

ADAPTIVE MANAGEMENT FOR EMPLOYEE TRAINING SYSTEM

Under the influence of the rapid development of information technologies, employees' knowledge needs to be constantly supplemented and updated in modern conditions. The main driving forces of adaptive management in economic systems are: first, an unstable environment (both external and internal); second, adaptation itself, which is an inherent property of systems; third, elimination of structural inconsistencies in the development of the enterprise.

One of the characteristics of adaptive management is dual nature. On the one hand, the system adapts on its own, using the processes of information exchange and self-learning; on the other hand, adaptation is incorporated into management processes in order to accelerate natural evolutionary processes, as well as to create, using the measures provided for in the reserve block, favorable conditions for the system's self-organization and to ensure an effective response of the system in case of changes in the conditions for implementing strategies.

T. Klebanova defines adaptive learning as the ability of a learner to learn and perform tasks by using initial data and previously accumulated experience [1]. It should be noted that adaptive management of the formation of a professional training system is naturally iterative and is analyzed through process modeling. The information from the knowledge base and the self-learning block is the basis for using the tools contained in the reserve block, whose role is to create appropriate conditions for the process of self-organization of the system and to ensure the correct response of the enterprise to the impact of external and internal environments [2]. The process of comparing the desired and actual results of the implementation of adaptive actions takes place, after which the plans are adjusted in the change management block. At each subsequent stage (iteration), the structural components of the adaptation level are again compared with the impacts and changes that occur. If "bottlenecks" are found in one of the elements of the adaptive level, they are modified or restructured. K. Kryvobok presents the stages of enterprise diagnostics in her scientific works [3; 4]. Such information can serve as a theoretical basis for the development of tools for finding "bottlenecks" and reserves for improving the state of organizational management.

Adaptive management of the formation of a system of professional training of employees is directed depending on the ratio of real results to the basic ones. The criterion of training quality is determined by a function that depends on the differences between the desired and current state of the system or its elements. It can be said that the formation of an adaptive system of professional training of employees is based on: on the one hand, the use of knowledge about the educational process, its strategies and goals; and on the other hand, an individual approach to the acquisition of knowledge by the learner, the ability of the employee to provide feedback between him/her and the teacher and the qualitative control of knowledge using a rating assessment. The use of adaptive technologies helps to take into account the personal abilities of individual employees, identify and use their already acquired skills, knowledge and abilities to plan the training process. An individualized approach to training is a key success factor that can ensure a high return on investment in staff development.

Adaptive management of the formation of a system of professional training of employees as a continuous process, the main purpose of which is to constantly improve the quality of knowledge, skills and abilities of employees by ensuring a timely adaptive response of the professional training system to changes in the parameters of the external and internal environment of the enterprise and making adjustments to the work of the units that provide the training process.

Adaptability as an internal property of the system has certain limits. It is proposed to allocate the main directions of realization of managerial influence in order to form an adaptive system of professional training of employees. The peculiarity of the directions lies in the differences of influence to ensure the adaptation of this system:

- direct – by increasing its internal properties (adaptability) through the use of coaching, mentoring, budding, rotation and self-study technologies;
- indirect – by improving the process of professional training based on managerial functions (organization, motivation, planning and control).

If the reserves of adaptability are completely exhausted, the level of adaptation can be increased by more reasonable implementation of management measures within the functional approach.

An adaptive approach involves first of all determining the need for training of employees: assessing the current level of knowledge and skills of employees, evaluating changes in the external environment (new knowledge that has emerged in the industry, in science), and taking into account the desire of each employee to learn. Based on the results obtained, training goals are set and criteria for future performance evaluation are determined. The choice of forms and content of training is also a situational problem, as many variable factors of both the internal and external environment need to

be taken into account. After this stage of training, the manager needs to evaluate the acquired competencies and make a general analysis of the effectiveness of staff training, which is the initial information for building a plan for the next stage of training. An adaptive approach to employee training requires constant intervention by the manager and is cyclical in nature [5].

So, to summarize all of the above, it should be emphasized once again that the system of vocational training of employees is inherent in adaptability. The adaptability of the system of professional training of employees is an internal property of this system, the external manifestation of which is adaptation. The level of adaptation can be assessed on the basis of determining the adaptation of the system to the impacts of external and internal environmental factors.

References:

1. Клебанова Т. С., Ястребова Г. С. Адаптивні моделі та методи підтримки прийняття рішень щодо реалізації податкової політики підприємств. *Адаптивні системи в економіці*. 2008. № 1. С. 41–47.
2. Федорук П. І. Адаптивна система дистанційного навчання та контролю на базі інтелектуальних Інтернет-технологій : монографія. Івано-Франківськ : Видавничо-дизайнерський відділ ЦІТ Прикарпатського національного університету ім. В. Стефаника, 2008. 326 с.
3. Кривобок К. В. Концептуальні положення щодо управління процесами адаптації промислових підприємств в умовах невизначеності. *Український журнал прикладної економіки та техніки*. 2022. Т. 7. № 2. С. 190–199.
4. Кривобок К. В. Групування факторів середовища та їх вплив на адаптаційні процеси підприємств в умовах кризи. *Український журнал прикладної економіки та техніки*. 2022. Т. 7. № 1. С. 143–149.
5. Мартиненко М. В., Петренко О. О. Функціональний підхід до формування адаптивної системи професійного навчання працівників промисловості. *Проблеми економіки*. 2013. № 4. С. 125–133.