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Abstract.

Lepeyko T., Gupalo V. Adaptation of a company's economic behavior to the conditions of sustainable development.

The article is devoted to adapting a company's economic behavior to the conditions of sustainable development. Its purpose is to systematize, generalize, and improve the theoretical and methodological foundations of forming a company's economic behavior and to substantiate the directions of its adaptation by the concept of sustainable development. The article examines the essence and evolution of theoretical approaches to defining the nature of a company's economic behavior, starting from classical economic theories and ending with modern concepts of sustainable development and digital transformation. The study thoroughly analyzes classical theories based on rational choice, institutional theory, which considers interactions with economic and social institutions, and behavioral economics, which considers the psychological aspects of decision-making. The research justifies the need for companies' economic behavior to adapt to modern economic conditions, particularly implementing the sustainable development concept. Key directions for adjusting a company's economic behavior are proposed, including implementing energy-efficient technologies, developing corporate social responsibility, forming strategic partnerships, and digitalizing business processes. Special attention is given to integrating environmental, social, and managerial aspects into companies' behavioral models, which, according to the authors, is a prerequisite for their stable development in a globalized environment. The study identifies key challenges companies face in adapting their economic behavior to sustainable practices, including financial constraints, legislative instability, insufficient awareness among management personnel, and resistance to change. The study reveals that integrating sustainable development principles into corporate behavioral models enhances investment attractiveness, competitiveness, and long-term resilience. The research results have practical significance for shaping a company's economic behavior, strategic management, developing sustainable development policies, and improving economic efficiency in conditions of instability.

Keywords: economic behavior, company economic behavior, sustainable development, adaptation of economic behavior, risk.

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CONCEPTUAL FRAMEWORK FOR ADAPTIVE LEARNING MANAGEMENT OF PROJECT EMPLOYEES

Petrenko O., Kryvobok K. Conceptual framework for adaptive learning management of project employees.

The article examines the main elements of the adaptive management of personnel: objectives, tasks, internal and external factors, directives, principles, stages, and procedures for implementation in practice. Adaptive management is implemented through functions that convey rational planning, clear organization, guaranteed motivation of all stakeholders, and control of intermediate and results. A significant influx into the process of adaptive management in the development of practical projects is the organization of warehouses and the strengthening of their flexibility and ease of adaptation. The main practical result is a methodical approach to implementing the concept of adaptive management for project practitioners. Analysis of the internal and external environment is the first important step in developing a practical idea of adaptive learning. The following essential steps are to conduct a comprehensive assessment of healthcare workers and assess the needs in the beginning. Coaching, mentoring, training sessions, and personnel rotation are the primary tools that help implement adaptive management in practice. You can see that both material and non-material motivation are essential for staff to ensure efficiency during tool stagnation. The robot has developed an algorithm to implement a methodical approach in practice.

Keywords: adaptive management, conceptual framework, project, continuous employee training.

Statement of the problem. Rapid changes in companies' internal environments and the rapid development of scientific and technological progress, which stimulates changes in the external environment, lead to the constant possibility of negative impacts on project operations. The overall level of project management depends on the ability to make effective decisions to neutralize negative consequences and the management's ability to predict the causes of problem situations.

Analysis of recent research and publications. Scholars such as Jones K., Leonard N.K., P. Senge, V. Ponomarenko, T. Borova, O. Raevneva, M. Budnik, T. Lepeyko, H. Polyakova, V. Savchenko, S. Kravchenko, I. Otenko, and others highlight the problems of adaptive management of enterprises, organizations, or projects, including personnel management.

The purpose of the research. Despite the large number of scientific papers in this area, the issues related to adaptive management of project staff training require further consideration and are relevant in today's environment. The study aims to substantiate the conceptual foundations of adaptive learning management for project employees.

Tasks that were solved to achieve this goal:

Specify the main elements of the concept of adaptive management of project employees;

Develop a methodological approach to implementing the concept of adaptive learning management of project employees in practice.

Presentation of the primary research material.

Forming the conceptual framework for adaptive training management of project employees requires substantiation of the following components: internal and external components, objectives, purpose, principles, directions, stages, and mechanisms for implementing adaptive training management on the project.

The purpose of adaptive learning management is to continuously improve employees' skills by changing the organization's internal elements and transforming external components. For this purpose, it is essential to adjust the functioning of employees who provide the learning process.

The main tasks of adaptive management of personnel training can be classified according to the central management functions:

- 1) Plan the process of organizational training and determine the need for training;
- 2) organize and coordinate the training process on the project;
- 3) ensuring the proper level of motivation of project employees to learn;
- 4) ensuring control over the training process, determining and analysing the economic efficiency of training.

The main components of an organization's internal environment (or project) directly connected with the staff training system are its mission and strategic plans. Implementing a new strategy can be carried out without strong opposition if changes in staff behavior are made before they

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reach the organizational foundations, i.e., preparatory work needs to be done. Once the management team reaches the required level of competence, and if the staff supports the new strategy, implementation can be realized without significant opposition [1].

The organizational structure and the structure of the staff significantly impact the state of the personnel training system. Rapid changes in both the external and internal environment require the construction of matrix and flexible organizational structures and the universalism of individual employees, i.e., their ability to universalize - mastering several professions, competence in different areas of activity, rotation, and horizontal movement. The level of employee qualifications is a set of generalized criteria, among which two important employee attributes stand out: the ability to learn and flexibility in behavior (work). These elements are particularly relevant to this research work as they directly affect the management of the personnel training system, which can function with adaptability. Expert analysis can calculate the level of loyalty and the state of organizational culture. Leading scientists involved in determining the level of staff loyalty are O. Yastremska, V. Ponomarenko, A. Kolot, and N. Borkova, who have proposed several different methods for calculating the integral loyalty indicator. A significant impact on the functioning and adaptability of the training system can be exerted by such a factor as the working conditions of employees, since the organization of the employee training process directly depends on their work schedule, the possibility of conducting training directly at the workplace, the possibility of their involvement in mentoring, coaching or other methods.

Considering the elements of the organization's external environment that directly affect the personnel training system, we can first note scientific and technological progress, the legislative framework, changes in the labor market, and competitive analysis. Changes in the legislative framework governing staff training and development do not occur often enough, but organizations must necessarily monitor them and comply with the established standards [1].

An organization is believed to achieve the most sustainable competitive advantages through a high-quality HR management process. While production technology can be copied and implemented quickly, forming a high-quality staff requires significant material and intangible costs. Using competitors' best practices, especially for organizations that are not leaders in their industry, is one of the most common ways to adapt their personnel training system. The essence of adaptive human resources management is to provide employees with the required number and appropriate qualifications and competence. In researching the labor market, HR managers must decide whether to rely on their employees, train and develop them, or vice versa - to recruit from outside [2].

Rapid scientific and technological progress, expressed through the influence of information technology, requires constant updating of employees' knowledge, i.e., intensifying the organizational learning process. At the same time, the latest concepts, forms, and training methods are scientifically substantiated and implemented in practice, which leads to the direct adaptation of the training system for the project or separate specific organization [3].

The principles are the next element in the adaptive management of staff training. Analyzing the scientific works of such scientists as O. Raevneva, M. Budnik, S. Kravchenko, and T. Borova and adapting their work to the topic of this study, it was determined that the main principles of adaptive personnel management are

the principle of sustainable adaptability, which implies the ability to adapt to changes in the external and internal environment;

the principle of objectivity and relevance of goals. Project management should involve the use of patterns

based on actual and potential opportunities, taking into account the mission and strategic plans;

principle of variability of management decisions based on the possibility of making different decisions to solve specific problems or situations;

principle of hierarchy as horizontal and vertical links between individual employees and processes on the project;

the principle of information provision provides for the formation of an information space to maximize the awareness of all employees by the established requirements;

the principle of maximum transparency helps to take into account the interests of each employee;

The principle of openness is based on the fact that external influences can lead to an increase or decrease in important project performance indicators, including the level of human resource management;

The principle of management efficiency is the creation and maintenance of the material base, production technology, and the formation of highly qualified personnel with the appropriate level of motivation at the proper level [1, 4-5].

The analysis of the stages of implementation of adaptive learning management for project personnel shows that the primary task is a detailed review of internal and external factors that directly affect the learning management system.

The second important step is to determine the indicators of adaptability of project staff training management. Analyzing the above principles of adaptive management, the main criteria for the adaptability of staff training management include the following:

speed of reaction of the learning system to external and internal influences;

the speed of making and implementing management decisions to change learning management elements;

the vector on development or survival, not just on the elimination of problems, which is expressed through constructive or destructive adaptation;

complexity of adaptation involves solving several problems or solving one problem with the improvement of other indicators;

the share of active adaptation in the total amount of management changes (active and passive adaptation, i.e., self-organization);

the ability to adapt periodically (permanent, periodic, temporary).

A detailed analysis of internal and external factors and a transparent system of criteria for the adaptability of the employee training management system make it possible to formulate a mechanism and measures for implementing the conceptual framework in practice. To form a mechanism for adaptive management of project personnel's training, the materials of scientific works [6, 7] were used, highlighting the scheme of introducing continuous training and the basis for implementing the development of a self-learning organization.

The algorithm for implementing adaptive management of project personnel training is shown in Figure 1.

Adaptive management of employee learning can be enormously beneficial in practice, so it is essential to outline the main measures for implementation.

For example, scientists and management personnel were surveyed to identify measures for forming and developing self-learning organizations. Let's consider the following potential measures:

use of "learning by doing" technology;

involvement of a coach (training manager) in the project staff;

increase of material and non-material motivation of staff to involve each employee in using their competencies when working in a team;

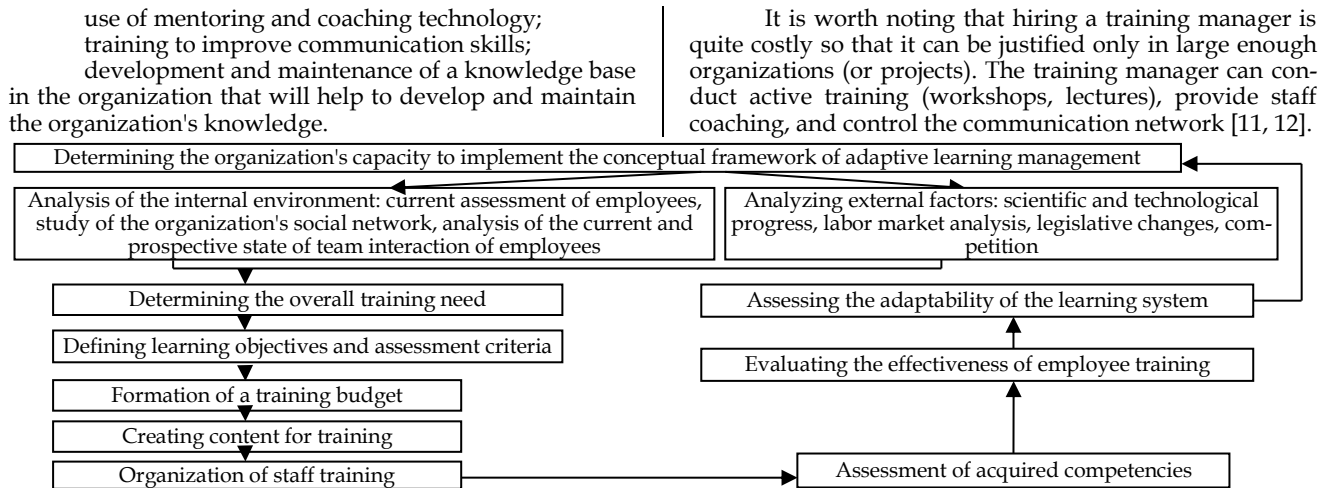


Fig. 1. Algorithm for implementing adaptive learning management for project staff. Source: Compiled by the author.

Employee rotation can improve personal and professional communication skills and accelerate organizational knowledge exchange between units. Several scholars define this employee training method as an essential element of the staff development process. In the rotation process, employees move in two directions: performing a function in a position of approximately the same level or performing the

duties of a manager, i.e. moving vertically. An employee can gain not only a lot of knowledge and skills but also a new challenge for professional growth in the future. Rotation can reveal significant reserves for improving internal rules, procedures, or management elements. A generalized diagram of the conceptual framework for adaptive learning management of project employees is shown in Figure 2.

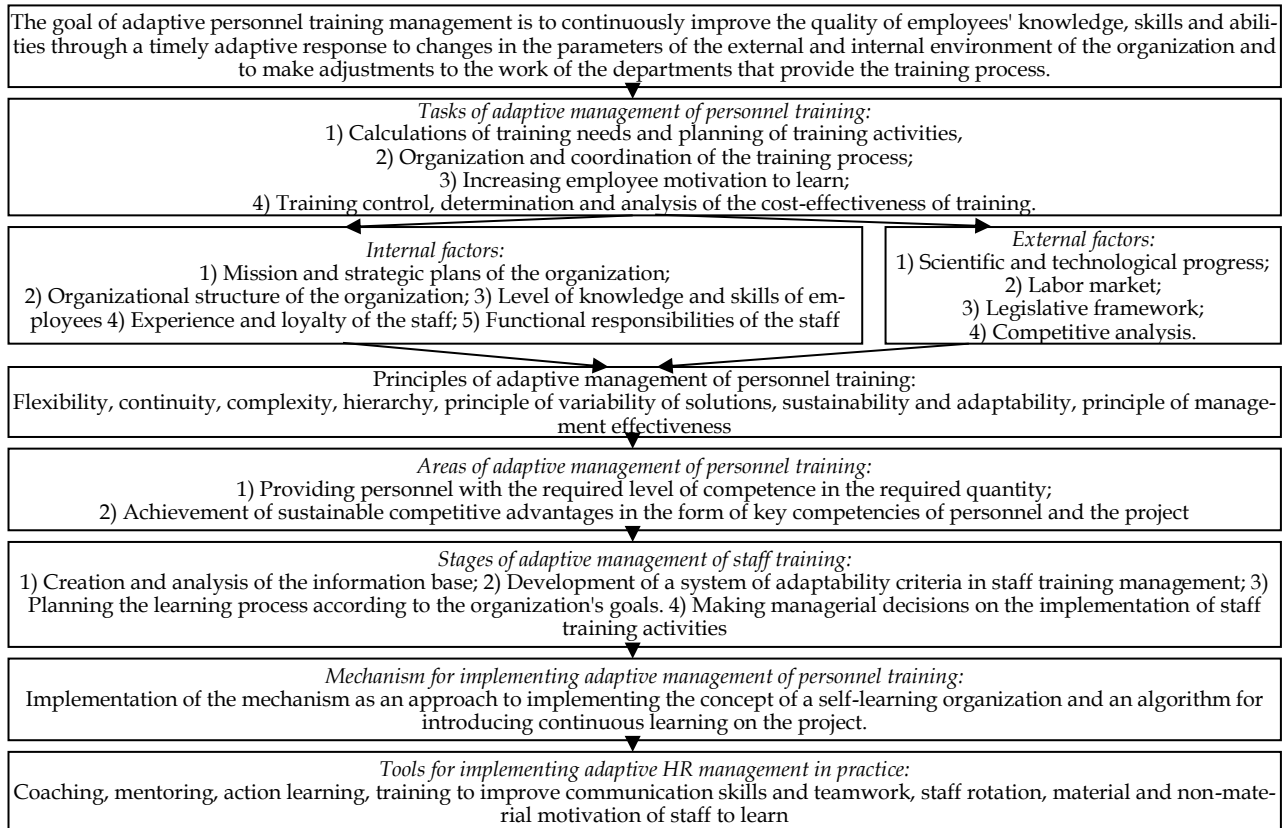


Fig. 1. Schematic representation of the conceptual framework for adaptive management of staff learning.

Source: Compiled by the author.

Conclusions and prospects for further research. As a result, an element of scientific novelty was formed, which consists of improving project employees' conceptual framework for adaptive learning management. Such a conceptual framework can be implemented in leading industries: IT

technologies, education, sales, internet marketing, etc. This area of research requires additional study in terms of the subject area of application and implementation in practice, which can be achieved through tools for implementing the concept of a self-learning organization.

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Аннотація.

Петренко О. О., Кривобок К. В. Концептуальні основи адаптивного управління навчанням працівників проєктів.

В даній науковій праці висвітлено елементи адаптивного управління навчанням працівників з рекомендаціями по їх реалізації на практиці. Основні принципи адаптивного управління навчанням працівників проєктів є принцип стійкості і адаптивності, принцип об'єктивності і досяжності, принцип варіативності рішень, принцип ієрархічності, принцип інформаційної забезпеченості, принцип прозорості, принцип відкритості, принцип ефективності управління. Реалізація адаптивного управління відбувається шляхом використання функцій, що передбачають раціональне планування, якісну організацію, забезпечену мотивацію всіх стейкхолдерів та контроль проміжних та кінцевих результатів. Великий вплив на процес адаптивного управління навчанням співробітників проєктів має організаційні складові та зокрема їх гнучкість та спроможність до адаптації. Основним практичним результатом є методичний підхід до реалізації концептуальних основ адаптивного управління навчанням працівників проєктів. Аналіз внутрішнього та зовнішнього середовища є першим важливим етапом побудови ефективної концепції адаптивного навчання. Наступними важливими етапами є проведення комплексної оцінки працівників та визначення потреби в навчанні. Багато вчених наголошують на необхідності залучення до штату посаду тренінг-менеджера (коуча). Такий процес є достатньо витратним, але його доцільність треба розраховувати залежно від умов компанії чи проєкту. В багатьох випадках в компаніях відбувається залучення спеціалістів, що можуть не тільки проводити активне навчання, забезпечувати коучинг персоналу, але й контролювати комунікаційну мережу. Основні інструменти, що допомагають реалізувати концептуальні основи адаптивного управління на практиці: коучинг, наставництво, баддинг, тренінгові заняття, ротація кадрів. Окремо можна виділити, що важливою є матеріальна та нематеріальна мотивація персоналу для забезпечення ефективності від застосування інструментів. В роботі наведено алгоритм для забезпечення реалізації методичного підходу безпосередньо в провідних сферах господарювання.

Ключові слова: адаптивне управління, концептуальні основи, проєкт, безперервне навчання співробітників.

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