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**CORPORATE UNIVERSITY AS A BASIS FOR THE FORMATION OF HIGHLY QUALIFIED HUMAN RESOURCES FOR STRATEGIC MANAGEMENT OF FINANCIAL AND ECONOMIC SECURITY OF BUSINESS ENTITIES**

*In a transformational economy, increasing instability of the external environment, increasing threats and risks, the effective development of domestic business structures depends to a large extent on the level of knowledge and skills required by their staff. Higher education and the creation of a national network of specialist training and retraining facilities in line with market needs should be a key sector of ensuring national competitiveness and financial and economic security of domestic enterprises in the creative economy. For a number of reasons, domestic higher education institutions annually have a shortage of entrants, and the business is in dire need of highly qualified specialists, whose level and quality of training meet the current needs of production. The priority direction for solving this problem is the creation of corporate universities, which are a field of transfer, development, processing of new knowledge and social experience in the field of "higher education institution – business". Various models (forms) of corporate universities fulfill the main mission: training and retraining of personnel for modern business, ensuring their financial and economic security, in particular.*

**Keywords:** corporate university, educational service, staff, human resources, management, risks, financial and economic security.

**Introduction.** In the context of the globalization of the market of educational services, the gradual transition of the economy to the model of innovative development, the need for exploration aimed at researching the economic component of the development of higher education in Ukraine, finding new forms and methods of training specialists adapted to the challenges and risks of modern civilization [1].

The implementation of strategic management principles in the organizational model of higher education institutions requires the development of scientific and methodological tools that can be applied in different economic situations. In the process of managing a higher education institution (HEI) it is necessary to take into account the specifics of its market product – educational services.

In the creative economy, the main value in the production process is not equipment, not technology (in the presence of financial resources, they can be purchased or in a short time), namely the creative person. In the leading countries, companies are fighting hard for creative workers. They are provided with all the conditions to ensure comfortable work, including professional development at the expense of the company.

In the process of integrating Ukraine into European society, domestic higher education institutions, while reforming their management system and educational process, concentrate their attention precisely on the implementation of the experience of European colleagues. However, it should be understood that European educational institutions are not standard, they also have their

problems and shortcomings, which must be taken into account and minimize their negative impact on the development of the Ukrainian education system.

In the face of globalization challenges and growing instability of the external environment, the effective development of domestic business structures depends to a large extent on the level of provision of the necessary level of knowledge and skills by their personnel. However, most Ukrainian graduates, according to employers' points of view, do not have the necessary professional and business skills.

One of the priority directions of solving this problem is the creation of corporate universities, which will allow to acquire the personnel of the enterprise exactly the knowledge and skills required by the entrepreneurial structure to increase its efficiency, competitiveness and financial and economic security.

**Literature review.** Various aspects of the process of training highly qualified personnel, in order to ensure the financial and economic security of enterprises, in particular, have been the subject of scientific research of many scientists. Among the most pressing issues of discussion are the problems of personnel management in the economic and financial security of a commercial bank [2], the quality of financial education as the basis of proper human resources for economic security strategic management [3], practical aspects of employee selection in managing the personnel potential of the enterprise [4], as well as the problems that require the involvement of qualified personnel in the process of managing financial and economic security of financial institutions [5]. However, in the domestic and foreign literature, some important aspects of the personnel policy of enterprises regarding the provision of intellectual and personnel component of their financial and economic security have not been properly reflected so far. First and foremost, this concerns the problem of training and retraining professionals who meet the requirements of employers, able to study on a permanent basis and be prepared to respond to the challenges of non-linear processes in today's digital, creative economy.

**The purpose of the article.** The main purpose of the research is to show, on the basis of the analysis of practical experience of activity of foreign and domestic corporate universities, their advantages over traditional universities in the formation of highly qualified personnel for ensuring and management the financial and economic security of enterprises, in particular.

**Results and discussion.** Educational service is a purposeful activity of legal entities and individuals, on the basis of which education is based, for satisfaction of various intellectual needs of the person and society in new knowledge, abilities, skills, development of individual abilities, which has value dimension [6]. At a practical level, educational service is an intangible market product provided (produced) by educational institutions based on educational standards and involves the transfer of knowledge (skills) from the manufacturer to the consumer, whereby the consumer acquires certain competences.

In the modern economy, where the non-productive sphere prevails at the expense of the development of the production sphere, higher education should be a key sector of ensuring national competitiveness, as well as the creation of a national network of training and retraining institutions according to market needs. The principles of development and self-realization of creative personality, development of creative abilities of a person, constant orientation of education to the needs of innovative economy, providing of continuous learning, integration of science, education and production should be the basis of the strategy of educational development [7, p.6].

The Eurydice network analyzed the «European Union's Key Figures for Higher Education» in 27 EU countries in six thematic areas: context, structure, participation in education, resources, educational processes, graduates. Based on scientific research, the following conclusions were made: the pace of human development is insufficient; the role of higher education institutions is insufficient to support the intellectualization of society; the degree of implementation of information technology in the educational process does not meet the challenges of today life.

The educational system of each country, as well as the culture of its people, is a unique phenomenon because it is deeply connected to the spiritual and material aspects of the past and

present. In this respect, education and organization in each country have their own peculiarities. Therefore, in reforming higher education, on the one hand, it is necessary to take into account the priorities of preserving the cultural diversity of national education systems, and on the other – to improve international cooperation, increase mobility, secure employment of students in the European or international arena, and activate international competitiveness of institutions.

Today higher education institutions of Ukraine are graduating more than 50 thousand specialists with master's degree. However, due to different natural abilities of a person, not all graduates are able to quickly adapt to working conditions in a particular enterprise, to combine and realize their theoretical knowledge obtained in higher education with practical working conditions in a particular enterprise, to make management decisions quickly and flexibly depending on the influence external or internal factors at their level. Most Ukrainian graduates, according to employers, do not have the required professional and business skills [8].

The main reasons that today the level of theoretical knowledge and practical skills obtained by graduates of HEI, significantly lags behind the specific needs of domestic business, are the follow.

1. The current state of higher education, in which the institutional model, ways of thinking and actions of the previous system are constantly reproduced in modern practices, and the full copying of foreign methods does not bring the desired effect, because it does not take into account national peculiarities of education.

2. Slow implementation of modern learning technologies (especially interactive ones). The most up-to-date is smart education – flexible learning in an interactive learning environment with content from all over the world, which is freely available (the educational process is transferred to the electronic environment).

3. Obsolete material and technical facilities of the HEI, which is difficult to modernize due to insufficient state of funding for national education.

4. Big gap in financing of different sectors of education.

5. Imbalance in the financing of training of specialists in various fields.

6. Insufficient funding for scientific development, which leads to a decrease in the level of research carried out by the HEI.

For these reasons, domestic higher education institutions annually have a shortage of entrants who choose the best foreign educational institutions, and domestic business is in dire need of highly qualified specialists, whose level and quality of training is decreasing annually and lagging behind modern business needs.

One of the priority directions for solving this problem is the creation of corporate universities, which are a field of transfer, development, processing of the latest knowledge and social experience in the sphere of «HEI-business».

The main purpose of establishing a corporate university is to acquire by the personnel of the enterprise exactly the knowledge and skills required by the entrepreneurial structure to increase its efficiency, competitiveness and ensure sustainable innovation development. Its goals and objectives depend on the type of activity of the business structure, as well as the chosen direction of development.

A corporate university can be: – a separate unit (a subsidiary, etc.) with its own structure, which is part of an entrepreneurial structure (eg McDonald's Hamburger University); – a virtual structure with a flexible organizational structure or no management center (for example, Intel University – corporate university of Intel University). Management of a corporate university may be exercised by: senior management of an entrepreneurial structure, a personnel management unit or its subsidiary. According to the form of management, corporate universities can: be fully managed by the corporation; work in partnership with traditional universities or business schools, such as Sun University (Sun Microsystems Corporation) and the University of California; be under the guidance of a consulting company, such as Corporate University Enterprise, CyberU; function as a unit of a traditional university, such as the Boston University Corporate Education Center (now Corporate

Education Group (CEG)); function as a consortium of several companies, such as Talent Alliance (merger of AT&T, Du Pont, GTE, Johnson & Johnson).

Corporate university curricula are developed on the basis of goals and objectives, which sets an entrepreneurial structure. For example, Shell Oil Company has set up a dedicated Shell Learning Center. The training programs of the center last from several days to several months, where employees are taught effective methods of work and allow to acquire additional related specialties. [9, p. 19-20].

In Ukraine, the first corporate universities began to be established in the early 2000s. At that time, corporate university meant a small training center where students were offered management programs from business schools or leading business coaches.

In the conditions of transition of the national economy to the model of innovative development at the corporate level, the model of management of the intellectual resource has changed: qualitative education, creative thinking and practical experience of employees became decisive for the formation of the intellectual capital of the company [10, p.315]. In the innovation economy, the main productive force is intelligence (formalized intellectual resource – knowledge, skills, experience, the bearers of which are employees), so the decisive factors for success are: the level of vocational education, the effectiveness of creative work, the productivity of creative work, the quality of employment, the growth of value.

Corporate education involves not just "abstract knowledge and skills" (such a model inherent in traditional higher education, which is acquired in classical universities), but the acquisition of specific practical-oriented skills and abilities that allow you to solve complex practical problems and adequately respond to and standardize situation.

The return on investment made in one's own education is only ensured when the employee has a job, and this is only possible when he or she interacts with the employer. Therefore, at least two subjects should be interested in a qualified employee in the corporate education system: an employee seeking professional or career growth, and an employer seeking the growth of the company's intellectual capital through the accumulation of professional qualifications of staff [11, p.157]. Thus, through a system of various incentives, the employer must persuade employees to realize their own intellectual potential, as well as to use their professional qualifications to increase the intellectual capital of the company.

Large companies operating globally need to respond promptly to the challenges of a competitive environment, in particular in terms of skills development, training and retraining. The management of such companies cannot wait for traditional schools to understand the challenge and update curricula. Increasingly, there is a situation where employees need new knowledge, skills and abilities "here and now".

Corporate education is based on the persistent motivation of an employee (an adult with a developed value system) to learn and master new material (knowledge, skills). At the micro level, an enabling environment for learning should be created where workers themselves seek to improve their skills. This can be achieved through the implementation of career and professional development programs, the development of modern educational technologies ("interesting learning"), and also through intensive activities (corporate trips with training elements, production games, etc.). An important motivator may be the handing over to the employee who has successfully completed the curriculum and passed the exams, the document of the established sample on passing the training. Such a document may be issued by higher education institutions that are licensed to provide appropriate educational services.

Increasing the efficiency of utilizing the human potential of modern organizations (enterprises, institutions, corporations) is related to the functioning of a productive corporate education system, which can be manifested through the implementation of a number of industrial training projects. This is quite natural, since the organization itself can use unique technologies that are not taught within traditional education.

Today, the labor market lacks qualified engineers, designers, technologists, veterinarians, specialists in the organization of innovation and financial and economic security management – strategic and tactical. In such circumstances, commercial organizations (enterprises, corporations) consider it necessary to train specialists in their own curricula, investing resources in the creation of corporate education [12].

Well-known foreign companies (transnational corporations) operating in Ukraine independently train employees they hire.

Thus, Corporate University of DTEK Company – DTEK Academy has become the sole center of knowledge management for all enterprises within in holding (more than 50 thousand employees). About 1.5 thousand employees are trained annually on special programs. Classes are held by DTEK's top executives, leading professors from Ukrainian universities, coaches from European business schools. The concept of the DTEK Academy is based on a “role model” that involves the development of four levels of intelligence: IQ (formal-logical), EQ (emotional), LQ (educational (learning)) and SQ (social). For all DTEK specialists, first-level (IQ) programs are available. They have a focus on developing the knowledge, skills and competencies required to work in today's business organization. For the practical implementation of such a system of training, electronic methods of e-learning and the institute of internal trainers are used (employees of the company who act as coaches without leaving the main work). EQ Development Programs – Energy of Knowledge – are staffed and recruited through annual staffing and additional assessment procedures (Development Center). Energy for Leader Program (LQ Development) is available for employees who have participated in the TOP-50 (Selection and Succession Leadership) program to develop leadership skills and master innovative cross-functional project management skills. The DTEK Intellectual Property Development Program (SQ) for top managers is aimed at building the foundations of a culture of succession and social responsibility [9, 12].

Corporate University for Bayer Health Care's employees in the pharmaceutical market has opened at the International Institute of Management (IIM-Kyiv). The institution of higher education as a platform for establishing a corporate university was selected on the basis of a tender. The program is based on a combination of MBA curriculum and a set of practically oriented business trainings that take into account the real production situations in the pharmaceutical market [13].

ALG Systems Ukraine (IT-technologies) has an interesting experience of organization of a corporate university. Corporate University's mission is to transform the company's employees into high-qualified professionals. We declared three directions (target criteria) of Corporate University:

- 1) personal efficiency;
- 2) professional efficiency;
- 3) professional ethics and corporate solidarity.

The main form of training is internal trainings. Long-term classroom training (full day or two days) is used; a master class on specific subjects (several hours of intensive study); developmental training (identifying employees' strengths for their further development); training with a mentor (for several months the employee takes the experience from a more experienced colleague). External trainings are also held (the company pays the employee to attend trainings necessary for personal and professional growth). Corporate University organizes an open monthly training session with a well-known person that any employee of the company can attend. An electronic library of educational materials has been created at Corporate University, which contains video and audio trainings, books and tutorials. Corporate University allows you to study online through distance-learning programs in a specialized field. As a result of the training, the employee receives a certificate confirming the qualification and giving the right to occupy the respective positions [14].

Employees of Ukrainian branches of international (transnational) corporations may receive training at corporate universities operating in other countries, including in the countries of the head office (headquarters). For example, a Baltic Corporation was set up to train employees of the corporation and its subsidiaries located in different countries. The purpose of the university is to develop the abilities and competencies of managers and ordinary staff through knowledge sharing,

as well as to build an effective organizational structure. Main activities: career planning programs; development of automated systems of training, development and assessment of personnel; organization of continuous monitoring of employee performance; e-learning; promotion of development and training projects. There are four faculties: leadership and management, production and technical, professional, business skills. Classes are held in the form of seminars, conferences, business trainings, workshops, personal coaching sessions. Both full-time and invited staff (professors, coaches, masters) provide training [15].

In Ukraine, there is a practice of setting up corporate universities where not only employees of the company, but also employees of partner companies, as well as employees of other companies in the industry can be trained. Such a strategy is appropriate to apply if there are many companies in the industry market, there is a high turnover of staff, and at the same time the corporate university is considered as a business unit, which should provide an accumulation of income in support of its own activities. According to this principle, the structural unit "Corporate University" of the tourist corporation "Zabugor" operates. Its purpose is to unite the efforts of like-minded people who aspire to excellence in the professional field. The operation of the structural unit is seen as an element of the communication strategy of the corporation. Key tasks include improving the professional skills of employees of the parent corporation and its subsidiaries; improving the professional skills of employees of travel agencies; training of staff with no experience in tourism. Two training programs are offered:

1. Technology of formation and sale of expensive and complex tours,
2. Course of the head of tourist organization [16].

As already mentioned, in developed countries (USA, Japan, EU countries), such organizational form of corporate education as integration of a large corporation with higher education has become more widespread. As a result, a corporate university (a real legal entity or a "virtual platform") is created to train specialists for the needs of the corporation [3, p.5].

The most interesting corporate education experience is accumulated at Motorola U Corporate University, which is recognized as the largest in the world. The university's annual budget is over \$ 100 million, operates 99 branches in 21 countries, with a permanent staff of over 400 employees. Universities located in EU countries pay a lot of attention to project planning and management training. Offices in Asia are taught partnerships and the ability to make lucrative deals. Latin American institutions focus on expansion and business development. The center of the university is three colleges (Emerging Markets, College of Technology, College of Leadership and Transcultural Studies), in which new courses and techniques are being developed, and scientific research is being conducted. Emerging Markets creates marketing and business administration training programs; College of Technology specializes in the development and adaptation of training programs in the fields of engineering, quality, technology, software; College of Leadership and Transcultural Studies develops leadership development programs for Motorola executives and its subsidiaries. Motorola U operates on the basis of an independent business unit, which is why it offers its services to companies (firms) belonging to Motorola corporation and to third parties. Third-party customers, according to published data, provide up to 25% of the university's revenue. The budget of the university is formed (by income and expenses) taking into account the real needs of the business. Motorola U University's educational services are in high demand as they enable consumers to gain the knowledge and experience accumulated over Motorola's long history of operations, as well as to understand the various technology (development, adoption and implementation) technologies, technological, management). Motorola U Corporate University is introducing innovative educational technologies that are subsequently introduced by other educational institutions (classical and corporate) through the technology transfer mechanism. For example, in the 80's of the twentieth century Motorola U Corporate University has introduced Six Sigma training technology that aims to increase worker productivity and reduce spoiled product rates. In the 1990s, a workplace teaching methodology was created to develop unique projects that are being used by other institutions today.

Sometimes, different companies join forces to create a joint corporate university. Pacific Exchange University with a staff of more than 500 people (specialization: training financial advisors and analysts) is a good example of such interaction [17, p.92].

The latest educational technology in the vocational education system is the introduction of distance learning technologies. Corporate universities are also actively implementing distance learning methods. In 2010, 92% of US corporations on the Fortune 500 list participated in Web-based learning projects. "Virtual Learning" allows the listener (consumer) to receive the service at a convenient time, in the usual setting, and also significantly reduces costs. In addition, the virtual learning platform provides all the benefits that digital technology can provide, including online surveys, online help, e-communication, networking, watching movies, designing your own products, and more. At the same time, each student receiving education in the "virtual space", the teacher can pay more attention [18, p.85].

Ukrainian higher education institutions operating in a highly competitive environment can initiate corporate university-based projects. It is clear that a corporate university will be effective if the training process is carried out in conjunction with external partners who have a shortage of qualified personnel. In the first stage it is possible to apply "soft" (experimental) forms of corporate education – passing by students of practice on the basis of partner companies, completion of diploma works on the basis of the solution of real industrial and economic situations, inclusion in the variant component of curricula of the disciplines formed taking into account requests employers, etc.

However, there are few companies in Ukraine willing to spend resources on setting up a corporate university (either due to lack of funds, or orientation towards the use of traditional technologies, or due to a lack of understanding of the value of corporate education, or lack of strategic development plans). A trade-off may be to create a corporate university with a higher education institution, and the role of a corporate partner is taken by a professional non-profit organization that can integrate the interests and queries of several business units. In this process, qualified teachers of the institution, experienced employees of the corporation, business trainers (both from large corporations and freelancers) can be involved in the educational process, who organize and conduct trainings according to the client's request [19, p.130].

In today's environment, employees should also take care of increasing their level of education and professional skills. The transition from the concept of "education for life" to the concept of "long life learning" (long life education) becomes the leading one, because in many types of activities knowledge quickly "becomes obsolete". In some fields of activity (medicine, pharmacy, science and research, higher education, "high technology"), knowledge is lagging behind for several years, and in computer technology and programming for six months.

The main steps that precede the establishment of a corporate university in a leading institution of higher education are:

- development of a general strategy for the development of corporate education, within which the creation of a corporate university should be envisaged;
- conducting business negotiations with representatives of trade unions of employers (associations, unions, etc.) in the field of light and pharmaceutical industry;
- substantiation of the proposal on creation of educational and production cluster (members of the cluster are the university and enterprises wishing to participate in the programs of functioning of the corporate university);
- identification of market niches (market unsatisfied request), which will become the basis for forming the program of activity of a corporate university;
- developing and agreeing with all interested partners of educational products (including curriculum development and educational plans);
- development of other documents regulating the conduct of educational activities at a corporate university;
- conducting a marketing company, starting operations;

- making adjustments taking into account changes in the market situation.

Establishing a corporate university with the right organization of work based on international experience and with the needs of employers can be a competitive advantage for any institution of higher education.

**Conclusions.** Educational services as a specific product have a number of features that need to be considered in the strategic management of educational service providers. We would like to emphasize that receiving educational service is both a consumption and an investment. By consuming an educational service, a person makes it possible to obtain in the future higher (compared to other people) income from the sale of his own labor, which can be considered as an "investment premium". Moreover, educational service is a product not only market or economic but also social. It promotes socialization, forms a person's communication skills, gives the person the impetus for self-improvement, allowing to master the tools of self-study and self-development.

The most valuable recommendations in the context of national peculiarities of building modern management mechanisms for the development of domestic higher education institutions may be: the doctrine of the management process aimed at supporting the constantly high quality of the educational services provided and, as a consequence, the creation of a system of public access to quality higher education, prescriptions and guidelines of international documents; ensuring a synergistic effect of the interaction of the educational and scientific components of the operational mechanism of the functioning of higher education institutions; orientation of strategic management of higher education institutions on high competitiveness; implementation of university autonomy.

In the context of innovative transformations, corporate education will become more widespread as every commercial organization (enterprise, firm, corporation, company) will use innovative technologies to gain high competitiveness, and to acquire unique knowledge and skills to master them.

In Ukraine, there is an imbalance between specialist training and labor market demand for these professionals. Vocational education institutions are geared toward training fashion professionals (lawyers, economists, psychologists, designers, managers, etc.), as this helps to support the demand for educational services. Often, these graduates have insufficient professional skills because they are trained, in particular, by non-core educational institutions, without adequate scientific schools and appropriate training facilities. Under such conditions, well-known foreign companies (transnational corporations) operating in Ukraine independently train the employees they hire.

Modern corporate universities are not only educational institutions, but, first and foremost, incubators of innovative ideas, which if successful, can be further implemented by the entrepreneurial structure itself.

The proposed description of corporate universities gives an idea of the variety of possible models (forms) of their functioning. However, they all carry out the main mission: training and retraining for modern businesses, ensuring their financial and economic security, in particular.

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### **КОРПОРАТИВНИЙ УНІВЕРСИТЕТ ЯК БАЗИС ФОРМУВАННЯ ВИСОКОКВАЛІФІКОВАНИХ КАДРІВ ДЛЯ СТРАТЕГІЧНОГО УПРАВЛІННЯ ФІНАНСОВО-ЕКОНОМІЧНОЮ БЕЗПЕКОЮ СУБ'ЄКТІВ ГОСПОДАРЮВАННЯ**

***Проблема.** Впровадження принципів стратегічного управління до організаційної моделі закладів вищої освіти потребує розробки наукового та методологічного інструментарію, що можливий до застосування у різних економічних ситуаціях. При цьому в процесі управління закладом вищої освіти (ЗВО) необхідно враховувати специфіку його ринкового продукту – освітньої послуги.*

*В креативній економіці основною цінністю в процесі виробництва є не обладнання, не технології (за наявності фінансового ресурсу їх можна придбати або у короткі терміни створити), а саме творча людина. В країнах-лідерах компанії ведуть доволі жорстку боротьбу за креативних працівників. Їм створюють усі умови для забезпечення комфортної трудової діяльності, включаючи підвищення кваліфікації за рахунок компанії. В процесі інтегрування України в європейське суспільство вітчизняні заклади вищої освіти при реформуванні своєї системи управління та навчального процесу концентрують свою увагу саме на впровадженні досвіду європейських колег.*

*Проте треба розуміти, що європейські заклади освіти не є еталонними, вони також мають свої проблеми та недоліки, які треба враховувати та намагатися мінімізувати їх негативний вплив на розвиток української освітньої системи. В умовах глобалізаційних викликів та зростання нестабільності зовнішнього середовища, ефективний розвиток вітчизняних підприємницьких структур значною мірою залежить від рівня забезпеченості їх персоналом необхідного рівня знань та кваліфікації. Однак більшість українських випускників, за твердженням роботодавців, не мають потрібних професійних та ділових навичок.*

**Мета** дослідження – на основі аналізу практичного досвіду діяльності зарубіжних і вітчизняних корпоративних університетів показати їх переваги перед традиційними вишами у формуванні висококваліфікованих кадрів для забезпечення фінансово-економічної безпеки підприємств, зокрема.

**Результати.** В умовах трансформаційної економіки, зростання нестабільності зовнішнього середовища, збільшення загроз і ризиків ефективний розвиток вітчизняних підприємницьких структур значною мірою залежить від рівня забезпеченості їх персоналом необхідного рівня знань та кваліфікації. Ключовим сектором забезпечення національної конкурентоспроможності та фінансово-економічної безпеки вітчизняних підприємств в креативній економіці має стати вища освіта, а також створення національної мережі закладів підготовки та перепідготовки фахівців відповідно до потреб ринку. Через низку причин вітчизняні заклади вищої освіти щорічно мають недобір вступників, а бізнес відчуває гостру потребу у висококваліфікованих фахівцях, рівень і якість підготовки яких відповідає сучасним потребам виробництва.

**Наукова новизна.** Доведено, що одним з пріоритетних напрямів вирішення проблеми підвищення рівня якості освіти є створення корпоративних університетів, які дозволять набутти персоналу підприємства саме тих знань, вмінь і навичок, що потрібні підприємницькій структурі для підвищення ефективності її функціонування, конкурентоспроможності та забезпечення фінансово-економічної безпеки. Запропонований опис корпоративних університетів дає змогу скласти уявлення про різноманітність можливих моделей (форм) їхнього функціонування. Проте всі вони виконують основну місію: підготовку і перепідготовку кадрів для сучасного бізнесу, забезпечуючи їх фінансово-економічну безпеку, зокрема.

**Висновки.** В Україні спостерігається дисбаланс між показниками підготовки фахівців та потребою ринку праці в цих фахівцях. Заклади професійної освіти орієнтовані на підготовку фахівців модних спеціальностей (юристів, економістів, психологів, дизайнерів, менеджерів та ін.), оскільки це дозволяє підтримувати попит на освітні послуги. Часто такі випускники мають недостатні професійні навички, оскільки їх підготовкою займаються, зокрема, непрофільні освітні заклади, без належних наукових шкіл та відповідної навчальної бази. За таких умов відомі іноземні компанії (транснаціональні корпорації), що працюють в Україні, самотійно навчають співробітників, яких приймають на роботу. Сучасні корпоративні університети – це не тільки навчальні заклади, а, в першу чергу, інкубатори інноваційних ідей, які в разі їх успішності в подальшому можуть бути реалізованими самою підприємницькою структурою.

**Ключові слова:** корпоративний університет, освітня послуга, персонал, кадровий потенціал, управління, ризики, фінансово-економічна безпека.

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