

підприємства (установи, організації, корпорації, філії чи структурного підрозділу) необхідно впроваджувати сучасні мотиваційні механізми. Запропонована у роботі система грейдів за окремими етапами на рівні структурних підрозділів підприємства дозволить сформувати унікальну систему мотивації персоналу та персоналізовану систему оплати праці для різних категорій працівників. Рекомендована система сприятиме забезпеченню згуртованості трудового колективу підприємства шляхом реалізації індивідуальних потреб і окремих мотивів кожного співробітника.

Питання формування сучасної системи мотивації та оплати праці персоналу на підприємствах вимагають проведення подальших наукових досліджень у даному напрямі.

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TERTIARY EDUCATION AND STAKEHOLDER’S NEEDS IN UKRAINE: WHAT INSTITUTIONS CAN LEARN FROM CORPORATIONS

Introduction. Back in the beginning of the century Slaughter and Rhoades (2004) emphasized that American colleges and universities are shifting from what they call a “public good knowledge regime” to an “academic capitalist knowledge regime” (Slaughter - Rhoades, 2004:28). Now the issues of commercialization are once again widely disputed and are spreading to the rest of the world (Gachie - Govender, 2017; Namdarian - Naimi-Sadigh, 2018; Bazhal, 2016). The debate on the problem is still open, with research pointing out the risks of transforming a public good, provided by HE institutions, into a private one (Deem, 2001). But there is already a global understanding that in current vastly changing environment universities are bound to implement modern marketing practices into their management policies in order to gain competitive advantage and to survive.

Institutions like colleges, institutes or universities are still the main providers of higher education service in the world. And as any service provider they should operate

to satisfy the needs of their target audience. Globalization of knowledge, that stimulates its growth at an accelerating pace, is “rattling universities to their very foundations” (Clark, 2000:12), HE institutions are no longer able to produce value, consistent with the needs and expectations of its two main recipients: students and future employers.

Research results. All four groups of stakeholders in Ukraine - HE institutions (either private or state-owned), teachers, students, and employers - are interested in improving education value proposition for a number of reasons. Bellow we will outline some of them, related directly to the value proposition.

In Ukraine universities endeavor to find additional revenue as governmental support for HE decreases. In accordance with the Law on higher education, which determines that not less than 50% of school graduates should obtain higher education at state expense, 54% of those in 2017 and 52% in 2018 had an opportunity to study free. But the absolute number of students enrolling on bachelor programs at state expense has been declining and is nearly 10% lower in 2019 than in 2016 (EDBO, 2019). It means that government covers less expenses each year and universities need to compete for those school graduates who are ready to pay tuition fee and are demanding the best value-for-money.

Ukrainian universities are bound to take part in a global competition as more and more students from Ukraine study abroad. During 2015-2017 the number of outbound mobile students more than doubled and accounted to 24 451 students (UIS Database, 2018).

This trend, being a part of global human mobility, also proves that students are no longer fully satisfied with the education, they receive in Ukraine. The poll, conducted by CEDOS in 2018 (Gracz et al., 2018), revealed, among others, two aspects of outbound mobility of Ukrainian students to Poland, that give evidence of the inconsistency of University service and students' needs. One group of reasons is explained directly by the absolute quality of educational services, namely: better technical equipment; desire to study programs and courses, not provided by Ukrainian Universities; poor quality of education in Ukraine. These reasons were mentioned by 25%, 2%, and 1% of respondents respectively. The other group regards career opportunities and includes the desire to receive European diploma for employment in EU; desire to receive better knowledge for employment in EU; desire to obtain better knowledge for employment in Ukraine.

The quality of educational services depends greatly on the professional level of the academic staff. On the other hand, research proves [Hameed et al., 2018] that teachers are demotivated to improve their professional level when they feel the lack of opportunities for professional career development. As a result, educational market in Ukraine gets in the loop of the low value proposition: dissatisfied with the low employee value proposition (EVP), staff slows down the creation of value for customers.

The fourth group of stakeholders, experiencing problems with HE in Ukraine is future employers of university graduates. Their main concerns are inadequacy of workforce skills and workforce flow.

World Bank Research, conducted in 2015, revealed that 4 out of 10 firms in key economic sectors in Ukraine encounter a significant gap between employees' skills and firms' needs (Del Carpio et al. 2017). In September 2018 Ukrainian government approved the "Dual Education Concept" (2018) which implies a wider role of employers in educational process and "the formation of an equal partnership of educational institutions, employers and education providers in order for students to acquire experience of practical appliance of competences and adapt in professional activity". 25% to 50% of credits in professional and higher education will be obtained through practice at the working place. The Concept is addressing the main aspects of the modern education system crisis: a large gap between theory and practice; fundamental knowledge and soft skills; university aims and market needs.

Workforce flow necessitates higher integration of Ukrainian labor market into a global one. Though influenced by negative economic and political situation of the last 5 years, about 700 international firms are still operating in Ukraine, being employers for both Ukrainians and foreigners. According to Ministry of Social Policy in Ukraine (2018), the number of foreigners working in Ukraine was declining ever since 2010, but still accounted for 9mln people in 2015.

Most of them are citizens of Russia (18,8%), Turkey (11,4%), Poland (5,5%), Belarus (5%), and Germany (4%) (Malynovska, 2016). 4mln more foreigners came to Ukraine for a permanent living in Ukraine in 2017 and will in this or that way integrate to its labor market (Dzerkalo tyzhnya, 2018). The need to organize cooperation of workers from different countries and cultures requires a number of specific skills from workers and managers. But the research, conducted by NaUKMA and UNI in 2017 revealed that 81,5% of companies in Ukraine note that multicultural component is only partially present in University programs, whereas 7,4% regard it as totally absent (Manic et al., 2017).

DeRue (HBR, 2018) emphasizes the time gap between obtaining knowledge and its application at work, that classically starts in 3-4 years' time. With the current pace of technological and economic development this gap is crucial for employers. They actually need to re-educate newcomers, providing knowledge not only on practical tools, but also on fundamental aspects in the field, as well as general soft skills. In 2010s, Ukrainian companies were trying to address this issue by opening corporate universities. Following the American trend, started in 1956 by GE, leading Ukrainian employers organized DTEK Academy (DTEK), Ukrainian Agricultural Academy (Holding "MRIYA), Privat University (Privat Bank) and others (Usikova, 2013). But assuming non-specific duties and facing the general problems of Ukrainian education system companies rather consider these steps as a temporal way of solving the problem.

Recommendations and conclusions. Outlined reasons prove that a problem of poor value proposition affects all stakeholders of the HE market in Ukraine. To address the issue, management teams should have a wider look at the needs of their stakeholders and implement the concept of value proposition to the university strategy. Some practical corporate marketing tools, that can help improve the value of tertiary education, are as follows:

- implementing value co-creation into the educational process. Social Media platforms allow an open and efficient communication among all stakeholders, leading to creating value for students, employers, university staff and even governments [Voropai et al., 2019];
- deep analysis of customers' needs, based on the latest findings of the behavioral economics. Designing a Customer Journey Map (CJM) may help identify the real needs of the customers and their pain points. It should be kept in mind, that tertiary education institutions have multiple customer dimensions. Creating a CJM for at least three of them – prospective and current students, employees and future employers – is necessary.
- diversification of HE value proposition. Universities need to extend their service life-cycle. Modern challenges make people constantly learn new information and skills to be occupied and have a high quality of life. Introducing a lifelong learning concept to their market strategy, universities will be able to extend their services in place and time, going beyond 3 to 6 years bachelor and master programs and university campus.

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ОСОБЛИВОСТІ ТА ЦІЛІ РЕКЛАМИ НА МІСЦІ ПРОДАЖУ

Дослідження особливостей реклами на місці продаж є актуальним, так як все більше уваги торгівельні підприємства приділяють рекламі саме в торгівельному залі. Плакати, вивіски, різноманітні наклейки, спеціальні цінники можна побачити в будь-якому магазині. За допомогою цих інструментів реклама винахідливо і яскраво демонструє товар впливаючи тим самим на психологію та поведінку споживача. Над цим питанням працювали такі автори як: Артеменко В.Г., Грицук А.П., Єрмаков В.В.

Реклама на місці продажу є кінцевою ланкою рекламного процесу, який починається в засобах масової інформації, та є ефективною складовою стимулювання продажу товарів. Вона підвищує ймовірність купівлі товару є механізмом нагадування за допомогою зображення фірмової марки, рекламного салогана посередника або виробника, каталогу тощо. Впливає як механізм повторення іншої, але уже відомої споживачеві реклами.

Особливістю реклами на місці продажу є надання інформації про товар споживачу на самому місці продажу та переваги які може отримати покупець коли придбає той чи інший товар в даній торгівельній точці. Вона може відігравати роль презентації продукції фірми-виробника, тобто реклама на місці