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**TÍTULO:** Desarrollo de la competencia empresarial de los profesionales vocacionales mediante la gestión comunicativa.

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**RESUMEN:** El artículo analiza el papel de la gestión comunicativa como condición para el desarrollo de la competencia empresarial de futuros especialistas en educación vocacional. Está comprobado que la competencia empresarial de futuros especialistas está asociada con la voluntad de utilizar la gestión comunicativa para resolver problemas profesionales. Esta disposición se manifiesta en la capacidad de los futuros especialistas para utilizar las competencias empresariales adquiridas para resolver tareas. El artículo presenta métodos para el desarrollo de la competencia empresarial de futuros especialistas. El resultado fue la transición de especialistas vocacionales a otro nivel superior de desarrollo de competencias empresariales. El artículo puede ser utilizado por los docentes como una aplicación práctica para el desarrollo de la competencia empresarial de especialistas vocacionales.

**PALABRAS CLAVES:** competencia empresarial, gestión comunicativa, profesionales vocacionales, cualidades de liderazgo.

**TITLE:** Development of entrepreneurial competence of vocational professionals by means of communicative management.

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**ABSTRACT:** The article analyzes the role of communicative management as a condition for the development of entrepreneurial competence of future specialists in vocational education. It is proved that the entrepreneurial competence of future specialists is associated with the willingness to use communicative management in solving professional problems. This willingness is manifested in the ability of future specialists to use the acquired entrepreneurial competencies to solve the tasks. The article presents methods of the development of entrepreneurial competence of future specialists. The result was the transition of vocational specialists to another, higher level of entrepreneurial competence development. The article can be used by teachers as a practical application for the development of entrepreneurial competence of vocational specialists.

**KEY WORDS:** entrepreneurial competence, communicative management, vocational professionals, leadership qualities.

## **INTRODUCTION.**

Today, higher education institutions are rethinking new approaches to teaching and teaching, transforming educational platforms for students, where they could not only acquire a certain profession, but deepen the key competencies formed in the secondary educational institution. On such educational platforms, a synergy of advanced theory with practice and experience occurs, conditions are created under which students' knowledge turns into competencies, and their abilities in self-learning are manifested. This is especially important for future professional education specialists who have already decided on their future professional activities and for whom the development of certain key competencies is useful (Bodnar et al., 2019).

A modern institution of higher education should be both innovative and entrepreneurial, combine various educational platforms, ideas, projects, research, be modern and in demand for society, local business, and the labor market.

The relevance of the study is reinforced by the existing contradictions between: the desire for independence in the selection of knowledge and rather rigid forms, methods of preparing a specialist of a certain profile (didactic) between the aggravation of the importance of entrepreneurial knowledge in modern society, leadership qualities and the student's lack of willingness to build his life taking this factor into account; between a wide range of possibilities of student's value self-determination as an individual and the majority of students lacking the skills of real goal-setting and self-organization; between the student's desire to become successful in the profession and the limited choice of teaching aids (for example, communicative management) in the educational space of a higher education institution.

The purpose of the study is to theoretically substantiate the importance for future specialists in vocational education of the communicative component of entrepreneurial competence, the leadership qualities of a specialist's personality by means of communicative management.

## **DEVELOPMENT.**

### **Theoretical background and research question.**

The hypothesis of the study is the assertion that the development of entrepreneurial competence of specialists in vocational education, as future leaders, will be more effective in the context of communicative management, which helps to reveal the leadership qualities of a specialist necessary for his future professional activity.

The article used theoretical research methods (analysis and synthesis of scientific and pedagogical literature on pedagogy, psychology, sociology, management, philosophy of education, analysis, synthesis, comparison, study and generalization of pedagogical experience) and empirical research methods (questionnaires, tests, pedagogical experiment with the purpose of checking the effectiveness of the introduction of pedagogical conditions for the development of entrepreneurial activity); methods of mathematical statistics on the qualitative and quantitative processing of research results).

The theoretical significance of the study lies in the theoretical justification and practical verification of pedagogical conditions for the development of entrepreneurial competence of future specialists by means of communicative management; in clarifying the concepts of “entrepreneurial competence”, “communicative management” of future specialists in vocational education.

The experimental base of the study is the National Metallurgical Academy of Ukraine, which conducted a study at the Department of Engineering Pedagogy, involved future specialists (total of 28 people).

**Results.****The role of self–management in the development of entrepreneurial competence of future professionals.**

Modern pedagogical science has a number of scientific studies related to the formation of entrepreneurial competence of students: promotion of innovative enterprise in the conditions of sustainable development, competency– based model for selecting human resources in the mining industry) (Habir, Larasati, 1999); communication and influence: active listening, non– verbal communication, high– quality transfer of one’s own opinion, adaptation own style, effective use of email and etc. (Lawson 2009); a set of cognitive, social and emotional skills for achieving success and goals in modern life; synthesis of OECD analytical work on the role of socio– emotional skills and strategies for their improvement (OECD 2015); Entrepreneurship and Quality Competency Framework: Courage, Perseverance, Responsiveness, and Creativity (Bacigalupo et al. 2016); entrepreneurship and features of an entrepreneurial personality (Littunen 2000); training teams to ensure the sustainability and development of business organizations, entrepreneurship issues (Gryshova et al. 2019).

The secondary school has economic programs, on the basis of which competency is formed to a certain degree.

The policies of the EU and member states are aimed at developing the entrepreneurship of citizens and organizations in Europe and is one of the key objectives. For ten consecutive years, the European Commission considers initiative and enterprise as components of competency, necessary for a society based on knowledge necessary for personal development, social integration, active citizenship and employment. According to EntreComp, entrepreneurship acts as a competency that applies in all areas of activity and business (Bacigalupo, et al., 2016).

Entrepreneurial competence is a complex personal, multidimensional education, the basic component of the professional competence of future specialists (table 1).

**Table 1. Key competencies in accordance with industry– wide content of educational standards.**

<i>Key competencies (general)</i>	<i>Key competencies (personal)</i>
Entrepreneurial competency	Civic competency
Mathematical, scientific competence	Personal competence
Digital competency	Cultural awareness and expression
Literacy	Language competency

*Source: Updated by the author based on the source (Bacigalupo et al. 2016).*

Today – this is a requirement and a challenge of the time – the training of specialists in various areas of professional training in the above competence. The formation and development of professional abilities, entrepreneurial competence and preparation for entrepreneurial activity of future specialists in a market economy is relevant and promising both nationally and supranational level (Koval et al. 2019).

It is worth noting that a significant drawback is that research on the formation and development of professional abilities, students' entrepreneurial competence is aimed more at studying foreign experience, which does not solve the problem of training personnel for the labor market (Koval et al., 2018).

Today, there is a need to study the fundamentals of economics, marketing and management at the intersection of disciplines in the context of identifying the characteristic features of the educational process as a component of cognition and development of the personality of a future specialist in any area of professional preparation for entrepreneurial activity.

We set ourselves the task of analyzing and proving the need to develop entrepreneurial competence for future specialists of various professional backgrounds: vocational education, management, and the like. This is a requirement of time and competition in the labor market. Having learned to study throughout life, such a specialist will be able to quickly adapt to new requirements. Our intelligence is closely related to the theory of student self-realization as an individual.

A future specialist in any field of professional training should possess, in our opinion, entrepreneurial competence. We believe that when applying for a job, employers pay attention to the pre-existing ones as an applicant as an entrepreneur and communicator. Therefore, we prove our hypothesis: the development of the entrepreneurial competence of specialists in vocational education, as future leaders, will be more effective in the context of communicative management, which helps to reveal the leadership qualities of a specialist necessary for his future professional activity. This process is closely related to the self-realization of the personality, since it only depends on it how effective the results of the activity will be.

Self-realization of a personality is a multidimensional concept: it can be considered not only as a process, but also as a need, goal, result. Self-realization of a person is a transition from life in one's own inner world to practice, or from the "I" impeccable to the "I" real.

Self-realization in the hierarchy of needs Maslow (1970) is the highest desire of a person to develop his talents and capabilities. This is the desire of a person to prove himself in society, to show his positive aspects. In modern society, a person cannot be successful without a conscious attitude to his own life, its design, without a life strategy.

It is clear that self-realization of a person is impossible without designing one's own life and developing relevant strategies. Therefore, it is necessary to form the ability to manage their own self-realization. Self-realization can be managed through the management of their activities. A more natural tool for teaching one's ability to manage one's own activity is management itself.

Self-management is a process of self-organization in the management and planning of entrepreneurial activity.

**Clarification of the concepts of “entrepreneurial competence”, “communicative management”.**

The basis of modern educational policy should be based on such approaches as openness of education to external and labor market needs, the needs of society, competency-based, synergistic, actively oriented approaches, the use of innovative pedagogical technologies aimed at developing 21st century skills and professional competencies among graduates, competitive identification and support of leaders who successfully implement innovations in practice, informal communication with business, in particular, the opening of innovation innovational student studies in the form of startups and the like.

In the Key Competences for Lifelong Learning, entrepreneurial competency is defined by the ability to implement entrepreneurial ideas through creativity and innovation, in addition to the basic principles of business planning (OECD 2016).

Therefore, the development of entrepreneurial competency should be associated with the entire educational process at the university through the integration of disciplines aimed at both the business and personal qualities of future specialists. We submit the author's refinement of this concept, namely: entrepreneurial competency is a circle of powers that a person uses with a combination of qualities, knowledge, and skills to solve various kinds of business problems in entrepreneurial activity aimed at a high result.

In modern society, for a person who strives for success, entrepreneurial activity is, first of all, his intellectual activity as an energetic and initiative person who owns material values and leadership qualities and uses them to organize and manage a business. In entrepreneurial and managerial



activities, communication skills and abilities play an important role, so communication processes are a condition for the functioning of each enterprise or organization.

With the help of communicative management, as an independent type of management, the laws of the exchange of information, knowledge and intellectual property are realized and used in the process of formation and development of economic systems, the subject of which is a specialist with developed entrepreneurial competence.

Communicative management is a focused organization for establishing professional contacts with people in the enterprise and beyond, which is manifested in the knowledge, skills and abilities of effective communication partners. Communicative management has vertical and horizontal communication links associated with the subordination of power to communicators.

Communicative management is a modern style of business communication, the organization and establishment of effective methods and means of communication aimed at the result. A partner leader who owns the basics of communication management is able to influence individuals and groups and direct their efforts towards achieving the organization's goals.

An effective means of developing the entrepreneurial competence of future specialists is communicative management, which helps the effective interaction of all participants in interpersonal relationships through the acquisition of skills and constructive communication to achieve results (Novikova and Burmaka 2014).

So, communication, as an integral part of management, from a means of transmitting information has turned into an important tool for managing business relations, and communicative management is an effective tool in this process.

Scientists argue that entrepreneurship is the use of opportunities and ideas and translating them into value for others. Scientists in the structure of entrepreneurship distinguish its main components: personal, organizational, commercial, innovative, and communication.

The authors believe that such values of entrepreneurial competence as creativity, ethical substantiation of ideas, evaluation of ideas in the eyes of a communication partner, cooperation, responsibility, the ability to convince, identify opportunities, manage, motivate, etc. The main thing is that future specialists are not ready to develop the components of entrepreneurial competence, but can take the initiative, inspire others, generate ideas for business which also affects labor productivity and depends on human capital (Koval et al., 2018).

**Pedagogical conditions for the development of entrepreneurial competence of future specialists.**

OECD (2015) in the report “Skills for Social Progress. The Power of Social and Emotional Skills” describes the need to acquire competencies and the so– called “soft skills” in order to be prepared for future challenges in the labor market.

Today, society needs “new type” engineers with knowledge of the interdisciplinary tasks of sustainable development, globalization development technologies (understanding – design – implementation – operation). And they already receive challenges: narrow skills in the profession, globalization, low prestige; the knowledge base exponential growth of knowledge, aging disciplines; high level of requirements. Needs for engineering tomorrow in: (i) the profession – innovative integrator, communicator, leader; in the knowledge base: multidisciplinary, reclusiveness, exponentially; (ii) in education – liberally educated, intellectually inspired, professionally trained, personally managed, regular student.

So, future specialists in vocational education need to develop leadership skills while still at university with a view to their further development and improvement during their professional activities. The need to achieve a qualitatively new level of training of specialists in vocational education with entrepreneurial competence, and in the future to ensure their readiness for

professional activity, has prompted the search for effective means and training technologies for the development of entrepreneurial competence.

Pedagogical conditions create opportunities for the development of competencies, which are laid down in the educational program for the professional training of specialists through the study of disciplines, contributes to the development of entrepreneurial competence. The main advantage of this training is that there is a whole block of personality – directed disciplines with the help of which future specialists develop their personal, leadership qualities in theory and practice. Graduates can work in the "man–machine", "man–man" system.

Specialists with such developed qualities (analytical skills; developed communication skills; responsiveness, friendliness, high level of empathy, high social intelligence; stress resistance; endurance) more often become managers, HR managers, mid– level managers of firms and enterprises. So, the main goal of training future specialists in vocational education in modern socio-economic conditions is not getting them a certain qualification, but the ability to learn, adapt, develop professional competencies – from general cultural, communicative, psychological, pedagogical, managerial to entrepreneurial.

The pedagogical conditions for the development of entrepreneurial competence of future specialists in vocational education can be: motivational – value direction of the future specialist for successful entrepreneurial activity with the help of communicative management; ensuring the acquisition by a future specialist of a leadership knowledge system through the introduction of an elective training course "Entrepreneurship and Vocational Education"; development of students' needs for communicative and organizational activities.

The organizational and methodological system ensures the implementation of pedagogical conditions through the problematic presentation of educational information, group work, situation modeling, coaching, reflection and self-observation, discussion, brainstorming, business and role-playing games.

To implement the first pedagogical condition – the motivational– value direction of the future specialist for successful entrepreneurial activity with the help of communicative management – a methodological support for the modules of disciplines with communicative exercises was developed with the aim of enhancing motivation to develop entrepreneurial competence, increasing their self-esteem and personal achievement motivation, creating value orientations.

To implement the second pedagogical condition – ensuring that a future specialist assimilates the leadership knowledge system through the introduction of the elective training course "Entrepreneurship and Vocational Education" – it was organized to provide leadership knowledge, its understanding, communication and its impact, conflict management, understanding of the coaching process and concepts "I am the leader."

In order to implement the third pedagogical condition – the development of students' needs for communication and organizational activities – future specialists were invited to participate in the "Business School", trainings, seminars: students had the opportunity to develop organizational and communication skills, entrepreneurial skills in the process of training, meetings with prominent entrepreneurs cities, graduates of the institution, coaches and facilitators in the framework of the "Business School", organized by the student council of the Academy; to receive thorough legal training in the field of organization and implementation of entrepreneurial activity.

**Experimental work to verify the effectiveness of pedagogical conditions for the development of entrepreneurial competence of future specialists.**

Today, studies require the diagnosis of entrepreneurial competence of students in higher education institutions, the development of effective forms and methods of developing entrepreneurial competence of students.

A pedagogical experiment was carried out at the National Metallurgical Academy of Ukraine at the Department of Engineering Pedagogy, future specialists of the PR01– 14 group were involved, who were both a control group and an experimental group, which is allowed by the conditions of a sequential experiment.

The pedagogical experiment consisted of four stages: search, ascertaining, forming, control–intermediate. At the search stage, a theoretical analysis of the scientific and methodological literature was carried out to determine the degree of development of the studied problem, substantiated theoretical and methodological foundations of the study, the goal, hypothesis and objectives of the study are formulated.

At the ascertaining stage of the pedagogical experiment, the theoretical justification of pedagogical conditions for the development of entrepreneurial competence of future specialists in vocational education was carried out, criteria (value– cognitive, motivational, activity and their levels: high, medium and low) were developed, diagnostic methods were selected according to the hypothesis.

We have applied the following diagnostic methods:

1. Questionnaire “Development of entrepreneurial competence. The level of knowledge about entrepreneurial activity "for the value– cognitive criterion (author's questionnaire). The author's questionnaire is compiled in Ukrainian, includes 8 questions. Answers are divided into four levels, each level includes the corresponding number of points. High level = 4 points. Average level = 3 points, low level = 2 points, no indicator = 1 point. There are 4 possible answers to each question

posed. When processing the results of the survey it is necessary: to calculate the points of answers of each subject; separately calculate the average of each level.

2. "The methodology of studying the motives of educational activities" for the motivational criterion. The questionnaire was conducted in order to identify the dominant motives and the student's attitude to the organization of work during study. The questionnaire contains 28 questions and answer options, from which you must choose the one that most accurately reflects the student's attitude to organizing work with information materials, cooperation, work and motivation.

Each motive in the questionnaire is indicated by a letter of the alphabet: A – motive of external coercion, avoidance of punishment; B – socially oriented motive of duty and responsibility; C – cognitive motive; D – the motive of prestige; E – the motive of material well-being; F – the motive for obtaining information; G – the motive for success; H – the motive of orientation to socially dependent behavior. When processing the test results, it is necessary to calculate the total number of indicators for each of the letters, each researched and determine which of the indicators for each letter is dominant.

3. The methodology "Determining the intensity and level of cognitive needs" for the activity criterion. Students were asked to answer the question, allowing to establish the intensity of cognitive needs. The questionnaire contains 14 questions. Depending on the answer, you can get 1, 3 or 5 points: the answers "a" indicate a very pronounced cognitive need and are estimated at 5 points; the answers "b" are about moderate cognitive needs and are rated at 3 points; the answers "c" are about mild cognitive needs and are rated at 1 point. When processing the results of the questionnaire, we calculated the indicator I as the arithmetic average of the scores. When the value of the indicator  $I > 3.5$ , the need for knowledge is pronounced. At  $I > 2.5$ , the student shows an average level of cognitive need and the need is poorly expressed at  $I > 2$ .

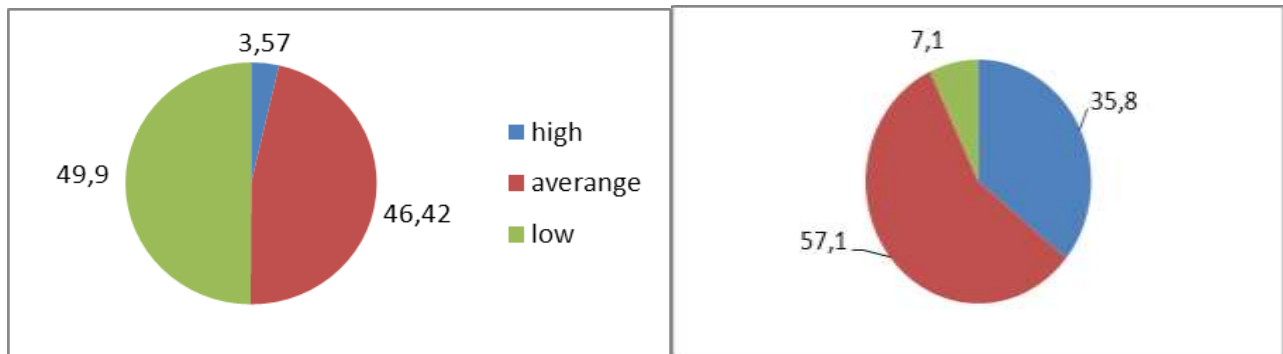
4. Test tasks on the content of the elective course on the level of knowledge on entrepreneurial competence.

At the formative stage, we introduced a variable factor into the process of professional training of future specialists: a motivational– value direction of the future specialist was carried out for successful entrepreneurial activity with the help of communicative management (the curator of the group could play the same role); the future specialist acquired the knowledge system of leadership through the introduction of the elective training course "Entrepreneurship and Vocational Education"; students' needs for communicative and organizational activities developed.

An organizational and methodological system was developed to ensure the implementation of pedagogical conditions through the problematic presentation of educational information during communication management, group work, situation modeling, coaching, reflection, discussions, brainstorming, business and role – playing games (methodological support of modules of disciplines with communicative exercises in order to strengthen motivation for the development of entrepreneurial competence, increasing their self – esteem and personal achievement motivation, the formation of value orientations; students received a leadership knowledge system through the introduction of an elective training course "Entrepreneurship and Vocational Education"; future specialists were invited to participate in the “Business School”, trainings, seminars (organizational and communication skills, entrepreneurial skills in the course of trainings, meetings with prominent entrepreneurs of the city, graduates of the institution, as part of the “Business School”, legal training on entrepreneurial activities).

For greater clarity in the figures (figure 1, 2, 3, 4), we present the results of the ascertaining and control– intermediate stages of the experiment. Note that the experiment can be extended taking into account the participation of the same specialists as masters (bachelors of any field of

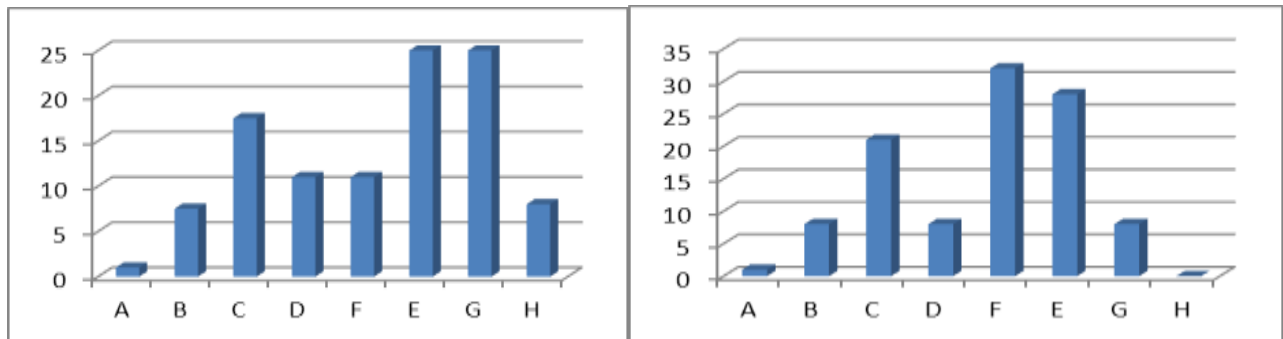
professional training can enter the magistracy in administrative management, project management, etc., where they can consolidate the acquired entrepreneurial competencies).



**Figure 1.** Levels of entrepreneurial competence of future specialists for the value– cognitive criterion at the ascertaining (left) and control– intermediate stages (right).

In the group at an ascertaining stage, the average score prevails, which corresponds to the average level of perceptions and knowledge about entrepreneurial competence and activity and the like.

This indicates that we need to focus on improving entrepreneurial skills in the process of study in the above disciplines when working with information, information source sand training technologies that contribute to increasing the level of entrepreneurial competence of future specialists. At the control stage, the picture has changed: a high level increased by 32.2%, an average level by 11.6%, and a low level decreased by 43.2%.

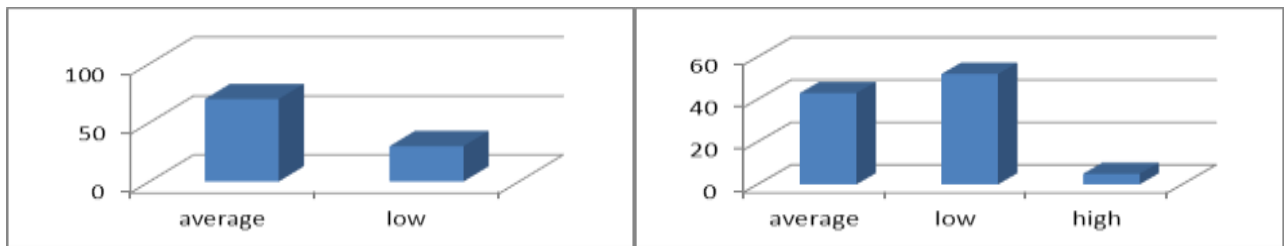


**Figure 2.** Levels of entrepreneurial competence of future specialists according to the motivation criterion at the ascertaining (left) and control– intermediate stages (right).



As can be seen from the diagram, at the ascertaining stage, students most revealed B – cognitive motive; E is the motive for obtaining information; F is the motive for success. We can say that the motivation of students is related to the satisfaction of their cognitive needs, the ability to show their capabilities and independence, awareness of the social significance of future professional activities. According to the diagram, it can be concluded that at the control– intermediate stage the students increased the cognitive motive by 3.57%, the motive for obtaining information – by 7.13%, the achievement of success – by 3.57%, the motive of material well– being decreased by 3.56%, the motive of prestige decreased by 7.13%, the socially oriented motive of duty and responsibility decreased by 3.57%, and the motive of external coercion, the avoidance of punishment is completely absent.

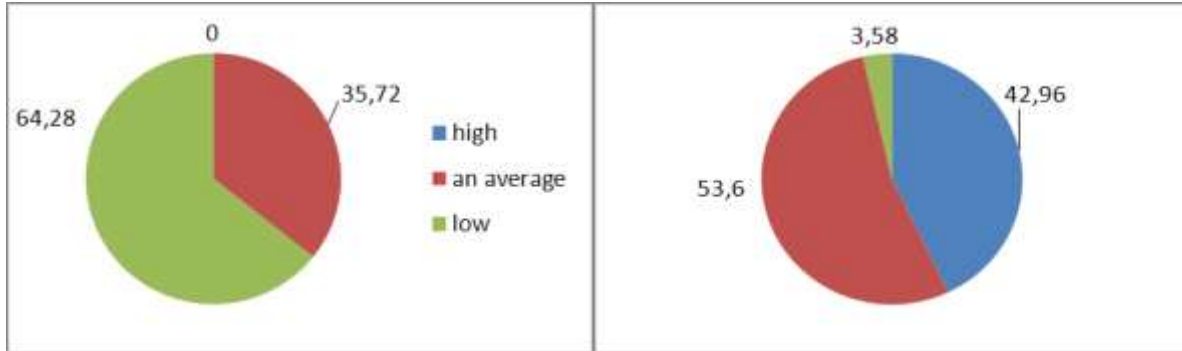
Working independently, students more confidently learn knowledge in certain disciplines, providing training for a competent specialist who would meet the requirements, a specialist with the qualities, knowledge, and entrepreneurial skills necessary to become competitive in the labor market.



**Figure 3.** Levels of entrepreneurial competence of future specialists for the activity criterion at the ascertaining (left) and control– intermediate test ages (right).

Students lack a pronounced need for cognition, as evidenced by the diagram at the ascertaining stage (0% – a high level of cognitive need). Most students in the group have a low level of cognitive need, in less than half there is an average level of cognitive need and there is no high level of cognitive need.

At the control– intermediate stage, an indicator of a high level of cognitive need (3.57%) appeared in the experimental group, an average level indicator (12.9%) increased significantly, and a low level of cognitive need decreased by 16.4% from 70% to 53.6%.



**Figure 4.** The level of knowledge about the entrepreneurial competence of future specialists at the ascertaining (left) and control– intermediate stages (right).

According to the diagram, it is clear that students at a ascertaining stage are dominated by an average and low level of performance in the elective course in entrepreneurial competence (test tasks were offered at the beginning of the course). The number of students who possess knowledge at a high level is completely absent. At the control– intermediate stage, the high level of entrepreneurial competence of future specialists grew by 7.1% (42.96%) and in the average – by 3.58% (53.6%). The low level of entrepreneurial competence of students decreased by 3.58% (3.58%).

## CONCLUSIONS.

Entrepreneurship, as the intellectual activity of an energetic and initiative person, is the space where he can discover and develop his material values and leadership qualities in order to organize and manage a business. Therefore, in his professional activity, a person demonstrates entrepreneurial competence – this is a circle of powers that a person uses with a combination of qualities,

knowledge, and skills to solve various kinds of business problems in entrepreneurial activity aimed at a high result.

Communicative skills and abilities play an important role in this process, this is a condition for the functioning of each enterprise or organization. The subject of communication management is a specialist with developed entrepreneurial competence.

Communicative management is a focused organization for establishing professional contacts with people in an enterprise, a modern style of business communication, organization and establishment of effective methods and means of communication aimed at the result.

Having carried out studies of the effectiveness of pedagogical conditions for the development of entrepreneurial competence of future specialists in vocational education by means of communicative management, we can state that the hypothesis was confirmed.

Future specialists received a motivational– value direction for successful entrepreneurial activity with the help of communication management; learned the leadership knowledge system through the introduction of an elective learning system and developed the needs for communicative and organizational activities. Future specialists switched to another, higher, level of motivation for the development of entrepreneurial competence as a component of this competence and personal motivation for achievement.

At the control– intermediate stage, the high level of entrepreneurial competence of future specialists grew by 7.1%, on average – by 3.58%. Low level decreased by 3.58%. We believe that institutions of higher education should revise approaches to the professional training of future specialists in various fields, adjusting the competency– based approach to the vector of development of students' entrepreneurial competence.

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