

Theoretical and Empirical Analysis of Models for Implementing Intra-Corporate Training of Managerial Personnel: International Experience

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Abstract

This article presents a theoretical and empirical analysis of models for implementing intra-corporate training of managerial personnel, based on international experience. The study examines various approaches and methodologies applied in different countries and their impact on management efficiency and organizational culture development. Emphasis is placed on best practices identified in regions including the United States, Europe, and Asia, allowing an exploration of innovative intra-corporate training strategies grounded in modern technologies and cross-cultural aspects. The article also discusses key factors contributing to the successful implementation of training programs, such as adaptation to company needs, the use of digital platforms, and approaches tailored to individual employee characteristics. Empirical data collected through surveys and

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interviews with representatives of international companies provide recommendations for implementing effective intra-corporate training models across contexts. Such practices enhance managerial skills and foster sustainable competitiveness through continuous development and innovation.

The article highlights the significance of a systematic approach in executing educational programs and their importance for achieving organizations' strategic objectives. Fundamental concepts of human capital theory confirm a direct correlation between corporate education levels and economic development, emphasizing investments in intangible assets and human potential as essential in modern conditions. This trend is particularly relevant for the contemporary Russian economy, characterized by high demand for specialists, including managerial personnel. Moreover, there is a positive relationship between increasing managerial competencies and investments in human potential rather than material assets, such as equipment (Efimenko & Sorokopud, 2024; Kolgushkin, 2023).

As a result, an endogenous mechanism for developing corporate educational programs for managers emerges: over a long-term horizon, labor productivity per unit of invested capital increases even when the return on investment reaches saturation. Improving management quality through highly qualified personnel contributes to overall business efficiency. Professional development of managers enhances enterprise productivity while increasing income across all employee categories. Research indicates that extending managerial training programs by just one year can increase company profitability by approximately three percent..

Keywords: management, managerial personnel, intra-corporate training, training consulting, management system

Intra-Corporate Training Models in the United States

In the U.S., intra-corporate managerial training traditionally takes place in dedicated learning centers established by professional industry associations and organizations. These institutions accumulate best practices and identify essential competencies required for modern managers. A key feature of the American model is the creation of hierarchical managerial structures aligned with job responsibilities, resulting in differentiated educational trajectories for varying levels of managerial maturity. Training programs emphasize practical activities, simulation-based approaches, engagement of external experts (universities, management consulting specialists), critical thinking, and workshops. Intensive specialized courses equip managers with practical skills for effective response to non-standard or crisis situations. Computerized interactive platforms are utilized for in-depth study of management fundamentals and systematization of key theoretical concepts.

Intra-Corporate Training Models in Asia

Asian experience, particularly in China, South Korea, and Japan, offers unique insights. In Japan and South Korea, intra-corporate training is often conservative and hierarchical. Japanese companies emphasize teamwork and integrate training into daily work processes. Training occurs through specialized courses and routine interactions, focusing on knowledge transfer from experienced employees to newcomers, strengthening corporate culture and team cohesion. The Japanese system employs **on-the-job training (OBT)** under experienced colleagues' supervision and **off-the-job training (OFFT)** through learning centers or external providers. Continuous professional development and rotation within functional units familiarize managers with new technologies and management methods, ensuring ongoing skill enhancement.

The Chinese model is shaped by cultural, economic, and social factors. Rapid economic development and global integration have increased recognition of managerial professional development as a competitive advantage. Chinese organizations emphasize collectivism and teamwork, often conducting group seminars and training sessions. Confucian values influence management styles and learning approaches. Mentorship programs facilitate knowledge transfer and career advancement, supplemented by practical workshops, online courses, and digital learning platforms, allowing managers flexibility in time and pace. Collaboration with international business schools integrates global best practices and expands strategic thinking.

Intra-Corporate Training Models in the European Union

European countries maintain structured systems for managerial training. Governments integrate intra-corporate training into strategic initiatives aimed at economic modernization and global competition adaptation. Germany, France, and the UK focus on enhancing managerial competencies to navigate market challenges and ensure organizational resilience. European programs often combine academic learning with practical exercises, promoting awareness of professional development's value. Investments in employee development are considered long-term contributions to competitiveness and sustainability.

German Model

Germany emphasizes dual education, combining academic instruction with practical experience, ensuring a deep understanding of management processes. Programs include seminars, training, coaching, and mentoring. Interdisciplinary approaches expand managerial knowledge across finance, marketing, HR, and related fields. Practical cases, online courses, virtual simulations, and international exchanges enrich learning experiences and cross-cultural competence. Companies adapt programs to labor market trends, maintaining high qualification standards.

French Model

France focuses on cultural and human dimensions, developing professional skills alongside personal qualities. Strategic thinking, analytical skills, and learning through dialogue, debates, group projects, and simulations are central. Project management practices enhance leadership, time management, and multitasking. Ethics, sustainability, and cross-cultural training are emphasized, including international internships and exchanges.

Intra-Corporate Training Models in Latin Countries

Latin countries prioritize human interaction and emotional engagement in learning. Interactive methods such as role-playing, group discussions, and case studies foster active participation and knowledge application. Programs are flexible, tailored to company needs and participant levels, with feedback incorporated continuously. Cross-cultural competence and corporate social responsibility are integrated into training, promoting ethical practices and sustainable business.

Conclusion

Across countries, intra-corporate training aims to develop professional competencies. Differences primarily appear in universal competencies, soft skills, and management styles. Russia, as a developing country, has adopted European and Eastern practices. Challenges include material selection, delivery methods, and group versus individual training. The multicultural environment from birth provides Russian companies with advantages in cross-cultural teamwork.

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