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THE USE OF REFLECTIVE PRACTICES FOR HR MANAGERS' PSYCHOLOGICAL AND PEDAGOGICAL COMPETENCE DEVELOPMENT WITHIN THE FRAMEWORK OF CORPORATE TRAINING

The article deals with the use of reflective practices as pedagogical condition for HR managers' psychological and pedagogical competence development. The aim of the article is as follows: to study the specificity of reflective practices usage for HR managers' psychological and pedagogical competence development in the framework of corporate training. The analysis of scientific and pedagogical literature, which highlights various aspects of the research problem has been conducted. It has been found that reflective practices are aimed at self-knowledge, awareness of one's own position, actions, and motives; contrasting one's own accomplishments with ideals; the competence characteristics of a modern specialist; the requirements of a particular company for employees, which form the basis for identifying areas of additional personal and professional development; setting goals and objectives, etc. It has been justified that the use of reflective practices as a pedagogical condition for HR managers' psychological and pedagogical competence development entails analysing one's own professional activity and development in addition to using a reflective toolkit to analyse other employees' professional activity and development in the context of corporate training. The characteristics and content of the application of this pedagogical condition – the use of reflective practices' potential – have been presented. According to the professional development program of HR managers provided the organization and conduct of the "Reflective practices in professional development" training have been provided. The goal of the training involved encouraging HR managers to use reflective practices, both in their own professional development and in corporate training of company employees, mastering relevant knowledge and skills. Its accomplishment was made possible by completing a variety of tasks, including developing internal motivation and raising awareness of the value of reflective practices in HR management; gaining pedagogical and psychological knowledge for reflection; honing reflective skills; and honing the ability to create individual professional development plans that align with the business's corporate culture and human capital development strategy. Based on the research, the following conclusion have been formulated: it is possible to develop HR managers' psychological and pedagogical competence within the framework of corporate training if the theoretical basis for reflection is established, the specificity of the implementation of reflection practices is clearly defined, and the appropriate learning and teaching methods are chosen.

Key words: HR manager, corporate training, professional competence, psychological and pedagogical competence development, pedagogical condition, the use of reflective practices, trainings.

Problem statement. At the beginning of the 21st century, corporate training is considered by theoreticians and practitioners as one of the powerful means of ensuring the continuous professional development of company or enterprise employees. An important role is assigned to HR management specialists, who are called to organize corporate training based on the study of the company's strengths, weaknesses, opportunities, threats, analysis of the needs and interests of employees, and the needs of the company's departments. This study is possible on the basis of reflective practices, the application of which justifies the need for the presence of psychological and pedagogical competence of HR managers.

The analysis of recent research and publications. The problem of developing professional competence, in particular its component – psychological and pedagogical competence of HR managers, is not new. Researchers N. Dries, A. Kolot, O. Kravchuk, H. Lopushniak, M. Meyers, J. Paauwe, I. Ryabokon, I. Varis, M. van Woerkom etc. Studied various its aspects. Reflection as an effective tool of professional development is considered in various publications (A. Bolderston, M. Bushati, A. Cashell, C. Day, C. Forde, F. Korthagen, M. McMahan, A. McPhee, J. Moon, E. Nuijten, F. Patrick, J. Peeters, N. Sharmahd, K. Tan). In our study, we focused on the issue of reflective practices usage in corporate train-

ing in order to develop the psychological and pedagogical competence of HR managers. In our opinion, mastering this competence and effective use of reflective practices will contribute not only to the professional development of HR managers, but also to the further use of effective reflective tools to facilitate the professional development of company employees.

The aim of the article is to study the specificity of reflective practices usage for HR managers' psychological and pedagogical competence development in the framework of corporate training.

The research results. We examine one of the crucial conditions by utilising the potential of reflective practices. This includes analytical work aimed at self-knowledge, awareness of one's own position, actions, and motives; contrasting one's own accomplishments with ideals; the competence characteristics of a modern specialist; the requirements of a particular company for employees, which form the basis for identifying areas of additional personal and professional development; setting goals and objectives, etc. We believe that "reflective practice can lead to professional development and the acquiring of practice knowledge. It is the ability to access, make sense of, and learn through work experience to achieve a more desirable, effective and satisfying work" [9, 136]. F. Korthagen and E. Nuijten argue, that reflection presupposes the movement according to several stages: 1) action (experience), 2) looking back on the experience, 3) awareness of essential aspects, 4) creating alternative methods of action and making a choice, 5) trial [4].

Good reflective practices help to foster the growth of professional judgement and self-evaluation skills, as well as the ability to assess the success of professional actions objectively, weigh the benefits and drawbacks of one's own communication plan, and collaborate with colleagues. We agree with G. Sæbø and J. Midtsundstad, who study the role of reflection in professional learning communities of teachers, that "successful teamwork involves sharing stories and experiences about their practice, engaging in honest conversation about their work, pursuing personal interests in their teaching, discussing successful and challenging aspects of their practice, and becoming more open to and interested in involving outside resources to enrich their conversations and plans" [7, 175–176]. By using reflective techniques, one can diagnose and re-evaluate their own experiences, control their professional activity, and advance both personally and professionally based on the outcomes they have attained. "At the core of the reflective process is the acquiring of new understanding and appreciation, reframing problems and the development of knowledge creation capacities. These three core outcomes are obtained through the conscious act of thinking about past events, attend-

ing to the feelings and ideas that arise from those events and visualizing the resultant change" [9, 136].

It is crucial to remember that utilising the potential of reflective practices as a pedagogical condition for HR managers' psychological and pedagogical competence development entails analysing one's own professional activity and development in addition to using a reflective toolkit to analyse other employees' professional activity and development in the context of corporate training.

As a result, the following illustrates the characteristics and content of the application of this pedagogical condition – the use of reflective practices' potential:

- the content: helping HR managers with professional activity analysis, professional development planning, organisation, and implementation; developing reflective practices to be used in corporate training settings in the future;

- the tasks: to train HR managers in reflective techniques and self-evaluation of their professional and personal attributes; to use the precise standards to assess professional development and activities; to create strategic objectives for tasks related to professional development, the accomplishment of which depends on their effective execution;

- the organisational forms of learning and methods: diagnosis of the level of the activity component of HR managers' psychological and pedagogical component development; organization and conduct of training and compilation of portfolio;

- the peculiarities of participants' activities: information-searching, analytical-reflective work, use of educational and methodical materials during training and compiling a portfolio;

- expected outcomes: dynamics in the levels of the activity component of HR managers' psychological and pedagogical competence development;

- indicators of development: the capacity to manage the corporate training process using psychological and pedagogical knowledge, based on the analysis and synthesis of data gathered during reflective practices, to establish interaction and support it in order to achieve the corporate training goals; making use of reflective practices' potential to inspire employee support through mentoring and counselling.

As a result of our research, we created a professional development programme that aims to enhance psychological and pedagogical competence development. It covers the subject matter, organisational details, and methodological aspects of running seminars, training sessions, business and role-playing games, using the project method, fostering team-building and teamwork, and portfolio development.

The program of professional development of HR managers provided for the organization and conduct of the "Reflective practices in profes-

sional development" training. The goal of the training involves encouraging HR managers to use reflective practices, both in their own professional development and in corporate training of company employees, mastering relevant knowledge and skills. Its accomplishment was made possible by completing a variety of tasks, including developing internal motivation and raising awareness of the value of reflective practices in HR management; gaining pedagogical and psychological knowledge for reflection; honing reflective skills; and honing the ability to create individual professional development plans that align with the business's corporate culture and human capital development strategy.

In particular, during the presentation of learning materials, participants understood the essence and functions of reflection. The value of reflective practice for employee professional growth and the company's corporate training programme was introduced to the training participants. During the activity "Professional ethics and corporate culture", the key ideas of corporate culture and professional ethics were described. Participants learned about the warm-up procedure, were divided into teams, and identified the causes of ethical transgressions.

Training "Reflective practices in professional development" provided for the business game "The development of corporate training plan", with the help of which the participants gained knowledge about how to assess the corporate training programme of the company in terms of its strengths, weaknesses, opportunities, and threats. Additionally, they learnt how to choose research methodologies for evaluating the needs and interests of employees and came to understand the significance of matching employee needs and interests with corporate training goals. In other words, it's about honing the abilities to manage the corporate training process through the application of psychological and pedagogical knowledge, as well as the capacity to evaluate and synthesise data to create interaction and facilitate the achievement of the program's objectives.

Special attention was attached to the activity "Portfolio development", during which HR managers evaluated the components and organisation of creating different kinds of portfolios and assessed how important they are to an employee's career advancement. We took into consideration the abilities to analyse one's own experience, synthesise data, create a portfolio, assist in selecting an employee motivation and support plan, establish priorities for consulting and mentoring, and develop pertinent knowledge that enables staff members to train in reflective practices.

It is important to note that this exercise encompassed more than just building a portfolio and implementing reflective approaches. We also saw the potential for carrying on with the portfolio compilation

process within the context of self-study and creating a template for an employee's portfolio that the company's staff might utilize to plan their own professional development in the future.

The professional development program included the participation of HR managers in the project "The development of corporate training program". For its organization, the theses of the company's development strategy, the strategy of human capital development, the portfolio of employees of a certain department, the interests and needs of employees were used. The primary responsibility of HR managers was to use the suggested template to create a corporate training programme project. HR managers had to participate in a ten-hour offline activity as part of this initiative.

With the help of the project "The development of corporate training program", HR managers acquired the ability to use the SWOT analysis to analyse and define the company's development goals and objectives, the company's human capital development goals and objectives, the department's goals and objectives, and the interests and needs of its employees as well as performance issues and desired performance improvements. The project included specifying the goals and objectives of the programme, outlining the expected outcomes, organising the corporate training programme, choosing its content, defending the selection of instructional activities and training techniques, selecting methods for assessing training outcomes, and establishing pertinent standards and protocols.

Conclusions. Based on the research, we conclude that it is possible to develop HR managers' psychological and pedagogical competence within the framework of company training if the theoretical basis for reflection is established, the specificity of the implementation of reflection practices is clearly defined, and the appropriate learning and teaching methods are chosen.

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Мукан Н., Гао Ф. Використання рефлексивних практик для розвитку психолого-педагогічної компетентності HR менеджерів в умовах корпоративного навчання

У статті розглядається використання рефлексивних практик як педагогічної умови розвитку психолого-педагогічної компетентності HR менеджерів. Метою статті є дослідження специфіки використання рефлексивних практик для розвитку психолого-педагогічної компетентності HR менеджерів в умовах корпоративного навчання. Проведено аналіз науково-педагогічної літератури, яка висвітлює різні аспекти проблеми дослідження. Встановлено, що рефлексивні практики спрямовані на самопізнання, усвідомлення власної позиції, дій, мотивів; протиставлення власних досягнень ідеалам; розвиток компетентнісних характеристик сучасного фахівця; вимоги конкретної компанії до співробітників, які є основою для визначення напрямів особистісного та професійного розвитку; постановки цілей і завдань тощо. Обґрунтовано, що використання рефлексивних практик, як педагогічної умови розвитку психолого-педагогічної компетентності HR менеджерів, передбачає аналіз власної професійної діяльності та розвитку, використання рефлексивного інструментарію для аналізу професійної діяльності працівників та розвитку у контексті корпоративного навчання. Представлено особливості та зміст реалізації педагогічної умови – використання потенціалу рефлексивних практик. Відповідно до програми професійного розвитку HR менеджерів передбачено організацію та проведення тренінгу «Рефлексивні практики у професійному розвитку». Метою тренінгу було заохочення HR менеджерів до використання рефлексивних практик, як у власному професійному розвитку, так і в корпоративному навчанні співробітників компанії, оволодіння відповідними знаннями та навичками. Її досягнення стало можливим завдяки виконанню різноманітних завдань, включаючи розвиток внутрішньої мотивації та підвищення обізнаності про цінність рефлексивних практик в управлінні персоналом; освоєння педагогічних і психологічних знань для рефлексії; удосконалення рефлексивних навичок і здатності розробляти індивідуальні плани професійного розвитку, які відповідають корпоративній культурі бізнесу та стратегії розвитку людського капіталу. На основі виконаного дослідження сформульовано такий висновок: розвиток психолого-педагогічної компетентності HR менеджерів у межах корпоративного навчання можливий за умови обґрунтування теоретичних основ рефлексії, чіткого визначення специфіки реалізації рефлексивних практик, відбору відповідних організаційних форм і методів навчання.

Ключові слова: HR менеджер, корпоративне навчання, професійна компетентність, розвиток психолого-педагогічної компетентності, педагогічна умова, використання рефлексивних практик, тренінги.