

REFLECTIVE ASPECTS OF ENTERPRISE PERSONNEL DEVELOPMENT MANAGEMENT

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Abstract: In the context of understanding the process of staff development as a set of irreversible, directed and natural changes in the personnel of the organization, causing the emergence of qualitatively new characteristics of employees needed to achieve the goals of the organization, a meta-analysis of the impact of reflective factors on change was carried out. The peculiarities of the personnel development process as a result of the interaction of three groups of factors (individual features, environmental factors, and functions of activity) are specified. To increase the efficiency of staff development processes, the use of a reflective approach is proposed, which is to ensure the reflection of certain components of the system of professional staff development: target, evaluation (evaluation of development results), value-motivational, informational, instrumental-evaluation context-forming, corrective and resource-supporting. Based on the fact that the use of reflective processes differs in the effectiveness of the impact depending on the area in which they are applied, identified features and objectives of reflective management in accordance with those areas where they are most effective: orientation, accumulation and preservation of experience, analysis and improvement of activity, estimation of activity and environment, activation of activity, automation of activity and interaction, short-term correction of activity, optimization and automation of activity, stereotyping of activity.

Keywords: Criteria of development assessment, Factors of personnel development, Immersive environment, Personnel development, reflective processes, Reflection of activity.

1 Introduction

The rapid development of technology and a high degree of intellectualization of modern production require appropriate training and continuous professional development of enterprise personnel. Namely due to the latter it is possible to respond to the challenges of a dynamically changing environment, adapting production to new requirements.

However, the desire for continuous self-improvement is not a typical characteristic for a large part of employees. The problem of professional development is not limited to solving the issue of motivation to achieve the goals set by the company.

Professional development is not a discrete and stable characteristic of staff. Therefore, the search for new ways to manage the process of personnel development of the enterprise and, in particular, to determine the features and capabilities of reflexive management of this process, becomes relevant.

The influence of subjective factors, socio-economic and socio-psychological factors on ensuring the competitiveness of enterprise personnel was studied by O. Amosha, G. Becker, V. Geets, D. Kahneman, T. Peter, K. Prahalad, R. Sayert, G. Simon, G. Hemel [3]. In their research, certain aspects of organizational and economic behavior of people were deeply developed, but approaches to the use of reflective processes in the system of formation of the economist's personality remained unconceptualized.

Given the wide range of opportunities provided by the use of a reflexive approach in management (V. Lepsky, R. Lepa, V. Lefebvre, O. Pushkar, L. Shemayeva) [6, 16], further research and systematization of reflective aspects of enterprises staff development are relevant, for their further use in the management of the organization.

2 Materials and Methods

The purpose of the work is to generalize the theoretical foundations of personnel development management based on the use of a reflective approach.

To achieve the goal of the research, general scientific and special methods are used in the work: theoretical analysis, comparison, generalization, systematization and synthesis. The research is based on interdisciplinary meta-analysis of analytical and statistical results of scientific works devoted to reflexive processes.

The main object of influence in the process of professional development is self-awareness. Traditionally, it is considered by a three-level structure: cognitive component, the basis of which is self-knowledge; affective component, which is based on the attitude to himself; behavioral component characterized by the process of self-regulation [10]. Namely through the passage and reflection of these three levels, the socialization of the acquired experience, the development of new personal formations, in particular, personal competencies, is achieved.

3 Results

The transition to a reflective methodology of development management is due to the growing level of subjectivity in the functioning of the employee in the organization. The need for effective management decisions no longer allows considering the latter as a static object in the system of the enterprise, the one who does not have own activity in the process of realizing the potential of development. In this regard, it is of practical interest to identify the factors that determine the emergence and implementation of developmental processes, which are determined by purposeful information actions by management. In this case, reflexive control is defined as a way to transmit to the partner specially prepared information for decision-making, which is desirable for the initiator of the action [20].

As noted by I.P. Loginov and N.A. Nevolina, in the current dichotomy of management approaches, the following is observed: leadership, focused on the task (in this approach, the person is seen as a means to solve the problem), and leadership, focused on the person (in this case, the task is a means of human development) – namely the second approach has a greater reflexive potential [8].

The process of staff development should be considered as irreversible, directed and natural changes in the staff of the organization, which cause the emergence of qualitatively new characteristics of employees needed to achieve the goals of the organization. The existence of these features is a necessary condition for differentiating the process of staff development from other similar processes (professional growth, training, information, etc.).

The irreversibility of staff development means avoiding the possibility of returning the object of change to its original state. Orientation is seen as the possibility of accumulation of changes and the movement of the object from descending to ascending, from old to new, from simple to complex, from lower to higher, from accidental to necessary. Regularity in this case means the ability to describe the causal links of the process of staff development and on their basis to predict the state of the object under the control of influencing factors [9].

In addition to these features, the development process is characterized by such properties as: orderliness, stochasticity, realization of potential through internal activities [9]. In this case, orderliness presupposes the existence of a certain sequence of interconnected constructive actions, which leads to the final result. Stochasticity is due to the interaction of a significant number of factors of both internal and external origin, as well as

the presence of many random events in the environment where development takes place. The latter is possible only if there is a potential for development, which occurs due to the activity of the object of development by improving its mechanisms of self-regulation and adaptation.

Given these general features and properties, proposed by V.A. Spivak approach to understanding the process of personnel development as a result of the interaction of three groups of factors (individual characteristics, functions and environmental factors) [17] allows to systematically outline opportunities for reflective management of personnel development.

The individual characteristics of the employee represent a set of characteristics of development potential and are relatively stable over time, as they require additional resources, time and activities to change. They represent the basis on which a qualitatively new mechanism of employee interaction with the work environment should be built [14, 19].

Thus, the main individual features of the subject of innovative development, according to V.E. Lepsky, includes: purposefulness, reflectivity, communication, sociality and ability to develop [7]. The last two are complex characteristics. Sociality as a structural component has identity, freedom, responsibility, ethics, spirituality. The ability to develop is understood as the ability to self-organization and self-development, creativity, openness and the desire for lifelong learning.

This model has both significant advantages (allows focusing on the assessment and formation of qualities that determine the effectiveness of professional development) and certain disadvantages: it overlooks a number of psychophysiological features of the employee that determine the effectiveness of management information, and, therefore, is significantly simplified and needs to be clarified for application to staff development.

Based on a systematic view of psychophysiological processes, the main structural elements of this group of developmental factors and, accordingly, the tasks of reflexive management of them in an adjusted form are given in Table. 1.

Table 1: Features and tasks of reflexive control

Features	Leading sphere of influence	Tasks of reflection
Physical capabilities	Performing actions	Identification of opportunities
Feelings and perceptions	Orientation in activity	Actualization of attention on target directions
Memory	Accumulation and preservation of experience	Identification and storage of critical information
Thinking	Analysis and improvement of activity	Providing the direction and necessary characteristics of cognitive processes
Beliefs and attitudes	Assessment of activities and the environment	Formation of supportive and elimination of limiting
Values		Actualization of values
Goals, motives and interests	Activation of activity	Activity management in the long run
Roles and role positions	Automation of activity and interaction	Formation and dissemination of effective role stereotypes
Emotions and emotional states	Short-term correction of activity	Activity management for a short period of time
Knowledge, skills and abilities	Optimization and automation of activity	Management of cognitive processes for the formation of knowledge, skills, abilities
Personal qualities	Stereotyping of activity	Formation of effective mechanisms of adaptation to the external environment

Physical capabilities – provided that the reflection of own behavior, the employee is able to form an objective and reliable idea of the range of available and solvable tasks. A clear understanding of the limits of one's own capabilities also makes it possible to purposefully expand them. Also, because the mechanism of reflection uses attention as a tool of cognitive search, the concentration of attention as a result of reflexive

actions can help to gain more control over their implementation, thereby promoting the development of physical capabilities.

Sensation and perception – reflection of these mental processes allows increasing the thresholds of sensitivity and improve the characteristics of perception, making it faster, selective, complete, or reduce sensitivity to adverse factors. Feelings and perceptions play a leading role in the process of human communication, therefore, the reflection of these elements affects the quality and effectiveness of professional communication and the ability to interact with others. Reflection and development of sensitivity to cultural manifestations create opportunities for faster formation of the value-motivational sphere of the employee, and, therefore, affects the state of the system of motivation and the level of adaptation to corporate culture formed in the enterprise.

Memory – a reflection of the procedures of memorization, storage, recall of information gives the employee the opportunity to influence the course of these processes, thereby increasing the rate of formation of professional experience, knowledge, skills, abilities.

Thinking represents reflection of mental operations, methods and stereotypes, and allows identifying cognitive limitations and reducing the occurrence of erroneous decisions. Qualitative reflection of thinking is a guarantee of the quality of reflection of all other individual professional new formations.

Beliefs and attitudes, acting as individual filters of subjectively significant information, are a means of consolidating the assessment of certain actions and setting limits on own capabilities in the mind of the subject. Accordingly, their reflection allows changing the attitude to these actions and assessing the available opportunities in a different way. Reflection allows changing ineffective beliefs and attitudes, get rid of them, forming new ones that are more in line with the tasks of development and the tasks of professional activity.

Values are the main criteria by which a person evaluates the attractiveness and usefulness of actions, events, objects. Due to the existence of values, the activity of the individual is directed to certain activities and certain actions. Reflection of values allows understanding own hierarchy of criteria and gaining a higher level of control over own behavior. Reflection of values in combination with the processes of meaning formation enables making changes in their hierarchy, thus achieving redistribution and redirection of internal energy and activity of the subject, which occurs in accordance with the new value structure.

Roles and role positions determine the system of actions of the employee in accordance with typical production situations. Over time, production situations may change and new ones may emerge. Role reflection provides an opportunity, in this case, to adjust and optimize or form a new set of actions that would suit the situation. Awareness of the key characteristics and parameters of the role allows for its rapid transposition, thereby increasing the effectiveness of vocational training in the organization.

Emotions and emotional states by purpose are designed to form a direct reaction of the employee to changes in the production situation. Having a significant energy potential and a wide range of valences, emotions are intended to quickly make changes in production behavior. However, because emotions are most effective in a person's self-regulatory system only when making short-term decisions, behaviors that are emotionally conditioned may be ineffective in achieving strategic goals and goals that are moderately urgent. In this case, the reflection of emotions and emotional states provides an opportunity to make adjustments to the behavior of the employee, taking into account the goals of a higher order.

Another important aspect of emotion reflection is communication management. Since the assessment of the communication partner's behavior is based mainly on emotional assessments of his behavioral manifestations, the quality of

communication can be significantly improved if to master the ability to obtain reliable values of communication manifestations. On the other hand, having the knowledge of the probable interpretation of certain behavioral actions, provides an opportunity to form the necessary communicative image of the partner and avoid behavior that may be misperceived by the interlocutor.

4 Discussion

The purpose of communication based on a systematic view of managerial influence, as well as the purpose of any activity is outside the process of communication. Thus, the purpose of business communication is not the fact of transmission of information, but a purposeful change in the activity of the interlocutor: certain actions of the recipient of the message, his decision, changes in his condition, assessments or perceptions [4]. This approach somewhat changes the established notion of communication, as the process of encoding and subsequent decoding of the message. After all, practice shows that even with a clear understanding of the content of the message, a change of state or transition of a person to active action may not occur as a result of his cognitive attitudes, self-perceptions and self-assessment of the information received.

As part of this approach, the common interpretation of "feedback" is also changing, which is traditionally understood as the conscious choice of channel and encoding, as well as transmission of a message about the understanding of the received information [4]. As practice shows, feedback is usually not the result of conscious coding. It is a set of cognitive-emotional and psychophysiological reactions to messages. As a result, feedback is largely determined by the resolution of the communicator's sensory systems and the ability to elicit the necessary responses.

Knowledge, skills and abilities are traditionally an effective means and tool to increase the value of human resources. Reflection of existing knowledge, skills and abilities, as well as procedures, methods of their formation can significantly increase the efficiency and quality of staff training and reduce training time. Reflection of abilities and skills also allows revealing the wrong and superfluous actions which have got to their structure. This is a mechanism for improving these elements and raising the quality of activities.

Personal qualities are enshrined in the structure of personality trends in behavior in certain social and professional situations. Being formed or developed, they determine the existence of a tendency to a certain behavior in situations of choice. Reflection of personal qualities and identification of their manifestations allow determining the degree of effectiveness of own actions in accordance with the situation in the external environment, and taking measures to optimize own behavior. Personal qualities constitute a set of typical actions, skills and abilities that have their own activation mechanism. Accordingly, the formation of qualities takes more time, but their effectiveness is much higher than individual skills or abilities. Reflection of the structure of qualities allows accelerating their formation, or making deactivating changes to existing ones, if there is a need to eliminate them.

Solving the problem of professional development in relation to the factors of the first group, in general, involves the formation of these psychophysiological elements of personality, which have certain parameters of compliance with the objectives, aims of the production process or future production process. Accordingly, reflexive management will provide the object of information that will reduce the time to build these key personal manifestations.

However, the realization of potential, containing individual characteristics, is possible under the favorable action of another group of factors: environmental factors. In a generalized sense, the environment is understood as a set of conditions surrounding a person and those that interact with him as an organism and a personality [5]. As noted by O.N. Leontiev, "in the process of

activity mental reflection of the world is generated in the human head but it itself is guided by mental reflection" [11]. Thus, the environment affects the formation of psychological factors inherent in the individual.

The environment also forms cultural norms that define the limits of action that are allowed within a particular society. The individual's reflection of the surrounding world is a rather dynamic formation. The interaction of the individual and the environment is characterized by mutual influence, which determines the coordination of the processes of individual development through adaptation to external conditions [15].

S.F. Sergeev defines the environment as part of the physical reality being constructed. It is presented to the subject in the form of reality, which is generated as a result of continuous recursive interactions of human perceptual-analytical systems with physical reality. The environment is related to and mediated by human life experience [15].

The result of professional development is not an abstract set of characteristics of the employee that meets certain requirements, but his real ability to adapt to the given conditions of professional activity. Therefore, professional development should form the adaptability of the employee to the specific conditions of the professional environment in which professional activity takes place or will take place.

The professional environment is a unique phenomenon that arises in the process of work of a particular person in certain conditions and under a certain state of his professional experience. The mechanisms of adaptation that are actualized in the employee under the condition of being in a certain environment can lead to three possible options for changes in his individual condition: 1) the growth of indicators for certain professionally important personal formations; 2) loss of certain elements of subjective experience; 3) the emergence of new elements in the structure of consciousness that are important for professional activities.

The creation of conditions for the emergence of a certain professional environment is not identical to the creation of a professional environment in which the necessary qualities of the employee are created for successful activity in this professional environment. There is also a significant difference between the professional environment and the development environment. The success of professional development is largely due to the extent to which the object of development is able to focus on the differences of these environments, which is possible if he has a developed apparatus of reflection of own activities.

According to Sergeev, the appearance and development of professionally important new formations is most successful under the use of immersive environments, i.e., artificially created environments in which the subject is "immersed" in order to purposefully learn and develop [15]. Involvement of the subject in intensive interaction with the elements of such an environment involves the formation of a stable system of relationships with them and constant reinforcement of the stimuli with which the environment is saturated. In this case, the artificial environment causes in subject the effect of "presence", while remaining only a simulated reality.

A necessary condition for the existence of an immersive environment is the presence of interactivity, which manifests itself as the ability of the subject in the process of interaction with the environment to change the latter. Interactivity is a dynamic characteristic characterized by such parameters as the following:

- Speed – the intensity of events that teach during the interaction with the environment;
- Range – the number of opportunities for action at any time;
- Reflection – the ability of the system to naturally and predictably control changes in the artificial environment [18].

The immersive environment has some differences from the professional environment: the target function of the immersive environment is to create individual tools that allow solving professional problems; immersive environment is aimed at obtaining a socially significant product, which has a certain social role; employee motivation is aimed at achieving compliance with the established formal requirements [15].

Thus, the use of the immersive environment is aimed at taking full account of the interaction of internal factors inherent in the employee, the factors of the external environment in the process of their internalization by a person who learns on the basis of self-organization. The purpose of this process is to assist the employee in the transition to a qualitatively different state of professional activity by limiting the area of possible development options and reducing variations in deviations from the direction of development by increasing the variability of behavior in new professional situations.

The third group of factors influencing the professional development of staff includes the functions of activity. Namely the performance of certain functions in a particular environment allows forming professionally important qualities and other significant innovations that act as a result of the process of internalization of external requirements of the situation through the realization of the individual potential of the employee.

According to the tasks of personnel development management, the list of traditional management functions looks as follows [1, 17]:

- Assessment of the level of employee development (degree of adaptation to the desired professional environment);
- Assessment of employee development potential (determination of reserves to increase the level of adaptability);
- Development planning;
- Career planning;
- Personnel selection;
- Adaptation;
- Organization of development;
- Training and development;
- Stimulating development.

With the use of immersive development environments, there is another function – the creation and monitoring the impact of the development environment. At the same time, if the means of creating an immersive environment are determined by the content of the future activities of the employee, the criteria for monitoring development at the moment are not defined unambiguously and clearly. Given that development involves changes primarily in the structure of professional consciousness of the employee, it is advisable to use tools that in modern psychology are called "metaprograms".

Metaprograms are perceptual filters that operate in the usual way [13]. Their purpose is to select information that should come to mind. These are familiar to individual ways of cognitive behavior that characterize his cognitive style.

Metaprograms are tendencies and aspirations to a certain type of response, existing in behavior, given by the following dichotomies or multipolar constructs [12, 13]:

1. The type of interaction with the environment (active, when the subject initiates own actions and changes in the environment; or reflexive, when the subject builds his behavior in response to events in the environment).
2. Type of motivation (type of motivation "to" – the subject seeks to approach a specific goal or group of goals, which determines the motivation of his actions; or type of motivation "from" – the cause of the subject's actions is the desire to avoid a threat).
3. Type of reference (internal reference – when the subject tends to explain own achievements and failures as a result of own successful or negligent actions; or external when

the subject tends to explain own achievements and failures as a result of favorable or unfavorable external factors).

4. Scale (global – in which the subject tends to generalizations, strategic vision of the situation; or specific in which the subject pays considerable attention to the details of the situation).
5. Focus of attention ("self" – when the primary importance for the subject are his own interests; or "other" – when the interests of other persons are of primary importance).
6. Differences ("same" – when assessing the situation, the subject notes its similarity with other situations that seem to him something similar; "same with the difference" – in this type of assessment, the subject determines the similarity of the situation with those previously occurred, but also states the presence of differences and certain specifics of the current situation; "revolutionary type" – in this case, the subject focuses only on the differences between the current situation and those that occurred earlier).
7. Opportunities or process (opportunities – the subject first of all pays attention to the potential contained in the situation; process – the subject first of all pays attention to the procedural features of action in the situation).
8. Leading sensory channel – the factors that are convincing (visual – for the subject, the most important information coming through the visual organs; audio – the subject gives the greatest importance to the information coming through the hearing organs; kinesthetic – the most attention is paid to information coming through the senses).
9. State (resource – in the situation of activities, the subject shows the ability to take active action and easily adapts to the load; non-resource – in the situation of the activity, subject does not feel enough energy to take effective action).
10. Logical level – a place of personal system organization, where the subject places the cause of the situation ("environment" – the cause of own actions or the situation is seen in the environment; "behavior" – the cause of action is the desire to follow a certain behavioral model; "abilities" – the cause of action or inaction is the idea of own abilities or their absence; "beliefs and values" – the cause of action or inaction is the presence of certain values or beliefs; "self-concept" – the cause of action or inaction is the idea of self; "spirituality" – the cause of action or inaction is the idea of own essence and own meaning of life).

Each type of professional activity can be characterized by means of the specified metaprograms. Metaprograms, the presence of which ensures maximum efficiency, are the reference profile of activity. The existing metaprogram profile of the employee can also be determined, which can be compared with the reference one. Given that development is a qualitative change, the stay of the employee in an environment that completely coincides with the reference profile, will not give a developmental effect. In these conditions, only the growth of indicators for existing properties will be provided. Only in the case of a mismatch between the reference and individual profile can we hope to intensify development processes. Accordingly, the effectiveness of development can be assessed as the degree of approximation to the reference metaprogram profile of the professional environment.

The complete discrepancy between the individual and the reference profile indicates that the employee will have significant problems adapting to the new professional environment, will experience significant stress, which will slow down the development process. At the same time, we can assume that the fewer metaprograms of the individual profile do not coincide with the reference – the greater the potential for employee development and success will be, because to achieve the optimal level of adaptation, in this case, the required amount of effort is reduced.

Reflection of the dynamics of the employee's stay in the immersive environment on the metaprogram profile, thus, will

provide an opportunity to identify those cognitive processes that require increased attention.

Therefore, in the process of staff formation and development, a sequence of informational and emotional-motivational influences, mediated by the creation of an appropriate problem-developing context and system of reflection of activity, should be provided. Summarizing the existing theoretical approaches that have developed in the theory and practice of professional development of staff, we can offer a reflective approach to staff development and the following structure of its components (Table 2).

Table 2: Components of the system of professional development of staff to be reflected

Component	Contents of the component
1. Target	Formation of knowledge about the purposes of application of developing means and the purposes of development
2. Evaluative	Formation of knowledge about the advantages of a new growth in professional activity
3. Value-motivational	Determining the personal significance of a professionally important tumor and its place in the value structure of the employee
4. Information	Formation of knowledge about possible ways of realization of competent behavior and skills of their realization
5. Instrumental and evaluative	Formation of knowledge about the criteria for assessing the situation, which are used to select options for competent behavior
6. Context-forming	Creating a dynamic context that involves the selection of criteria for competent behavior, and its systematic complication
7. Corrective and resource-supporting	Identifying the resources needed to bridge existing gaps in the manifestation of competent behavior

Reflection on the goals of development and the goals of the use of developmental tools aims to build in the minds of the employee a systematic view of the process and causal relationships that would determine the desire to make an effort to obtain results. Thus, the main task of reflection of the target component is to create a basic motivation for professional development.

The reflection of the evaluation component should specify the knowledge of the subject about the benefits of being in a qualitatively new state, and, accordingly, create additional motivation to achieve development goals. In contrast to the basic, this motivation is operational and tactical and is designed to help overcome the difficulties that arise when learning new unusual behaviors.

The value-motivational component should modify the hierarchy of values of the employee, because without changes in the latter, any innovations quickly give way to traditional stereotypical behaviors. In essence, this component is designed to form the urgent need of the employee to reproduce a new way of behavior and improve it. This increases the importance of correctly assessing the consequences of changes in the hierarchy of values, as failure to take into account their systemic links can lead to a violation of personal ecology and the emergence of destructive behaviors. Avoiding this scenario is possible by reflecting on the systemic connections between the values possessed by the employee and the behaviors that are based on those values. Understanding the importance of specific values for the existence of certain forms of behavior increases the likelihood of preventing non-ecology changes in the hierarchy of values.

The information component involves providing the employee with information on the application of the acquired new formation in professional activities. The difference from traditional information and counseling here is that the employee must receive this information as a result of his own interaction with the immersive environment. In this case, the information ceases to be a collection of data and acquires the status of active experience.

The instrumental-evaluation component, under the condition of qualitative reflection, is designed to enable the employee to

make decisions on the effective use of the ne formation in accordance with the dynamics of the professional environment in conditions when additional incentives for immersive environment will no longer work. Thus, the task of reflection of this component is to develop the ability to find incentives that support professional behavior already in the professional environment.

The context-forming component determines the range of application of the developed new formation and ways of behavior in situations that will be different from the simulated ones. In this case, the purpose of reflection is to find sources for the implementation of volitional efforts that will overcome the stressors that will accompany the emergence of such situations. Another task of reflection of this component is the formation of the need for continuous improvement of the acquired new formations.

The correctional and resource-supporting component is designed to form in the employee a constant need for quality use of the acquired new formation. In the process of development, errors are highly likely to occur, which must be corrected in a timely manner. Namely for this purpose, reflection is needed not only as a quality of the performed actions, but also availability of resources for elimination of drawbacks in performance of actions.

Consolidation of effective ways of competent behavior in the mind and behavior can be achieved through intense emotional experience of competent behavior, characterized by increasing its status in the hierarchy of values of the employee, or prolonged repetition of forms of competent behavior in various contexts, gradually becoming more difficult.

The integration of professional new formations into the structure of the employee's personality can be achieved by modifying and complicating the conditions of development during the implementation of a set of educational tasks. The principles of construction of the latter are as follows:

- Constant communicative practice and quality feedback from the supervisor or instructor;
- Performance of all developmental and educational tasks with the use of individual resource status;
- Learning with a sense of success;
- Consideration and reliance on the individual value-motivational structure of the employee's personality;
- Interactivity;
- Vitagenicity (reliance on significant life experience);
- Unity of cognitions, emotions, and actions;
- Reflection of the degree of satisfaction with the obtained results and retrospective correction of the means of its increase.

Since the process of professional development is a complex phenomenon, which essentially means mastering a new professional culture, for the overall assessment of the effectiveness of this process, one can use Bennett' approach to assess the acceptance of another culture in intercultural communication. According to M. Bennett, there are six stages of the subject's awareness of differences with the new culture [2]:

- 1) Denial, characterized by the desire of self-isolation from the new culture, ignoring its existence and preserving the established type of cultural behavior;
- 2) Defence, which manifests itself as a sense of threat from another culture, and, accordingly, actions aimed at destroying this threat: defamation, a sense of superiority of one's own culture, diminishing the benefits of a new culture;
- 3) Diminishing value, which manifests itself as physical and transcendental universalism, the essence of which is to reduce the understanding of cultural differences to a number of insignificant features;
- 4) Recognition, which is manifested in the statement of objective differences and respect for the new system of values;

- 5) Adaptation, which is manifested in the formation of behavioral models that are effective for the new culture;
- 6) Integration, which involves the synthesis of existing experience and acceptance of the benefits of a new culture with the possibility of their implementation in own behavior.

Each of the stages is characterized by a certain direction of the subject's actions and concentration of his attention on constructive or destructive elements of development. Reflection and awareness of the stage at which the employee is during the acquisition of a new professional culture, provides an opportunity to identify current development goals, choose the most effective tools and instruments.

5 Conclusion

The use of reflection to increase the efficiency of the staff development process should be considered as a set of measures to ensure the result of the interaction of three groups of factors (individual characteristics, environmental factors, and functions of activity).

A reflective approach to personnel development management should provide reflection on certain components of the system of professional staff development: target, evaluation (evaluation of development results), value-motivational, informational, instrumental-evaluation (evaluation of effectiveness of tools and methods of development), context-forming, corrective and resource -supporting.

The effectiveness of the process of professional development of staff should be increased provided that all subjects of the development process use reflection. The principles of construction of the latter should be:

- Performance of all educational tasks with reflection of own psychological state and use of individual resource state;
- Learning in an immersive environment with the consolidation of a sense of success and reflection of the dynamics of the evaluation criteria;
- Reflection of value-motivational structures of the employee's personality and its use to stimulate further development;
- Reflection on various aspects of interaction and feedback;
- Reflection of "vitagenicity" (reliance on significant life experience);
- Reflection on the unity of cognitions, emotions, and actions;
- Reflection of the degree of satisfaction with the obtained results and retrospective correction of the means of its increase.

Thus, the systematic reproduction and reflection of all these components in the process of enterprise personnel development should ensure the growth of the level of professional self-awareness of employees and accelerate the pace of realization of their personal potential in professional activities.

The group of factors, the reflection of which determines the quality of personnel development management, includes such management functions as assessment of the level of employee development (degree of adaptation to the desired professional environment), evaluation of employee development potential (determination of adaptability reserves), development planning, recruitment, professional and social transformation, development organization, training, and development support, development promotion.

Analysis of the impact of reflection on environment factors, carried out by the subject in the development process, allows concluding that the success of professional development is largely due to the degree of focus of the subject on the differences between the operating environment and development environment. The main way to ensure high efficiency of the factors of this group is to help the employee to move to a

qualitatively different state of professional activity by limiting the area of possible development options, as well as reducing variations in deviations from the direction of development and increasing variability of behavior in new professional situations.

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Primary Paper Section: A

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