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## **THE PEDAGOGICAL MODEL AND METHODS OF OCCUPATIONAL ADAPTATION OF MANAGERS IN COMMERCIAL ORGANIZATIONS**

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The Pedagogical Model and Methods of Occupational Adaption of Managers in Commercial Organizations

The article explores the issue of occupational adaptation of young managers in commercial organizations.

The pedagogical model of occupational adaptation of managers in sales organizations has been developed and theoretically justified. The following constituents of the model were defined: the aim, tasks, expected results, the notional component, instruction methods and forms, types of internship, stages of occupational adaptation and its assessment.

The economic, organizational, executive, social and psychological methods of occupational adaptation have been defined and described.

*Key words:* occupational adaptation, manager in a commercial organization, the model of occupational adaptation, methods of occupational adaption.

Training staff for higher educational establishments according to the demands of labour market requires improvement of the content, methods and forms of educational process. [6, p. 31].

Present-day commerce is in need of flexible specialists who are able to adjust to the state of the goods market and possess the expertise and practical skills in that sphere.

The educational process in most of the commerce higher educational establishments contains a number of drawbacks which reduce the professional standard of their graduates. In particular, the following problems reducing the professional standard of the future managers in commercial organizations have been identified:

- the problem of occupational adaptation of young managers is not studied sufficiently in pedagogy and psychological sciences;
- scarcity of effective methods of occupational adaptation in educational science and practice;
- *pedagogical ambiguity in building the model of occupational adaptation of managers in commercial organizations.*

The need in solving the abovementioned inconsistencies makes the discussed problem important and shows the rationale for further pedagogical research.

The review of the latest studies and publications shows that occupational adaptation was explored by O. M. Halus, O. I. Hura, P. Mayer, O. H. Moroz. The psychological aspect of occupational adaptation was investigated by J. Piaget, L. L. Panchenko, M. D. Vynohradskyi, T. S. Panina, K. K. Platonov, S. M. Chystyakova and others.

Modelling in pedagogy is discussed in the research works by S. I. Arkhanhelskyi, N. V. Kuzmina, M. A. Panfilov, Y. O. Lodatko, and others. The issue of professional occupation in relation to its content, forms and methods is explored in research works by V. T. Lozovetska, V. Maslova, P. M. Talanchuk.

The peculiarities of manager's job in commerce were studied by I. V. Rozdolska, M. V. Sorokina, V. F. Yehorov, F. I. Khmil.

Regardless of the numerous studies and publications, nowadays the issue of occupational adaptation of the future managers in commercial organizations is not explored sufficiently.

To resolve the discussed problem it is necessary to develop the pedagogical model able to ensure the effective occupational adaptation of managers in trade organizations and implement it into the educational process in higher educational establishments. Moreover, the adaptation methods are to be put forward.

The aim of the article is to develop the educational model and methods of occupational adaptation of the future managers in commercial organizations.

To reach the given aim the following tasks are to be completed:

1. *To explain the concept “occupational adaptation of a manager in a commercial organization”.*

2. *To identify the main constituents of an occupational adaptation of a manager in a commercial organization and create the corresponding pedagogical model.*

3. *To describe the methods of occupational adaptation.*

The issue of occupational adaptation is drawing more and more attention of psychologists and educationalists.

According to M. M. Fitsula, adaptation (from Lat. adapto – adjustment) is the process of active adjustment of the individual to the changing environment [2, p. 436].

Let us explore the nature of occupational adaptation from the psychological and educational point of view.

T. I. Turkot distinguishes the following major types of the adaptation in the higher education pedagogy:

– occupational adaptation in the higher educational establishment, that is a process of introduction of the individual to the future occupation. It is accomplished through acquiring the expertise and practical skills necessary for the future profession, adjustment to the structure of the higher education, the general content and separate components of the educational process.

– didactic adaptation, that is students’ adjustment to the new system of education. The adjustment may be relatively quick and slow. A quick adaptation depends first of all on the connection between educational methods in schools and higher educational establishments; secondly, on the independence and creative thinking which have to be personality traits of a freshman; thirdly on the strong determination and willingness to master a certain trade and thus, the curriculum of a corresponding higher educational establishment;

– social and pedagogical adaptation, that is the adjustment to the new group of people and relationships within it, formation of a personal behavior style, and ways to interact with peers and teachers. [10, p. 404 – 405].

According to the structure of the occupational adaptation process proposed by O. M. Halus, its major components are:

a) occupational adaptation components which constitute the first level of the hierarchy;

b) factors, which reveal the structural and notional nature of the components and make up the second level of the hierarchy;

c) relevant problems and their solutions nowadays and in the future, which constitute the third level of the hierarchy.

Psychology views adaptation from different standpoints:

– as a process of adjustment to the changing external environment (according to B. F. Lomov);

– as a process of active interaction of an individual with the environment (according to T. I. Ronhynskaya);

– as a process and the result of internal changes, self-improvement and active adjustment of an individual to new external environmental conditions (according to A. O. Rean).

The stage of occupational adaptation takes place after the graduation, when young specialists start their own career. At that time the professional situation changes dramatically: there are colleagues of different ages, absolutely different hierarchy of employees-management relations, new social and professional values, different social role and performance [7, p. 3 – 4].

Occupational adaptation from the employer's perspective is the set of actions which facilitate the professional development, shape corresponding social as well as professional qualities and values of an employee, give rise to employing creativity in work and attaining the higher level of professionalism [1, p. 7].

Having analyzed psychological and pedagogical scientific literature, devoted to the issue of occupational adaptation, and having studied the peculiarities of working as a manager in a commercial organization, we can formulate our own definition of an occupational adaptation of a manager in a commercial organization.

Occupational adaptation of a manager in a commercial organization is the process of gradual adjustment of a manager to the peculiarities of his job and working conditions that is expressed in acquiring the expertise and practical skills necessary for the future career in a commercial sphere.

The higher educational establishment that trains future managers for commercial organizations has to make sure that the students undergo a preliminary occupational adaptation. An important part in this process is played by a modeling of a process of occupational adaptation of young managers.

According to M. A. Panfilov pedagogical model is a consecutive arrangement of such elements as the aim of education, its content, planning educational and educational management techniques, designing curriculum and syllabus [8].

O. O. Pochueva [8] identifies four stages of creating an educational model. They are: identification of the tasks, creation of a model, testing of the model to check its reliability, application of the model.

The pedagogical model of occupational adaptation of managers in commercial organizations have to take into account the peculiarities of working in commercial institutions and educational process in a higher educational establishment.

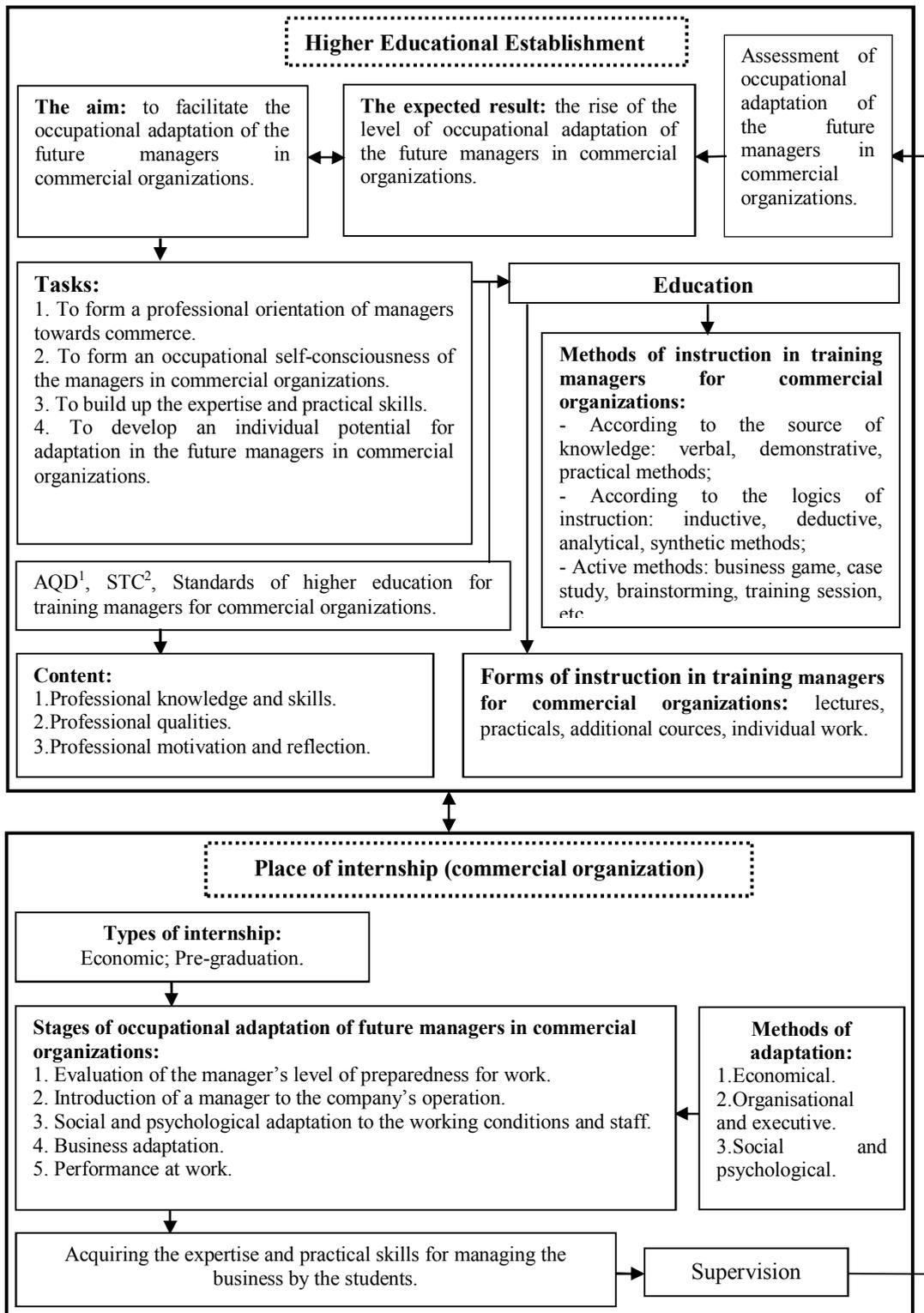
As we can see at pic. 1 our model consists of two main parts.

The first part shows a higher educational establishment.

The model of occupational adaptation pursues a certain goal – to facilitate the process of occupational adaptation for future managers in commercial organizations

The task of the model is to cultivate a professional orientation and an occupational self-consciousness in managers, to develop expertise and professional skills, as well as an individual potential for adaptation. The expected result from implementation of the model is the rise of the level of occupational adaptation of the future managers in commercial organizations.

Training managers in commercial organizations should be carried out according to the standards of higher education, academic qualifications description, and the state general curriculum.



*Pic. 1. The model of occupational adaptation of managers in commercial organizations*

1 – Academic qualifications descriptions

2- State general curriculum

The content of educational process reflects the requirements for professional knowledge and practical skills of managers in commercial organizations as well as conditions of development of professional qualities, motivation, and reflection.

The process of training managers for commercial organizations includes methods of education and forms of organization of educational process.

When a manager has completed all stages of occupational adaptation the assessment of adaptation effectiveness takes place. It shows whether the manager is ready to work in a commercial institution.

The assessment of adaptation effectiveness, i. e. the level of the manager's adjustment to new working conditions in commerce, includes:

- *objective measures – level and stability of performance indices (turnover figures and sales percentage per manager, gross volume of sold goods, quality of customer service, loading, transportation and unloading costs, etc.);*
- *subjective measures – level of job, working conditions and staff satisfaction, etc.*

The second part of the model describes a place of internship, i.e. a commercial institution.

According to the Law of Ukraine “On higher education” # 2984-III dated January 17, 2002, the decree of Ministry of Education of Ukraine “On ratification of the internships statute for students of higher educational establishments of Ukraine” # 93 dated April 8, 1993, and taking into account the peculiarities of economics majors in higher education, we distinguish two types of internships for managers in commercial organizations: economic and pre-graduation.

Stages of occupational adaptation of future managers in commercial organizations:

1. Evaluation of the manager's level of preparedness for work.
2. Introduction of a manager to the company's operation.
3. Social and psychological adaptation to the working conditions and staff.
4. Business adaptation.
5. Performance at work.

The process of occupational adaptation is aimed at acquiring the expertise and practical skills in management.

It should be pointed out that the model of occupational adaptation of a young manager in a commercial organization will not be effective without methods of adaptation.

There are economical, organizational and executive, social and psychological methods.

According to Y. V. Krushelnytska, adjustment of an individual to objective performance conditions and requirements is ensured by the following methods:

- improvement or reasonable change of certain qualities;
- development of action patterns with personal qualities remaining the same;
- positive work motivation;
- development of an individual performance style [5, p. 328].

Thus, the internet-based consultancy [www.adaptation360.ru](http://www.adaptation360.ru) [4] offering systems of occupational adaptation in commerce, marketing, at light and heavy industry enterprises, has developed its own methods of managing an occupational adaptation.

Managing an occupational adaptation [4] includes different methods.

The method of informal assistance (senior management of a commercial institution hires a specialist from a recruitment agency to monitor the work of a certain manager, to conduct psychological consultation, to provide morale support, to help to adjust to the staff of the company).

The method of introduction to a corporate culture (senior management of a commercial organization actively involves a new manager in formal and informal socializing with staff).

The method of “a corporate PR” (senior management informs a new manager about the business policy and the brand of a commercial organization. A special handbook is developed to serve this purpose. It includes information about dress

code, workplace organization, break schedule, working hours, the history of the organization, formal and informal behavior rules, career opportunities, etc.).

Training sessions method. It is an up-to-day method of occupational adaptation of managers in commercial organizations that includes workshops, business training sessions, courses and consultations conducted by experienced professionals in marketing, management, advertising, merchandising, sales techniques, etc. The aim of this method is to build up the expertise and practical skills of a manager in a commercial organization.

The method of individual training. It suggests on-the-job training of a young manager in a commercial organization. The training is done by experienced employees from sales and marketing departments. Mentoring and hands-on training are also practiced.

It should be pointed out, that the educational and scientific center for professional development and occupational adaptation (for managers and marketers) was created in 2013 on the basis of Kremenchuk Mykhailo Ostrohradskyi National University.

The whole process of occupational adaptation of managers in commercial organizations is accompanied by supervision and assessment.

The process of adaptation is considered to be completed when a manager is completely prepared to work for a commercial organization.

Incorporation of the suggested measures and the model of occupational adaptation into the educational process in a higher educational establishment will have a positive impact on the institution (improvement of the educational process, the rise of the professional standard); a commercial organization (decrease of the training and adaptation costs, diminishing staff turnover, time saving); and on a young manager in a commercial organization (increase of a professional flexibility, acquiring professional expertise and practical skills, self-fulfillment).

An important role in improving the adaptation process for managers is devoted to such methods as business training sessions and workshops, psychological consultations for employees and senior management, mentoring.

According to the pedagogical studies done by V. M. Nahayev [6], the abovementioned tasks can be completed by using innovative instruction methods and games which will help students to fulfill their passions for competition, self-expression, being successful and enjoying respect, etc. Training managers should be turned into a creative educational process with the high level of instruction and secured results.

Conclusions and the rationale for further study. To conclude, we can say that to ensure a successful occupational adaptation of managers in commercial organizations a corresponding pedagogical model should be created and incorporated into educational process. At each stage of adaptation the corresponding economical, organizational and executive, social and psychological methods of adaptation are to be used.

The further study will be aimed at developing methodical recommendations for managers in commercial organizations which will help them to build up professional expertise that in its turn will facilitate occupational adaptation.

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Черненко О. В.

Педагогічна модель та методи професійної адаптації менеджерів торгових організацій до професійної діяльності

У статті досліджена проблема професійної адаптації молодих менеджерів торгових організацій до професійної діяльності.

Теоретично обґрунтовано і розроблено педагогічну модель професійної адаптації менеджерів торгових організацій та визначено її складові: мета, завдання, очікуваний результат, змістовий компонент, методи навчання і форми організації навчання, види практики, етапи професійної адаптації, оцінка адаптованості.

Визначено і охарактеризовано методи професійної адаптації: економічні, організаційно-адміністративні, соціально-психологічні.

*Ключові слова:* професійна адаптація, менеджер торговельно-сервісної організації, модель професійної адаптації, методи професійної адаптації.

Черненко А. В.

Педагогическая модель и методы профессиональной адаптации менеджеров торговых организаций к профессиональной деятельности

В статье исследована проблема профессиональной адаптации молодых менеджеров торговых организаций к профессиональной деятельности.

Теоретически обоснована и разработана педагогическая модель профессиональной адаптации менеджеров торговых организаций и определены ее составляющие: цель, задание, ожидаемый результат, содержательный компонент, методы обучения и формы организации учебы, виды практики, этапы профессиональной адаптации, оценка адаптации.

Определены и охарактеризованы методы профессиональной адаптации: экономические, организационно-административные, социально-психологические.

*Ключевые слова:* профессиональная адаптация, менеджер торговой организации, модель профессиональной адаптации, методы профессиональной адаптации.

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