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PECULIARITIES OF THE HUMAN RESOURCES DEVELOPMENT IN STATE AUTHORITIES OF UKRAINE

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Introduction. In the context of accelerated informatization of society, globalization of innovation processes, and the growing intellectualization of work, the issue of human resource professional development is becoming increasingly relevant. The ability of employees to continuously update their knowledge, develop competencies, and adapt to change is a key factor in enhancing the effectiveness of state authorities. In this regard, human resource professional development is regarded as an integral component of ensuring the quality of public administration and building a capable and effective civil service.

Human resource professional development of state administration authorities of Ukraine is one of the fundamental mechanisms for maintaining the effectiveness of the public administration system, which acquires particular importance under martial law. New circumstances generate new challenges to which public servants must be ready to adapt through continuous learning. Accordingly, the formation of an effective human resource development system and the creation of conditions for continuous professional growth are of crucial importance.

Analysis of recent research and publications. People are the most valuable resource of modern society, as the development of organizations and countries, as well as the effective use of other resources, depends on their intelligence, knowledge, and creativity [1].

As Yan Yue [2] notes, "Human resource management is an important constituent part of enterprise management. Scientific and reasonable management of human resources concerns implementation of enterprise development strategy, enterprise survival and long-term development".

According to Morozov and Honchar [3], human resource development is a continuous process aimed at improving the quality characteristics of employees. Tkachenko and Marchenko [4] conceptualize human resource professional development as a systematic and continuous influence on employees, implemented through professional training throughout the entire period of their employment within an organization.



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Based on critical analysis, researchers [5] define "human resource professional development" through a dual approach. At the organizational level, it involves measures to update employees' knowledge and skills, support adaptation, and stimulate growth to enhance innovation and competitiveness. At the individual level, it is a continuous process of developing competencies that combines self-directed learning with training and increases motivation to achieve the organization's innovative goals.

Polish authors distinguish various classifications of possible employee development projects. Taking into account these classifications, it should be stated that they include such elements as: knowledge, skills, abilities. There are three main groups of employee development instruments: vocational training and improvement of qualifications; employee relocations; work structuring [6]. The main projects aimed at the human resources development can be considered at three levels: 1. The entire organization; 2. Separate work teams; 3. Individual employees [7].

Human resource development is a key personnel function that supports employee growth aligned with organizational goals through tools like training and career development, and is often viewed as an investment [8]. It is also a dynamic process of developing and using human knowledge, and a relatively young scientific field [9].

It should be noted that the issue of human resource development, including professional development is also dedicated the works of Chapman Elizabeth F. et al. [10]; Dreifelde I. and Zakrizevska Belogradova M. [11]; Marzec Izabela and Austen Agata [12]; Poell Rob F. and Van der Krogt Ferd J. [13]; Bhaskar P. et al. [14]; Goncharuk N. et al. [15]; Kachan Y. [16]; Bilan Y. et al. [17].

According to the normative legal acts of Ukraine [18; 19], the concept of professional development is understood as a continuous, conscious, and purposeful process of personal and professional self-improvement, grounded in the integration of knowledge, skills, and competencies. Professional training, in turn, entails the acquisition and enhancement of specialized knowledge, abilities, and skills necessary to achieve an appropriate level of professional qualification that corresponds to the requirements of civil servant.

The aim of the study is to carry out a comprehensive analysis of the process of human resources professional development in state authorities of Ukraine, as well as to determine possible directions for improving the qualifications of civil servants to acquire the necessary competencies.

The main material of the study. According to the National Agency of Ukraine on Civil Service (NAUCS) [20], in Ukraine as of March 31, 2025, the actual number of working civil servants was 156 792, of which 37 978 were men and 118 814 were women, 220 civil servants were of category "A", 37 908 – of category "B" and 11 8664 – of category "C" (table 1). The number of civil service positions according to the staff list as of March 31, 2025 was 191 890 staff units, in particular category "A" – 283, category "B" – 46 881 and category "C" – 144 726 staff units. 8 210 people are on parental leave, of which 91 are men. The number of people who went abroad as of March 31, 2025 was 692 people (at the end of 2022 – 4 355 people), most of whom are women – civil servants of category "B". There are 4 401 civil servants serving in the Armed Forces of Ukraine, of which 3 608 are men and 793 are women [20].

Civil servants of the state authorities of Ukraine constantly increase their level of professional competence during their service.

The reform of the professional training system has facilitated the introduction of numerous innovations in this field and the development of a modern model for the training of civil servants, heads of local state administrations, their first deputies and deputies, local self-government officials, and members of local councils. This model is based on the principles of continuity, mandatory participation, planning, practical orientation, foresight, and alignment of the training process with the needs of its participants [21].

Table 1

Quantitative and qualitative composition of employees of state authorities of Ukraine, as of March 31, 2025

Indicator	Categories of positions			In total
	A	B	C	
The number of positions according to the staff list	283	46881	144726	191890
The actual number of employees, persons	220	37908	118664	156792
Occupied positions, %	77.74	80.86	81.99	81.71

Source: calculated by [20]

The organizational principles of the professional training system functioning of the public authority’s employees are determined by the Resolution of the Cabinet of Ministers of Ukraine “On Approval of the Regulation on the System of Professional Training of Civil Servants, Heads of Local State Administrations, their First Deputies and Deputies, Local Self-Government Officials and Deputies of Local Councils” dated February 6, 2019 No. 106 [22]. According to this resolution, civil servants are required to undergo professional training at least once every three years. The decision regarding the need for such training is made by the employees’ immediate supervisor in consultation with the human resources department of the respective state body, based on the results of the employees’ performance evaluation.

Professional training of civil servants is carried out through a network of educational institutions, establishments, and organizations, regardless of their form of ownership, which hold a license to provide the relevant educational services. The financing of this process is ensured from the state and local budgets, as well as other sources permitted by current legislation.

The structure of the professional training system includes: clients of educational services; providers of educational services; and self-regulating professional associations (professional associations, professional networks) of educational service providers [22].

Upon completion of professional training, civil servants and local self-government officials receive ECTS credits, which are recorded by the respective human resources management services. In accordance with individual professional development programs, civil servants and local self-government officials are required to earn at least one ECTS credit per year.

Civil servants can exercise their right to professional training through the forms shown in Fig. 1.

According to the Resolution of the Cabinet of Ministers of Ukraine [22], the amount of self-education among other types of professional training within the scope of the implementation of an individual program should be at least 10 and no more than 20 percent of the total number of ECTS credits received according to the results of the program execution. According to the results of self-education for a civil servant the ECTS credits are accrued in the prescribed manner of NAUCS.

Professional training of civil servants can be carried out through self-education in the form of online learning on educational web platforms, participation in conferences, scientific and practical conferences, professional seminars, trainings, master classes, courses on mastering practical skills, etc. (Fig. 2).

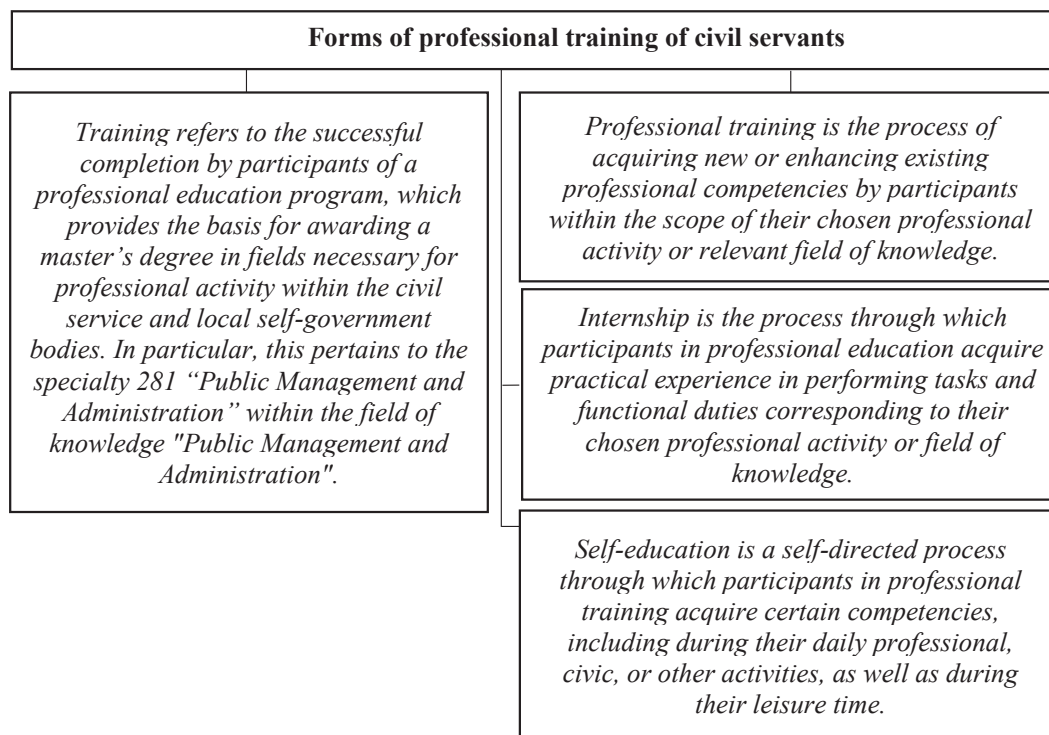


Figure 1. Forms of professional training of civil servants

Source: developed by [22]

Blagovesna Yovkova and Roumiana Peytcheva-Forsyth [23] emphasize that a large-scale digital transformation of continuous education is observed all over the world, including in state administration at all levels, through the implementation of various forms of e-learning.

Advanced training of civil servants is carried out according to programs, which are divided into general and special according to the content of training.

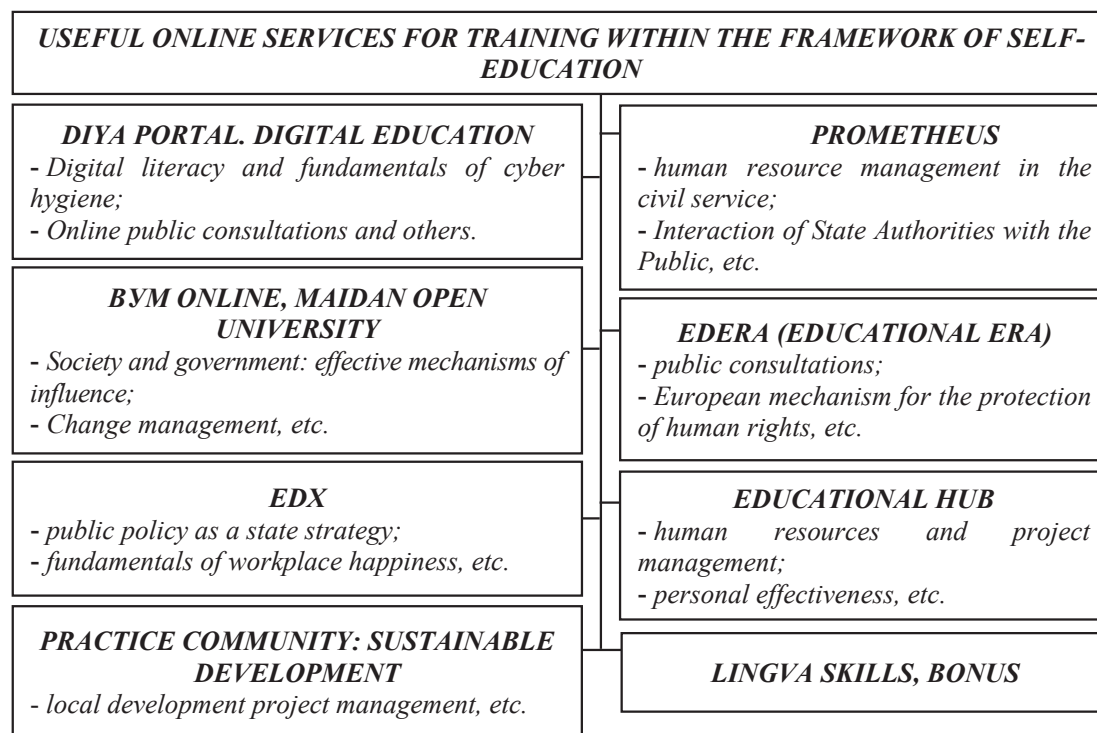


Figure 2. Online services for training within the framework of self-education

Source: developed by [24]

According to the Procedure for evaluating the results of official activities of civil servants [19], on the basis of the tasks and key indicators defined for the civil servant, the needs for professional training (if they are determined), as well as based on the results of the evaluation of the civil servant's official activity (if available), such civil servant together with the human resource management service draws up an individual promotion program level of professional competence/individual program of professional development. An individual program is drawn up within no later than ten working days after defining the tasks and key indicators for the civil servant [19].

An individual professional development program is a document that defines the individual needs of a participant in professional training, the form and types of such training [22].

Construction of an individual professional development program is recommended for the purpose of planning a civil servants' training, aimed at acquiring and enhancing professional knowledge, skills, and competencies necessary for the proper performance of official duties in accordance with the requirements of the position held. The need for professional training is determined based on a list of professional competencies that the civil servant needs to develop or improve.

When drawing up the individual program of a civil servant, it is recommended to take into account the needs of professional training, determined by the results of the evaluation the official activity of civil servant, tasks and key indicators for the next year and requirements (Fig. 3).

According to the results of the summarization of individual programs, every year no later than December 20, state bodies send the NAUCS information about the professional training needs of civil servants who hold civil service positions of categories "B" and "C", and no later than January 15 – copies of individual programs for improving the level of professional competence civil servants holding civil service positions of category "A".

Requirements that must be taken into account when drawing up an individual program of professional development of a civil servant
<i>mandatory advanced training for civil servants under general and/or special professional (certificate) programs: first appointed to a civil service position within a year from the date of their appointment; who hold civil service positions, at least once every three years;</i>
<i>mandatory advanced training for civil servants under general and/or special short-term programs at least once every three years;</i>
<i>the need for a civil servant to collect at least one ECTS credit during the calendar year within the implementation of an individual program;</i>
<i>setting the share of self-education among other types of professional training within the implementation of an individual program of 0.1 - 0.2 ECTS credits, unless otherwise provided by the Regulation on the system of professional training. In 2023, the share of self-education within the implementation of an individual program may amount to no more than 0.5 ECTS credit.</i>

Figure 3. Requirements that must be taken into account when drawing up an individual program of professional development of a civil servant

Source: developed by [24, 25]

In 2023, NAUCS and specialists of the PO “Ukrainian Institute of Social Research named after Oleksandr Yaremenko” with the assistance of the Norwegian Center for Integrity in the Defense Sector (CIDS) conducted a study of organizational culture “Public service in Ukraine: your point of view”. The research was implemented using an anonymous online survey, in which 43 862 public servants participated, including 39 557 civil servants and 4 305 local government officials.

Respondents answered most of the questionnaire items, provided personal information regarding gender, age, and work experience, and reported no discrepancies in the provided data [26].

The aim of the study was to determine civil servant’s assessments of the conditions for professional growth – both their own and that of their colleagues. Among the evaluated aspects, self-assessment of qualifications received the highest rating: according to the survey results, 94.3% of respondents fully or partially agreed with the statement that their professional skills, level of education, and qualifications fully meet the requirements of their position [26] (Fig. 4).

The high self-assessment of professional knowledge and skills among civil servants provides a basis for optimistic projections regarding their future professional growth. But, excessive confidence in one’s competence or overestimation of one’s capabilities may hinder the drive for self-development and reduce motivation to acquire new knowledge.

Despite the high self-assessment of qualifications and education, evaluation of professional growth dynamics was somewhat more restrained. Thus, 78.9% of respondents fully or partially agreed with the statement: “I continuously improve my professional skills while working in a public authority”. A relatively higher level of positive perception of professional growth was observed among entry-level civil servants with up to one year of experience, with 85.7% agreeing to some extent. Meanwhile, respondents with greater professional experience tended to evaluate their progress more critically.

The area of experience sharing and the implementation of best practices in organizations received the most restrained evaluations from civil servants. Only two-thirds (65.0%) of respondents somewhat agreed with the statement: “The public authority encourages experience sharing between structural units and the adoption of best practices from other organizations”. Meanwhile, a significant proportion of respondents (12.6%) expressed disagreement. The most critical perspectives were observed among younger employees aged 20–35 and respondents holding a doctor of sciences degree. This indicates that the existing practice of experience sharing and implementation of innovative approaches does not always meet employees’ expectations, particularly among highly educated or younger staff. Consequently, mutual experience exchange and the adoption of best practices remain pressing needs for civil servants.

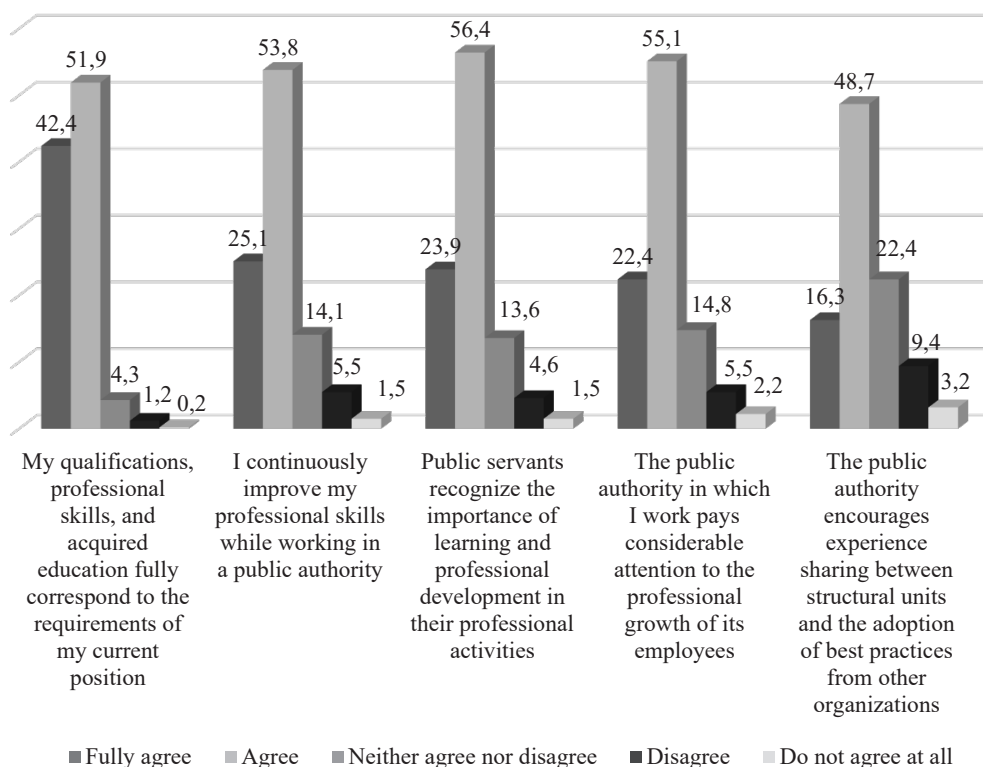


Figure 4. Distribution of respondents' answers to the question: "To what extent do you agree or disagree with this statement?", %

Source: [26]

In the Strategy [21], approved by the Coordination Council at the National Agency of Ukraine on Civil Service defined the goals and objectives of the development the system of professional training of public servants for the period 2024–2027.

The key directions outlined in the government resolution include: the implementation of digital technologies in service delivery and management of professional training processes; improving the quality of professional development programs for civil servants; ensuring inclusivity within the professional development system; systematic evaluation of the professional training system based on managerial indicators; and monitoring the quality of educational services. Special attention is given to the development of civil servants' professional competencies in risk prevention and crisis response, organization of international internship programs, foreign language learning (including participation in summer/winter English-language schools), as well as conducting dialogue events involving international experts, representatives of foreign institutions and organizations, and specialists in public service and adult education [27].

Overall, the professional training system for public servants should be oriented toward the formation and enhancement of relevant professional competencies necessary for the effective post-war recovery of Ukraine, the development of its institutional capacity, and the construction of a modern digital state.

Conclusions. An important role in ensuring the successful operation of state authorities is played by the development of human resources, which should be carried out systematically and aimed at achieving certain goals. As a result of the analysis of the scientific literature, it was established that the development of human resources is a process that includes a set of measures for improving the knowledge and behavior of employees related to professional activity, using a wide range of professional training methods to ensure the goals of the organization, and for growth professional competencies of employees based on self-development.

Vocational training is a necessary component of human resources development, which helps civil servants acquire and improve professional knowledge, abilities and skills, which ensures the appropriate level of their professional qualifications for professional activities. Taking into account modern conditions, a special role among the forms of professional training of civil servants belongs to online services for training within the framework of self-education.

The vast majority of civil servants generally evaluate positively the conditions that facilitate professional growth. In particular, they note the possession of necessary knowledge and skills for performing official duties, observable personal professional progress, colleagues' awareness of the importance of learning, the practice of experience sharing, and the creation of conditions for professional development within the organization.

A high level of self-assessment of professional preparation among civil servants allows for a cautiously optimistic view of the prospects for their professional growth. At the same time, it is crucial to ensure an objective assessment of the alignment of their knowledge and skills with the challenges and tasks facing public authorities. It was determined that the most priority areas of professional development for civil servants and local self-government officials include: cyber security, change management, digital literacy, improving the level of mastery of the state language, communication and interaction.

The experience of developing human resources in the state authorities of other countries can be useful for maintaining the capacity and functionality of the civil service of Ukraine. The study of the peculiarities of the training of civil servants in developed countries, the mutual exchange of experience is an urgent request for the development of decisions regarding the modernization of the professional development of civil servants in Ukraine.

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The article highlights the essence of the concept of human resource professional development. The quantitative and qualitative composition of employees of state authorities of Ukraine, forms of professional training of civil servants, online services for training within the framework of self-education, as well as general and special programs for improving the qualifications of civil servants were considered. The peculiarities of drawing up and implementing an individual professional development program of a civil servant, which records individual needs in professional training, and is a tool for planning the professional development of a civil servant have been studied. The results of an online survey of the National Agency of Ukraine on Civil Service are presented, which allowed us to find out how public servants assess the prerequisites for professional growth. It has been established that in modern conditions, it is important to use innovative approaches to personnel training in state authorities.

Keywords: development, professional development, human resources, state authorities, civil servants, competence.

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У контексті впровадження адміністративної реформи в Україні питання модернізації державної служби, складовою якої є підвищення професійного рівня державних службовців, набувають пріоритетного значення. Професійний розвиток людських ресурсів є важливою умовою професіоналізації державної служби сьогодні. Аналіз показників сучасної державної служби показує, що в Україні спостерігається тенденція до розвитку професіоналізму та професійної компетентності державних службовців, їхня праця використовується раціонально, а мотивація до навчання зростає. Державні службовці постійно підвищують свою професійну компетентність протягом служби. Необхідність формування, розвитку та оновлення відповідних компетенцій державних службовців здійснюється на основі оцінювання результатів їхньої службової діяльності та відображається в індивідуальній програмі. У статті висвітлено сутність поняття професійного розвитку людських ресурсів. Розглянуто кількісний та якісний склад працівників державних органів України, форми професійного навчання державних службовців, онлайн-сервіси для навчання в рамках самоосвіти, а також загальні та спеціальні програми підвищення кваліфікації державних службовців. Досліджено особливості складання та впровадження індивідуальної програми професійного розвитку державного службовця, яка фіксує індивідуальні потреби у професійному навчанні та є інструментом планування професійного розвитку державного службовця. Представлено результати онлайн-опитування Національного агентства України з питань державної служби, яке дозволило з'ясувати, як державні службовці оцінюють передумови для профе-

сійного зростання. Встановлено, що в сучасні програми підвищення кваліфікації мають бути інноваційними, практико орієнтованими та відповідати актуальним викликам, у зв'язку з чим державна політика України на 2024–2027 роки спрямована на модернізацію системи професійного навчання публічних службовців через цифровізацію, підвищення якості освіти, розвиток ключових компетентностей та впровадження механізмів моніторингу з метою забезпечення ефективного функціонування публічної служби.

Ключові слова: розвиток, професійний розвиток, людські ресурси, державні органи, державні службовці, компетентність.