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MECHANISMS FOR IMPLEMENTING STATE PERSONNEL POLICY

The relevance of this article lies in the need to clarify the theoretical and methodological understanding of the content and essence of personnel policy and the personnel reserve. The article examines a complex of issues related to the implementation of state personnel policy in the context of an emerging information society and an innovative knowledge-based economy, which impose new requirements on human resources. Consequently, the content and directions of state policy cannot remain static, as they are governed by the goals and objectives facing society and the state in any given historical period. To develop an effective personnel policy, the analysis of historical experience is of great importance, as it is impossible to find optimal solutions without considering both positive and negative past experiences. The article argues that state personnel policy should be based on a balance of public and private interests while forming a purposeful, systematic, and balanced system for training qualified workers, taking into account the possibility of lifelong learning and continuous professional development. Special attention is paid to the realization of employees' right to education when combining work with studies. Furthermore, the article addresses issues of personnel placement based on social needs, as well as the distribution of workers across the country's regions and various sectors of activity.

Keywords: *personnel policy, human resources potential, right to education, guarantees, compensations, labor market, employee, employer.*

Problem Statement. Improving work with personnel and its renewal in government bodies is necessary to select specialists with flexible mindsets capable of significant changes.

In the process of the development of the Russian state and, as a consequence, the new system of public administration, great attention is paid in the Russian Federation to the establishment and development of personnel management in state authorities. In general, state personnel policy is a set of measures for the development and formation of requirements, functions, methods, and technologies of personnel activity, taking into account the forecasted needs for personnel in the state (municipal) service and the level of development of the state apparatus as a whole [7].

It is generally recognized that the personnel reserve must be managed. The Register of Civil Service Positions is a list of names of unified civil service positions without establishing a hierarchy between them. Issues of job compliance are also addressed in other normative legal acts [9].

The purpose of the article is to analyze the mechanisms for implementing the state's personnel policy.

Analysis of the sources used. Theoretical and applied aspects of state personnel policy have been reflected in the works of such domestic scholars as [1-5].

Presentation of the Main Material. The principles of the state's personnel policy in science are classified according to many different criteria. Traditionally, they are divided into three large groups: 1) general (basic); 2) special; and 3) specific.

General (basic) principles provide the state personnel policy with purpose, integrity, and substance. In general, they define the essence of state personnel policy. These include: legality; democracy; realism; publicity; openness; humanism; the principle of equality, etc. These principles are characteristic of any type of activity in all areas of personnel work.

Special principles reflect the substantive side of professional activity. They differ for each sphere of activity, depending on its functional purpose. Therefore, they are otherwise called substantive-functional. The following principles are applicable to the state personnel policy[3]:

- recruitment of personnel based exclusively on professional and business criteria;
- equal access to the state civil service;
- competence and stability of personnel, etc.

State personnel policy primarily includes a national strategy for the formation, development, and rational use of society's human resource potential. Personnel (human) potential is a broad category, as it encompasses the entire able-bodied population of the country: both employed citizens and the unemployed (potential workers). In essence, personnel potential represents the scope of capabilities available to our country for addressing current and future challenges.

Therefore, the state personnel policy covers issues regarding professional training as well as the distribution, employment, and utilization of personnel. Furthermore, "the content and directions of state policy do not remain static—they are subordinated to the goals and tasks facing society and the state during specific historical periods." For instance, in modern conditions, the priority is to update employees' existing knowledge and skills and acquire new ones, while providing guarantees for those balancing work with education, as well as ensuring the rational use of labor resources.

Moreover, the definition of personnel policy and the issues it encompasses, as developed by A. S. Pashkov in the 1990s, have not lost their relevance. He understood personnel policy as one of the leading areas of state activity, involving the development of organizational principles for working with people, the formation of capable labor collectives, and the rational, effective use of the country's labor potential. Personnel policy was aimed at solving several problems: the purposeful, systematic, and balanced training of qualified workers and continuous professional development; the selection and placement of personnel based on social needs; and the distribution and redistribution of workers across sectors of employment, regions of the country, and types of activity [4].

It appears that many of the issues listed above remain relevant today. However, it should be noted that the state, society, and economy have since undergone significant transformations, which have inevitably impacted the state's personnel policy.

I believe that the state's personnel policy must be based on a balance between public and private interests. This stems from the fact that most fundamental personnel issues still fall within the scope of labor law, one of the primary objectives of which is to create the legal conditions for an optimal alignment of the interests of the parties to labor relations and the interests of the state. At the same time, as before, a strong social policy remains crucial for addressing personnel matters, placing the individual—along with their needs, interests, inclinations, and abilities—at its center.

Furthermore, the genesis of personnel policy is of great importance for its effective formation. It is impossible to find optimal solutions to pressing problems without analyzing both the positive and negative historical experiences of implementing the state's personnel policy.

The key issue requiring priority resolution within the framework of the personnel policy of an individual organization or on a national scale is the provision of qualified personnel. Therefore, the mechanism for training and distributing personnel for the needs of the state and the labor market as an integral element of a market economy, as well as the role of the state itself in the rational use of labor resources, is of great importance [.

Consequently, everything begins with the realization of the citizens' right to education as one of the fundamental human rights.

Thus, according to Article 2 of Protocol No. 1 to the Convention for the Protection of Human Rights and Fundamental Freedoms, no person shall be denied the right to education. Paragraph 1 of Article 26 of the Universal Declaration of Human Rights also states that technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Article 13 of the International Covenant on Economic, Social and Cultural Rights states that education shall not only be directed to the full development of the human personality but also enable all persons to participate effectively in a free society.

Furthermore, the States Parties to the Covenant recognize that, with a view to achieving the full realization of this right, secondary and higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means. The Constitution of Ukraine also provides that everyone has the right to education. In particular, it guarantees the accessibility of vocational education and the right of everyone to receive higher education free of charge in state and communal educational establishments and at enterprises on a competitive basis [5].

Moreover, the National Security Strategy of Ukraine[2], while defining the national interests and strategic national priorities of our state, has established the goals and objectives of state policy in ensuring national security and sustainable development for the long term. At the same time, it was noted that the Strategy is based on the inextricable link and interdependence between national security and the socio-economic development of the country, which, in turn, is impossible without the further development of human potential. To this end, measures must be ensured to strictly implement constitutional rights and guarantees for citizens across the entire territory of the country, including in the field of education. Furthermore, the primary goal of state policy in human potential development is to raise the educational level of the population; to achieve this, it is necessary to address the task of providing citizens with broad opportunities for obtaining secondary and higher vocational education, as well as professional training and retraining throughout their lives in accordance with labor market needs. To achieve economic security objectives, it is necessary to address a number of challenges, specifically eliminating labor market imbalances, overcoming the shortage of engineering and blue-collar personnel, and improving the level of professional training.

This underscores the importance of a balanced and well-considered state personnel policy aimed at developing human potential. An essential condition for this is the full realization of citizens' right to education to ensure national security

At the same time, employees who exercise their right to education while working are currently placed in unequal conditions depending on whether they are pursuing it for the first time or subsequently. In its rulings, the Constitutional Court of Ukraine

notes that the constitutional principle of equality before the law and the equality of human and civil rights and freedoms does not imply a requirement to provide identical guarantees and compensations to persons belonging to different categories: those obtaining higher education for the first time and those who already possess an education of that level [2].

The aforementioned legal position accurately reflects the fact that international and constitutional principles of equality do not prevent the establishment of varying levels of guarantees and compensations for different categories of employees during the process of legal regulation. The key is that such differentiation must be based on objective factors, such as whether the employee already holds an education of the relevant level. At the same time, the Court refers to the absence of an obligation to provide identical guarantees and compensations, rather than the granting or withholding of such benefits based on the same grounds (the presence or absence of a relevant level of education). It appears necessary to apply a differentiated approach when determining the scope of guarantees and compensations provided to employees who combine work with studies.

As is well known, guarantees established by labor legislation can be either non-material (retention of the workplace or position, provision of other work) or material (retention of average earnings during educational leave, annual leave, or business trips).

This division can serve as a basis for determining the scope of guarantees and compensations provided to employees. Thus, employees combining work with education should still receive full guarantees and compensations if they are pursuing education of the respective level for the first time. For employees who already possess education of the same level, only non-material guarantees should be provided, such as time off from work while retaining their position and place of employment for the duration of their studies. Such an approach would not only account for the needs of employees but could also have a positive impact on the quality of the country's human resources. This would align with public interests and the National Security Strategy,

given the state's current need for continuous technological updates and an increasing share of individuals possessing the necessary knowledge and skills[1].

Furthermore, the need to form a talent pool of industry specialists through training in relevant fields is specifically highlighted. A key human resource challenge in the industry is the partial mismatch between employees' professional competencies and the qualification requirements across all existing areas of additive technologies. This indicates a need not only for training new specialists but also for retraining existing ones to update their knowledge and skills, which may involve teaching employees who already have professional education at the corresponding level.

Education is a sphere of public life where the interests of the state and society are closely intertwined. The exercise of the right to education serves the interests of society and the state, as the transfer of production experience between generations, the continuous expansion and deepening of general and specialized knowledge, and the professional development of workers are essential conditions for the growth of social production.

State policy should facilitate the acquisition of professional knowledge and skills to enhance employment opportunities and guarantee job security amidst scientific and technological progress, as well as economic and structural changes in society.

Nowadays, being a highly qualified specialist often requires knowledge beyond a single field; acquiring skills in related areas has become essential. The labor market shows a higher demand for multi-specialists rather than mono-specialists, especially in small and micro-businesses. If individuals with existing education are not in demand, they cannot earn a living to support themselves and their families. Consequently, this may lead to increased tension in the labor market, which is disadvantageous for the state as it negatively impacts both the economy and the social climate.

Therefore, the state has a vested interest in creating favorable conditions for education, regardless of whether a person is pursuing a degree of that level for the first time or again. Furthermore, this approach addresses private interests (of the employee and employer) as well as public interests (of society).

There are also several issues related to the modification of the education system that have created labor market imbalances, specifically a surplus of certain specialists and a shortage of others [3].

Conclusions. The success of any social transformation depends on the country's human resource potential, as all reforms begin and end with the individual.

However, despite recognizing the value of human capital for both individual employers and the state, a comprehensive national human resources policy has yet to be established. This is evidenced by the lack of an integrated system of norms aimed at developing and rationally utilizing human potential in a way that aligns with national interests while considering the socially significant needs of the individual and society, thereby fostering sustainable development.

In this regard, it appears that the most effective human resources policy is one based on balancing the private interests of the employee and the employer. On a national scale, these interests transform into potential value and contribute favorably to the socio-economic development of the state.

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