of a qualified worker in the service sector enterprise is achieved through these closely linked directions: professional self-development; corporate (in-house training); qualification improvement, internships outside the organization. And since every object of scientific re-

search requires a systematic approach to its study (Dudnik, 2009), the process of developing the professional competence of qualified workers of service sector enterprises should be viewed as a dynamic, goal-oriented system. This conclusion is consistent with the position of modern economists, who are convinced: to improve the activity of a service sector enterprise, "it is necessary to consider the organization of professional training of personnel as a complex continuous process that includes a set of organizational-economic measures in the field of qualification improvement and professional mastery growth" (Rudik, Maksymova, & Zaletska, 2022, p. 471). Recall that this general scientific methodology implies a comprehensive study of large and complex objects as systems, a unified whole, where all elements and parts function in harmony (Dudnik, 2009).

In the "Ukrainian Pedagogical Dictionary," S. Honcharenko aptly points out that in pedagogy, a systemic approach is "... aimed at revealing the integrity of pedagogical objects, identifying various types of connections in them, and integrating them into a single theoretical picture" (Honcharenko, 1997, p. 305). We add that according to the research findings (Zaletska, 2022; Zholonko, 2020; Rudik, Maksymova, & Zaletska, 2022), usually, in organizations, firms, companies, work regarding the continuous, personally oriented development of professional competence of qualified workers, their abilities to provide high-quality services, self-educational skills is carried out episodically, without due systematicity. This indicates that in the conditions of a modern enterprise in the service sector, it is appropriate to introduce a methodical system that structurally and functionally ensures continuous growth of professional competence, maintaining the necessary level of service culture and etiquette of personnel through the combination of tools of formal, non-formal, and informal education into a single construct.

Guided by the research results of scientists (Androshchuk, 2017; Dudnik, 2009; Korotkova, 2020; Lotatko, 2021; Sheiko, & Kushnarenko, 2006), we believe that the structure of the proposed methodical system should consist of the following components (Fig. 1); goal, information-digital technologies, content, methods, forms, means, result, control and correction of the results of the development of the studied integrative property of a qualified worker of a service sector enterprise.

It is not difficult to see that in the presented model, all structural elements are interconnected, and a change in one of the structurants inevitably leads to changes in other components and the entire system as a whole. The main system-forming component is identified as the goal - continuous development of professional competence of service industry personnel. In the vertical

hierarchy of the proposed methodological system, the goal occupies a dominant position. As an imaginary result, the action program defines the content of methods, forms, means of developing professional competence of employees with a complex of tasks that concretize it. And

the "goal-result" connection is the indicator that points to the quality of systemic actions towards achieving the planned, determines the need for improving the tools for enhancing personnel qualification levels.

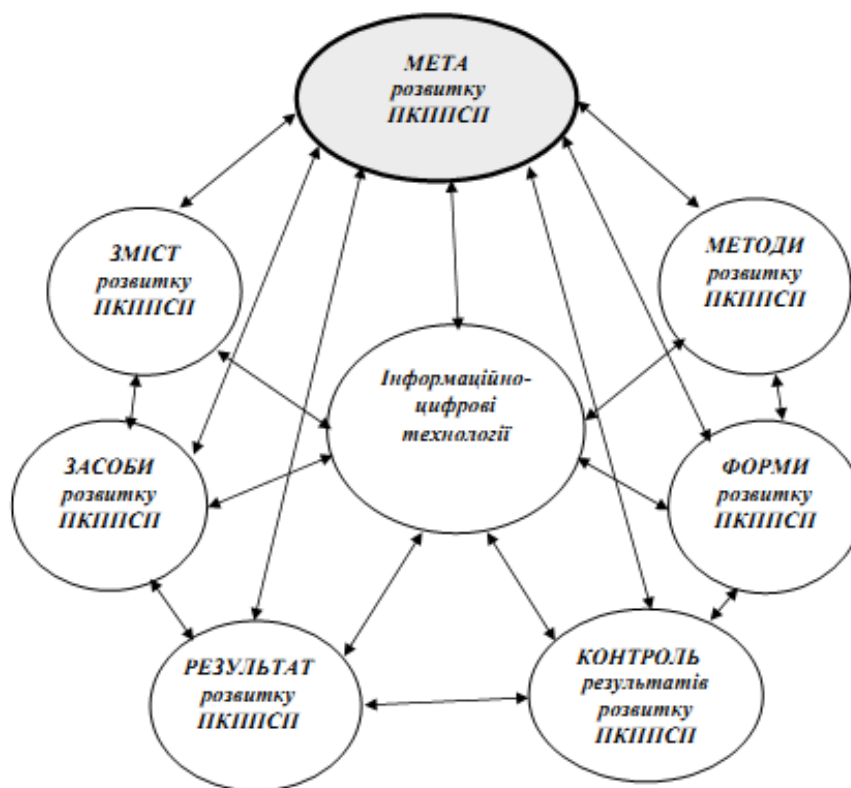


Fig. 1. Structural Model of the Methodical System for the Development of Professional Competence of Personnel in the Service Sector Enterprises (SMDCPSE).

Information and digital technologies ("... a collection of electronic tools, systems, devices, and resources that generate, store, or process data, as well as technologies for developing informational systems and constructing communication networks" (Vakalyuk, & Spirin, 2021, p. 16)) are positioned at the center of the structural model. Justifiably, in our opinion, R. Kurok (2022) points out that modern digital technologies and their tools (Internet of Things, artificial intelligence, cyber systems, additive technologies (3D printing), cloud environments, unmanned and mobile means, blockchain, biometric, quantum technologies, identification technologies, etc.) enable students to quickly access any information at a convenient time from any geographical location; organize self-education; apply innovative technologies for modeling processes and phenomena; efficiently process data; timely receive (and provide) consultations, actively participate in various events, including via video conferences; discuss problems with specialists and experts on forums, remotely join company meetings. Consequently, digital technologies should organically be incorporated into the structure

of the contemporary system for developing professional competence of personnel.

Naturally, the proposed methodological system must be primarily organized organizationally. This refers to the experience of organizing such training by leading companies worldwide, about three existing models, namely: "... collaboration of the organization with traditional educational institutions (universities, institutes, etc.), specialized service institutions (predominantly oriented towards business education programs) or creating their own educational platform" (Zholonko, 2020, p. 166). In the work dedicated to the study of the problem of staff qualification improvement in the service sector (Rudyk, Maksymova, & Zaletska, 2022, p. 473), the scientists advocate the feasibility of creating "a qualification improvement center for employees at the enterprise". It is in such a training center or department where plans for staff qualification improvement will be developed, corporate training programs (content of competency development) will be designed, and specialists for conducting forms of training organization – lectures, seminars, trainings (on etiquette, developing practical skills, communicative skills,

etc.) will be selected. The control and diagnosis of the quality of such training should be carried out according to criteria and indicators that, firstly, take into account the development of components of professional competence of the employee after completing the training (motivation, professional knowledge and skills, level of corporate culture, communicative skills, etc.), and secondly, customer feedback on the quality of service. To enhance the objectivity of evaluation, several methods should be applied: testing, colleague feedback, evaluations by the head of the department, self-assessment, business games, etc.

Recognizing that the issue of corporate training for personnel in the domestic service sector still awaits its independent research, it is noted: the main rule here must become the continuity of improving qualifications, the so-called culture of "continuous learning," which all employees of the organization, from the management to skilled workers, must understand.

Conclusions. Based on the analysis of the activities of modern service sector enterprises, it has been established that the main feature of the functioning of such organizations is related to the specificity of the service as a consequence of the interaction between its producer (supplier) and consumer, client. Services do not have a clearly expressed material result in a certain object or thing, they cannot be preserved for further sale, as they are a process of simultaneous production, delivery, and consumption of

results (actions, benefits, satisfaction). Therefore, under the conditions of modern external and internal challenges, customer orientation as a direction in which the staff prioritizes the desires, requirements of the client, and realizes them qualitatively, is recognized as the main policy of such enterprises.

At the same time, it is determined that in conditions of increasing competition, productive, quality activity of service sector enterprises is impossible without continuous training of personnel, continuous development of each employee's professional competence. Considering the principles of the "learning organization" concept, a system for developing the professional competence of service sector personnel has been substantiated, based on the combination of formal (qualification improvement, internships), informal (corporate training), and informal (professional self-development) education into a single methodological construct. To implement the substantiated methodological system, the creation of a training center, a department within the enterprise structure that would ensure the continuity of improving the qualifications of all employees of the enterprise - both the directorate and skilled workers - is proposed. The prospects for further scientific explorations are associated with the development of a detailed technology for developing the professional competence of service sector personnel through corporate training.

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МЕТОДИЧНА СИСТЕМА ПРОФЕСІЙНОГО РОЗВИТКУ ПЕРСОНАЛУ ПІДПРИЄМСТВ СФЕРИ ПОСЛУГ

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Реферат:

Актуальність: дослідження зумовлюється стрімкою зміною інформації і технологій, розвитком мережі підприємств сфери послуг, поповненням персоналу фахівцями (інженерами, фінансистами, програмістами тощо) із числа переміщених осіб, що не завжди володіють достатніми навичками роботи з клієнтами. Невпинно зростає конкуренція між підприємствами сфери послуг, а кваліфікація, комунікабельність кожного працівника стають тими характеристиками, що забезпечують стабільний поступ організації. Разом з тим, аспекти безперервного підвищення кваліфікації, прирощення професійних знань персоналом підприємств сфери послуг поки-

що досліджені недостатньо. Застосування принципів концепції «організації, що навчається», положень системного підходу до розвитку професійної компетентності кваліфікованих робітників сфери послуг не було предметом спеціального дослідження.

Мета: на основі ідей, положень, принципів концепції «організації, що навчається» обґрунтувати систему розвитку професійної компетентності персоналу підприємств сфери послуг та розробити її структурну модель.

Методи: Завдання дослідження розв'язувалися з використанням теоретичних методів, таких як аналіз наукових і методичних джерел, вивчення вимог нормативно-правових документів, що дало змогу з'ясувати стан досліджуваної проблеми та визначити напрями наукового пошуку. Метод порівняння було застосовано для огляду наукових підходів стосовно означеної проблеми, зокрема в зарубіжній практиці професійного розвитку персоналу; аналіз і синтез – задля з'ясування особливостей діяльності персоналу підприємств сфери послуг, обґрунтування методичної системи розвитку їх професійної компетентності).

Результати: з'ясовано особливості послуги як процесу одночасного виробництва, доставки і споживання результатів діяльності (дій, вигод, задоволення) кваліфікованого робітника та визначено на цій основі відмінність професійної компетентності персоналу цих підприємств від технічних працівників, робітників аграрного сектору; показано важливість запровадження у вітчизняних підприємствах сфери послуг ідей, положень, принципів концепції «організації, що навчається», що набула широкого поширення у світових компаніях; обґрунтовано структуру методичної системи розвитку професійної компетентності персоналу підприємств сфери послуг (мета, інформаційно-цифрові технології, зміст, методи, форми, засоби, результат, контроль і корекція результатів розвитку досліджуваної інтегративної властивості особистості кваліфікованого робітника підприємства).

Висновки: встановлено, що основна особливість функціонування сучасних підприємств сфери послуг пов'язана зі специфікою послуги як наслідку взаємодії між її виробником (постачальником) і споживачем, клієнтом; показано, що послуги не мають чітко вираженого у певному предметі, речі матеріального результату, вони не можуть бути збережені задля подальшого продажу, оскільки є процесом одночасного виробництва, доставки і споживання результатів діяльності (дій, вигод, задоволення); з'ясовано, що в умовах сучасних зовнішніх і внутрішніх викликів клієнтоорієнтованість як напрям, при якому персонал ставить бажання, вимоги клієнта на перше місце і якісно їх реалізовує, визнається головною політикою таких підприємств; визначено, що в умовах зростаючої конкуренції продуктивна, якісна діяльність підприємств сфери послуг неможлива без постійного навчання персоналу, безперервного розвитку професійної компетентності кожного співробітника; з урахуванням принципів концепції «організації, що навчається» обґрунтовано систему розвитку професійної компетентності персоналу підприємств сфери послуг на основі поєднання інструментів формальної (підвищення кваліфікації, стажування), неформальної (корпоративне навчання) та інформальної (професійний саморозвиток) освіти в єдиний методичний конструкт; для впровадження обґрунтованої методичної системи запропоновано створення у структурі підприємства навчального центру, відділу, який би забезпечував неперервність підвищення кваліфікації і директорату, і кваліфікованих робітників.

Ключові слова: професійна компетентність, кваліфікований робітник, сфера послуг, безперервна професійна освіта, методика, підвищення кваліфікації.

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