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### THE INSTITUTE OF CORPORATE UNIVERSITY AND ITS EXPERIENCE FOR DEVELOPMENT OF LABOR POTENTIAL OF A CLASSIC HIGHER EDUCATION INSTITUTION

**Abstract:** *This article focuses on some historical aspects of the formation and development of corporate training centers with taking into account the peculiarities of their functioning within a modern system of vocational education. In the article there is defined the categorical meaning of corporate education, and formulated the goal of corporate functioning of the institution. This article contains the author's opinion on the content of category definitions of corporate education and corporate university, and the results justify the importance of relevant experience of the Institute for the development of labor potential of classic form of higher education. In addition, the article presents generalizations about the possibility of using the traditional mechanisms of corporate universities to develop their own labor potential, within the system of classical universities in terms of improving the content of vocational training of subjects and objects of the educational process.*

**Keywords:** *corporate education; corporate university; interaction between the institution and production; mechanisms for managing the development of labor potential of higher education; differences of classical university and corporate university.*

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### ІНСТИТУТ КОРПОРАТИВНОГО УНІВЕРСИТЕТУ ТА ЙОГО ДОСВІД ДЛЯ РОЗВИТКУ ТРУДОВОГО ПОТЕНЦІАЛУ КЛАСИЧНОГО ВИЩОГО НАВЧАЛЬНОГО ЗАКЛАДУ

**Анотація.** *Акцентується увага на окремих історичних аспектах формування та розвитку корпоративних навчальних центрів з прийняттям до уваги особливостей їх функціонування у межах сучасної системи професійної освіти. Визначено категоріальний зміст корпоративної освіти, а також сформульовано мету функціонування корпоративного навчального закладу. Викладено авторську думку щодо змісту визначень категорій корпоративної освіти та корпоративного університету, а також результати обґрунтування значущості досвіду функціонування відповідних інститутів для розвитку трудового потенціалу класичних за формою свого утворення вищих навчальних закладів. Наведено узагальнення щодо можливості використання традиційних для корпоративних університетів механізмів розвитку власного трудового потенціалу, у межах системи управління класичними вищими навчальними закладами в частині удосконалення змісту системи професійної підготовки суб'єктів та об'єктів навчально-виховного процесу.*

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**Ключові слова:** корпоративна освіта; корпоративний університет; взаємодія між навчальним закладом та виробництвом; механізми управління розвитком трудового потенціалу вищого навчального закладу; відмінності класичного університету від корпоративного університету.

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### ИНСТИТУТ КОРПОРАТИВНОГО УНИВЕРСИТЕТА И ЕГО ОПЫТ ДЛЯ РАЗВИТИЯ ТРУДОВОГО ПОТЕНЦИАЛА КЛАССИЧЕСКОГО ВЫСШЕГО УЧЕБНОГО ЗАВЕДЕНИЯ

**Аннотация.** Акцентируется внимание на отдельных исторических аспектах формирования и развития корпоративных учебных центров с принятием во внимание особенностей их функционирования в рамках современной системы профессионального образования. Определен категориальный смысл корпоративного образования, а также сформулированы цели функционирования корпоративного учебного заведения. Статья содержит авторскую точку зрения относительно содержания определений категорий корпоративного образования и корпоративного университета, а также результаты обоснования значимости опыта функционирования соответствующих институтов для развития трудового потенциала классических по форме своего образования высших учебных заведений. Кроме того, в статье представлены выводы относительно возможности использования традиционных для корпоративных университетов механизмов развития собственного трудового потенциала, в рамках системы управления классическими вузами в части совершенствования содержания системы профессиональной подготовки субъектов и объектов учебно-воспитательного процесса.

**Ключевые слова:** корпоративное образование; корпоративный университет; взаимодействие между учебным заведением и производством; механизмы управления развитием трудового потенциала высшего учебного заведения; отличия классического университета от корпоративного университета.

**Problem setting.** The issue of educational content, as well as the development of its forms, is more frequently becoming the subject of scientific attention during the scientific-communicative activities. Among the latest scientific conferences, thematic focus of which was devoted to the investigation of instituted issues, we should pay attention to The 8th Annual Conference on Higher Education Pedagogy (04–06.02.2015, Blacksburg (USA) – Center for Instructional Development and Educational Research, Inter-higher School Scientific and Educational Conference. Actual Problems of Education (26–27.02.2015, Riga (Latvia) – Transport and Telecommunication Institute), World Education Forum “Higher Education and Education For All” (19–21.05.2015, Incheon (Republic of Korea) - International Association of universities), International scientific and practical conference “Scientific school of academician IA Zyazyun in his colleagues and pupils: readings in pedagogy” (14–15.05.2015, Kharkiv (Ukraine) – National technical university “Kharkiv polytechnic institute”), Canada International Conference on Education (22–25.06.2015, Toronto (Canada) - University of Toronto), International Conference “The Internationalization of Higher Education: Moving Beyond Mobility” (28–30.10.2015, Siena (Italy) – University of Siena) and other scientific-communicative activities.

Among the most anticipated scientific conferences of 2016, in our opinion, is the International Conference “The Open Education Global”, which is scheduled for 12–14 of April by the AGH University of Science and Technology in Kraków (Poland).

In addition, it should be recognized that the issue of educational content is constantly in priority to officials of the state government. For example, during the last parliamentary hearings on “Legal Support to education reform in Ukraine” in December 9, 2015, there was discussed not only how to further reform the education system of Ukraine, but also included the issue of balance between the constitutional right to public education for every citizen and freedom of choice for those citizens who are willing and able to choose alternative educational trajectories [19]. As one of the alternative forms of education provided, besides certain abstracts, can be considered a so-called corporate education, interpretation of meaning of which, despite the spread of the appropriate category within contemporary scientific debate, has not yet received its final form. Within this post we look at some approaches to the formulation of the definition above mentioned categories, and pay attention to the possibility of using the corporate education's labor potential for the development of the labor potential of higher educational institutions.

**Recent research and publications analysis.** The issue of corporate education and development of corporate universities in a particular aspect of the manifestation of its complex and multi-faceted content is reflected in the works of M. Allen [1], E. Blass [2], D.R. Hearn [4], J.C. Meister [6], A. Renaud-Coulon [7], L. Tanner [8], K. Wheeler [9] and many other scientists. Among domestic researcher the issue is reflected in studies of M.J. Dmytrenko, O.V. Zhykhors'ka, T.P. Zbryts'ka, V.Sh. Kahanova, S.A. Kalashnikova, S.V. Kurbatov, M.I. Mahura, A.S. Mynzova, O.H. Romanovs'kyj, V.V. Tomilov, E.N. Cheremisina and other scientists.

Recently, there were conducted many scientific studies, informative orientation of which was devoted to resolving issues of corporate education and clarification of the content of the phenomenon of corporate university. The most interesting of them, in our opinion, are: the monograph by M.D. Knjazeva “Innovation in Higher Education” (discussed development of open institutions and corporate education) [15]; monograph by M. Galaguzova “Corporate Education” (the essence of corporate education, defined its goals, objectives, structure and content) [11], the monograph by A.V. Bochkarev “Corporate Education at Military School” (series axiological, cultural, informative-communicational, traditional and innovative approaches to corporate training and education of military school cadets) [10] and other studies. Despite the high level of scientific attention to the problems of functioning and development of corporate education, some issues still remain within the scientific debate.

**Paper objective.** To find out the possibilities and uses of traditional mechanisms of corporate universities to develop their own labor potential in the management of relevant institutions within the functioning of the classical form higher education.

**Paper main body.** Nowadays more and more often the public interest in the issues of formation and development of higher education in the form of corporate universities is increasing, the research, scientific and educational activities of which are related to a particular company or sector of the economy. According to the research of V.V. Krasnoshapka, the first corporate universities were formed in the early 70s of the twentieth century in the United States. One of the first most renowned corporate university was established by a transnational company McDonalds in 1961 “Gamburger University”, whose professional activity has focused training highly qualified specialists for the regional offices of the founder company [17]. The main difference between the first corporate university and traditional educational institutions was not only in training for a specific production, but also in the formation and maintenance among the audience of a high level loyalty to the corporate

culture of the organization's founding and unconditional commitment to its ideals. Eventually, almost every multinational company found it necessary to have its own school in its structure. The most powerful wave of university institutions in the form of corporate universities took place at the end of the twentieth century (in the period from 1988 to 1998 the number of corporate universities in the world has increased four times - from 400 to 1600 [12]). The prototype of the first corporate universities can be considered a training center of the world famous footwear factory "Bata". Czech entrepreneurs T. Bata (czech. Tomáš Baťa), in order to get highly qualified personnel for own production, founded a professional institution "Working School Bath" (RSHB) in Zlin in 1926 [20]. It should be noted that the idea of the institution to meet the demand of its own organization (corporation) staffing was borrowed from a Czech entrepreneur H. Ford, who once organized production school training for own production. Today, Ford Motor Company in cooperation with automakers union are the owners of one of the most powerful in the world centers of staff training and development. The purposes of corporate training center's operation are:

- providing the needs for employees for their training, retraining and development;
- ensuring the adaptation and retraining of those who lost jobs due to the introduction of new technologies into production, but have the desire to develop and use their own labor potential within the organizational structure of Ford Motor Company;
- supporting of national and local programs to increase the participation of employees in organizational management and to enable the exchange of ideas and experiences within the learning process and personal development [3]. This is the place in our research where it's necessary to determine the category of corporate university. However, the formulation of the content's definition of a corporate university as one of the organizational forms of education institutions, as well as the understanding of the development and characteristics of its operation, is unthinkable without categorical definition of corporate education's categorical content.

According to A.S. Minzov, corporate education should be understood as "a system of accumulation and translation (transfer) of various kinds of knowledge: economic, technological, industrial, institutional, professionally ethical, administrative and other kinds in order to effectively achieve the objectives assigned to the corporation" [16, p. 63]. In other words, corporate education – "is definitely an individual «product», that is adjusted to specific requirements and objectives of each individual organization, but it performs the general function – accumulates intellectual capital" [14, p. 91]. In our opinion, this definition is not perfect, because its goal within corporate education is focused exclusively on serving the interests of the corporation, while the interests of people remain out of sight. In our opinion, any education, including corporate can not be effective if it focuses beyond the individual. The interests of the individual in formulating corporate definition education finds its place in the interpretation of K. Wheeler. According to the researcher, corporate education focuses not only on traditional training of staff, but also on its development and the search for talented individuals [9]. However, the author does not pay attention to the fact that corporate education usually is primarily vocational education positioning at the level of postgraduate education. The second part of this remark is not principal, for corporate education can be built into the model of traditional vocational education. For example, ŠKODA AUTO University being essentially a corporate institution, offers not only undergraduate programs, but includes the Master's level program [5]. According to N.A. Huk, corporate education is "a mechanism for the practical implementation of feedback between industry

and education. Its essence is that the companies themselves must participate actively in the preparation of their future personnel” [13, p. 5].

This interpretation, given its focus only on the “implementation of feedback”, also not without some flaws, the nature of occurrence of which is the lack of emphasis on the author's definition of one of the main aspects of the manifestation of educational content, namely its participation in the development of the individual. Such a conclusion we can formulate given the author's opinion about the purpose of corporate education, namely training of professional staff; fundraising potential of employers in higher education; stimulating professional growth of universities' faculties. It is clear that the proposed definition of problematic personality development positions not only at the individual goals, and considered only in the context of “professional training”. The most successful, in our view, determining the content of corporate education was provided by V.V. Kuznecov, which considers the classification level part of the education system. According to scientists, corporate education is a set of educational structures and curricula enterprises, companies in their unity and cooperation provide production needs for the client corporation among qualified personnel [18, p. 7].

Considering the content of the given above definitions, we find it possible to formulate the author's approach as for interpretation of the meaning of corporate education. In corporate education we understand the kind of education, which by its substantial thrust focuses on the professional development of the individual within its organization of joint commissioning interest in order to improve competitiveness in the organizational structure of professional customer education. Basic customer of service and consumer educational services (programs for professional and personal development of a specialist) within the corporate education is the organization, for example, a subject or a group of subjects of market environment. So, knowing the interpretation of the meaning of corporate education, we can try to formulate a definition of a corporate university. We believe that under the corporate university it should be understood – a separate institution of an organization or a corporation (a branch or independent institutional education), the professional aim of which is the formation and development of professional knowledge and practical skills based on the content entrusted with the experience and tradition of the organization. Corporate University serves as a way of development and implementation of HR strategy through the mechanism of learning and skills development. The curriculum is built up according to the system of value orientations of the specific organization and use of existing practices in organizational performance. The phenomenon of corporate universities was caused due to the need to prepare highly skilled experts, capable not only to take up their duties bypassing a relatively long adaptation period, but also share the corporate culture of a particular enterprise (organization), and closely combine the theoretical developments in the relevant field of scientific knowledge with practice to implement them within a specific industry (improving the efficiency of the organization).

It is clear that corporate university can not be considered as a counterpart to the traditional (classical) University, and therefore the principles of its operation and development are unique to the appropriate organizational form. According to research E. Blass, the difference between traditional (classical) universities and corporate universities may be disclosed by the wording of content, goals, education outcomes, and given the traditions and peculiarities of the respective institutional formation (Table) [2, p. 63].

**Main differences of traditional (classical) university from a corporate university**

	Traditional (classical) university	Corporate university
Name	Comes from academic society, which connected into corporations named Universitas	Name shows the inner educational culture and society
Historical Background	Medieval and classical roots. The old university sector, which started in VII–XIX centuries, and the new one	Comes from inner trainings and educational subunits; suggests new services, creative ways for the real economic sector from the beginning of XX century, which could be characterized by massive research and development
Goals	Providing general and(or) professional education at the highest level	Broadening knowledge within a certain company raising competitiveness, welcoming changes
Results	Qualifications (stages, professional qualifications), as well as results of researches	Broadening the horizons, which could be achieved, unification of ethics, values and history of the company
Level of education	Three stages	Any, starting with basic functional training to highest academic levels
Quality and characteristics of studentship	Everyone who meets the requirements for admission can become a student	Every employee of the company
Production of knowledge	Free knowledge production, which later is distributed and sold in the form of publications. Separate knowledge arising from cooperation with industry and business, with limited distribution	The results apply only within an organization through internal publications and are unavailable to the public
Ownership and control	Owned by the state, which provides funding. Public responsibility to the relevant government agencies. The principle of “academic freedom” limits external control	Owned by a company, various forms of control. Always requires certain business justification
Connections to public universities	Cooperation exists in form of research projects	Connections on the level of teaching certain courses and conducting certain researches

Coming back to the subject of our immediate attention, we find it necessary to consider the specific characteristics of the particular mechanisms of labor potential, which are commonly used in corporate universities, for example:

- participation of members of real production in shaping the content of training programs and the elaboration of criteria for the assessment of learning outcomes students;

- participation of practitioners in the workshop sessions and as well in evaluation of educational material needs of production;
- corporate university teachers' participation in professional activities of organizational structures of real production (the possibility of staying in the middle of the production process).

Of course, the above is not a complete list, and therefore in need of its development, especially in the field of detecting the benefits of the training form of educational material presentation. However, the above mechanisms of labor potential of corporate universities can be used within the professional activities of traditional universities, which will provide an opportunity not only to build a bridge over the gap between theoretical knowledge and practical use of it, but also ensure the development of labor potential of universities, especially, by strengthening its quality characteristics.

**Conclusions of the research.** Taking into account the experience of corporate universities, we can formulate the following main conclusions on the possibility of taking into consideration the practice of their operations in order to develop the labor potential of traditional (classical) form of universities.

Firstly, it is necessary to maximally bring the content and level of knowledge and experience of the teaching staff to modern requirements of the real economy sector. As part of the mechanism for implementing these program activities, we should pay attention to:

- the possibility of practitioners' involvement in shaping and improvement of curriculums. In our opinion, the use of professional knowledge and practical experience of representatives of the real economy sector during the discussion and adoption of content relevant to training programs not only contribute to bridging the gap between the theory of scientific knowledge and its practical use, but also affect the raising of the qualitative component of the labor potential of science - teaching staff;

- the need to include correspondent representatives of the real economy sector, within the content of which the study was carried out, to the state examination boards. From our point view, the involvement of practitioners in the process of evaluating students' knowledge and procedure of graduation, will not only increase the level of practical knowledge in the teaching staff, but also create an understanding in all without exception participants of educational communication about the ultimate goal of the educational process and principles of its development;

- the need to improve the quality of conducting the production practice by the participants of the educational process, and the level of responsibility of those, whose professional competence has a function on control over the effectiveness of the organization and production practice. We believe that focusing just on the practical significance of theoretical knowledge and opportunities (need) to use in direct employment, will enhance the professional competence of not only the participants of the educational process, but also the experts of the organization within the organizational structure of which the production practice was organized.

Secondly, the practice of implementing corporate education, and therefore the experience of corporate universities, strongly suggest the potential efficiency of interaction between the institution (department) and production (separate unit). One of the main forms of such cooperation could be training for the participants of the educational process in an efficient enterprise. The difficulty using this form is primarily related to the unwillingness of the organization's management to involve intern students to the manufacturing production. The reason for this reluctance is the risk of disclosure of commercial secrets of businesses, as a student-trainee is not a permanent employee, and therefore not interested in preserving that infor-

mation which is classified in the category of trade secrets. The resolving of this conflict could be signing an agreement on employment of graduates in the relevant company. In addition, the universities, in context of the issue of establishing partner relationships with a successfully operating production, may be interested in the company's proposal to provide educational services for training programs of employees (or) the involvement of the teaching staff to address specific production issues as independent experts or immediate perpetrators. In other words, universities should be interested in the real economy sector with its capabilities to solve specific issues (training, development of unique equipment, improvement of management systems, etc.). The most desirable result of the interaction between universities and manufacturing, in our opinion, is the formation of the cluster.

Thirdly, the corporate university, because of his close relationship with the actual operating corporations is not only a part of the training system for particular corporations, but above all is the bearer of organizational ideas and corporate culture. The phenomenon of corporate university can be seen in the light of its participation in the implementation of the organization's mission, allowing you to talk about the educational function of the institution. Unfortunately, most of the traditional universities of Ukraine are considering the formation and development of corporate culture at the secondary, which certainly affects not only the quality of the educational process, but the quality of individual's development as well. We believe that the experience of corporate universities in usage of the potential of comparative culture within the educational process should be used in employment activities of traditional universities. As one of the examples of understanding the place and role of corporate culture in the professional activities of classical university may be considered experience The University of Social Sciences and Humanities (Polish: Szkoła Wyższa Psychologii Społecznej), whose leadership pays appropriate attention to the applicable line of work.

The above findings, given the complexity and diversity of the manifestation of the chosen research subject, do not exhaust the content of questions in the research of potentials of corporate education and usage of the experience of corporate universities to develop own labor potential. Among the promising areas of research in the organization, we should pay attention primarily to those, whose content is related to the definition of conditions of efficiency in practices of corporate universities for the development of qualitative characteristics of labor potential of participants in the educational process. Also, a perspective direction in the organization of scientific research within the defined above vector of scientific research, from our point of view, could be finding out the advantages and disadvantages of corporate education and its potential for the development of the individual, enterprises and society as a whole.

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