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ANALYSIS OF THE FACTORS IN THE DEVELOPMENT OF HUMAN CAPITAL PRODUCTION ORGANIZATION IN THE EMERGING KNOWLEDGE ECONOMY

Introduction. New economic conditions in the twentieth century indicate a new phase of social development. Despite the fact that the center of economic development is one of its individual characteristics, the landmark is shifted in the direction of knowledge as capital and capacity for self-development and self-improvement. A new stage of development is characterized by globalization trends of social development, the transition from industrial to scientific and information technologies, their characteristic feature is the increasing role of knowledge, information and intelligence, space for realization of which is human capital.

Problems of development and human capital development company dedicated to works by foreign scholars as G. Becker [1], E. Brukynh [3], A. Marshall [3], M. Mallone, L. Edvinson [4], and local scientists : O. Grishnova [5], M. Drozach [6], V. Diyesperova [15], A. Vakulchik, G. Stupniker [7], M. Azhazha [8], B. Antonjuk [9], E. Borodina [10], A. Golovinov [11], N. Koroliova [12], I. Zhuravlev [13] G. Nazarov [14]. According to V. Diyesperov, the theory of human capital opens new perspectives to improve public relations and related accelerate socio-economic development [15, p. 6]. But before you implement policy research reserves of human capital raises the problem of taking into account the factors that affect it.

The purpose of article: theoretical and methodological studies factors of human capital in a manufacturing organization.

The main part. Summary of points of view represented in scientific sources [1-15], suggests that human capital is influenced by external and internal factors. Production organization as an independent entity capable of influencing more on internal factors, external is less achievable formed more independently. Internal factors chosen subject of study authors represented in the fig.1.

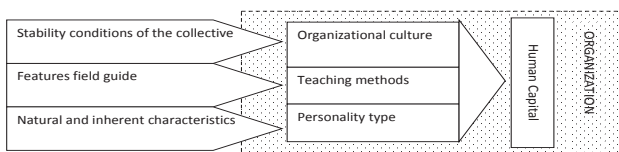


Figure 1. Field research subject

The most common method for diagnosing phenomena and processes in the social environment is a method of questioning. That survey using pre-designed questionnaires Bureau staff training and professional development (BTD) and the Bureau works with experts and officials (BWO) specific production organization made it possible to obtain an estimate of the internal factors of human capital:

1. Summarized assessment of the development team of three intelligence (logical, emotional and practical).

2. The relevance of methods of vocational qualification potential through education, which were divided into groups: a) on the job training (coaching, mentoring, training), b) training outside the workplace (lecture, training, role play, presentation, sharing experience).

3. Characteristics of organizational culture (examined the prevalence and relevance of organic values, bu-

reaucratic, participative and entrepreneurial cultures).

Quantitative measurements of selected characteristics for the study was carried out in points, and was elected five-interval scale in which score 5 points noted the highest level of positive characteristics.

By analyzing the literature [12, 13] formulated the following hypotheses subject to testing:

1. Each group has its own list of relevant resources of human capital and the conditions for their entry into force.

2. Each team uses a special combination of teaching methods to develop professional capacity.

3. Organizational culture that prevails in the team is a synthesis of values of reference crop.

Hypothesis testing is implemented using estimates of actual (A) and desired (D) of performance.

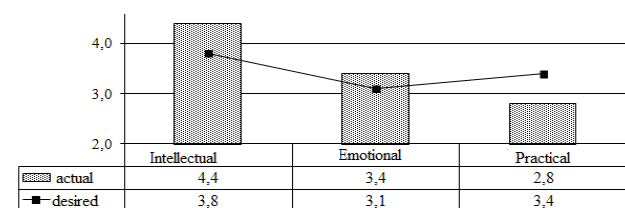
Diagnostic Results of intelligence staff of two sections are presented in table. 1.1

Table 1.1
Assessment of personality types in two parts (GPA)

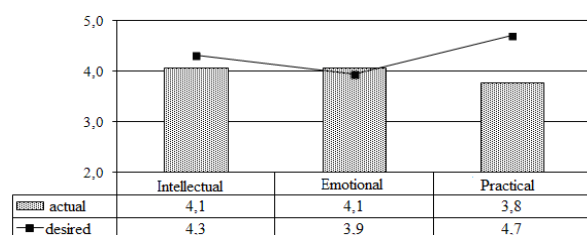
| Type of intelligence | BTD | | BWO | |
|----------------------|-----|-----|-----|-----|
| | A | D | A | D |
| Intellectual | 4,4 | 3,8 | 4,1 | 4,3 |
| Emotional | 3,4 | 3,1 | 4,1 | 3,9 |
| Practical | 2,8 | 3,4 | 3,8 | 4,7 |

Graphically, the results of testing training methods shown in Fig. 1.1.

According to the table. 1 and fig. 1 shows that both groups have problems with emotional intelligence, both groups have the actual level of development that is close to the desired. Most attention should be given to the heads of groups of practical intelligence subordinates.



Bureau staff training and professional development (BTD)



Bureau works with experts and officials (BWO)

Figure. 1.1. Diagnostic Results personality type in the departments

That is formulated hypothesis was confirmed.

The results of evaluation of teaching methods in two parts presented in the Table. 1.2. They make it possible to ascertain differences in the level of teaching methods in groups.

Table 1.2
Assessment methods of teaching staff of two sections (GPA)

| Index | | BTD | | BWO | |
|---------------------------------|------------------------|--------|---------|--------|---------|
| | | actual | desired | actual | desired |
| Learning in the workplace: | | | | | |
| MHI | Instructing | 5,00 | 5,00 | 4,67 | 4,33 |
| Continuation of table 1.2 | | | | | |
| MHH | Mentoring | 4,83 | 5,00 | 4,33 | 4,22 |
| MHC | Internships | 4,67 | 5,00 | 4,00 | 4,11 |
| MHP | Rotation | 3,83 | 3,83 | 3,22 | 4,11 |
| Learning outside the workplace: | | | | | |
| MHL | lecture | 4,33 | 4,67 | 3,44 | 4,11 |
| MHT | Training | 4,67 | 4,50 | 3,56 | 4,33 |
| MHD | Business game | 3,67 | 4,00 | 3,56 | 4,00 |
| MHR | Presenta-tion | 4,00 | 4,50 | 3,22 | 4,22 |
| MHO | Exchange of experience | 4,00 | 4,83 | 3,56 | 4,33 |

Almost two department's staff is pleased with the teaching methods such as coaching, mentoring, internships. Requires attention to mastering technology rotation bureau chief for working with experts and officials.

That second hypothesis receives confirmation. Note the low level of the desired level of use of these indicators in both departments, it may be a signal on the low feasibility of their use altogether.

Results of the evaluation values of the organizational culture in two parts presented in the table. 1.3.

Table 1.3
Results of the assessment of organizational culture in the departments (GPA)

| Type of organizational culture | BTD | | BWO | |
|--------------------------------|--------|---------|--------|---------|
| | actual | desired | actual | desired |
| Organic | 3,5 | 4,2 | 4,0 | 4,2 |
| Adhocratic | 3,4 | 3,2 | 3,6 | 3,9 |
| Bureaucratic | 3,9 | 3,8 | 4,1 | 4,3 |
| Participatory | 3,7 | 4,7 | 4,3 | 4,1 |
| Entrepreneurship | 3,3 | 3,9 | 3,7 | 4,0 |

Graphically, the results of training methods shown in Fig. 1.4., 1.5.

The results given in Table. 1.3 and Fig. 1.4. and 1.5 we can conclude that the third hypothesis is confirmed. In office training and skills (BTD) is actually dominated by bureaucratic type of organizational culture, team work is subject to significant levels of official regulation and participatory type, the activities of the enterprise focused on the interaction of subordinate and manager in the formation of goals and determining the resources to achieve them, dominating the desired level and will facilitate efficient work team. In office training and skills (BTD) is actually a combination of observed values of all types of organizational culture, but the dominant participatory when activities of the company is focused on the interaction of subordinate and manager in shaping goals and identifying resources to achieve them, and it is desirable to increase regulation of the collective, bureaucratic type.

Conclusion. The development of human capital of

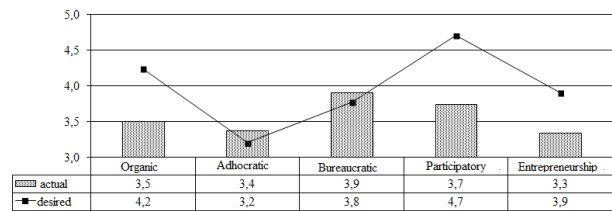


Figure. 1.4. Estimates of the organizational culture of training and professional development (BTD).

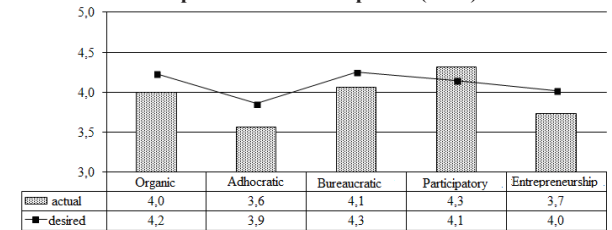


Figure. 1.5. Estimates of the organizational culture of the Bureau of professionals and employees (BWO)

teams under the influence of internal factors such as personality type that forms a combination of logical, emotional, and practical intelligence, teaching methods which ensure the development of vocational qualification potential employees, organizational culture that promotes the consolidation of the labor force individual workers to collective labor. Further research should be directed at the author's detailed analysis of the dependence of internal factors in the development of human capital characteristics of the individual team members.

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