



The Skills of Intellectual Economy as a New Object for Data Analysis in the Conception of Learning Organisations and Talant Management

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The idea generation providing the profit value provokes better possibilities for the economic becoming and development than the possession of material means of production only. Creativity and innovation can be rather monetized and Tobin index proves it. Thus potential and power of human intellect is not a metaphor, but a real economic leverage.

Incorporation of intellectual as a basic production resource forms the environment for the crucial engagement of synergy in economical researches. One of these constituents is a cognitive approach. The methodology of the cognitive approach is formed as a convergent field of various sciences such as biochemistry, neurophysiology, psychology, pedagogy, anthropology, etc. The use of the categorical apparatus and research results of this studies are rather new, but all the same creating groundbreaking insights.

For instance, current psycho- and neurophysiological researches highlight the solid connection of the brain activity and the quality of the idea generation process, decision making, motivation and leadership. This tie being actualized through the educational process is in the basis of creation activity, innovation, entrepreneurship – all that adds to intellectual competence of a company.

Neurophysiological grounds of cognitive motivation management are widely known for researches in the science. To some extent idea generation management and decision making process are possible here. Neurophysiological results can be reproduced experimentally and therefore allow to work out the technology of the definite education process and the



implementation of it in economic and business practice. In this context it apparently makes sense to introduce 'soft-soft' skills that are causal and prior to commonplace 'soft' skills. To the above mentioned 'soft-soft' skills we attribute skills of building dopamine circuits; seeking system's activation skills; skills of new neural and lateral neural paths formation; myelin sheathes creation, etc. These particular skills have to be consolidated, expanded and multiplied. Niches' creation and skills' upgrade are must-have perspectives here in order to form talent pool and teach mastery. Additionally, they are a new, poorly studied component of cognitive and metacognitive human capital of a company.

The mentioned reasons give evidence of the specifics of biochemical, neurophysiological and psychological mechanisms of brain functioning that ensure any intellectual activity. It may be supposed that the change of the industrial economic paradigm for the postindustrial one leads not only to the substitution of the physical job by the intellectual work, but to the squeezing the manual skills out by the mental ones. Along with this the replacement of neuro and psychophysiological mechanisms of these skills' ensurance is obligatory. The preparation of the mechanism allows to perceive the origin of intellectual skills' formation to establish the matching highly precise tailoring technology of teaching them.

The analyses undertaken to spot the work quality as the result of the economic paradigm shift allows to single out the following principal differences. It is common knowledge that the modern work is defined by the processes not connected with 'work' in the traditional sense: the design of cultural norms, tastes, opinions, styles, mechanisms of development. Decisions, novelty, contents, cultural core of the service or the goods, the sincerity of communication are the products of work. Work has a cognitive, affecting and creating character. In other words, it has psychic roots. Thus the competitive advantages of mental skills in such an economy are formed not only with the knowledge, but with the creativity charges and motivation power, empathy, imagination, various types of thinking, language and speech skills. Habitual body and hand skills are useless. Modern work requires the absolute switching on of whole human's subjectivity, including soul and senses.

It should be added that to define the fundamental set of skills providing an effective activity, a successful career and self-actualization we use the English word 'mental' in all contexts of its translation: psychic, intellective, psychological, moral, connected with mind. In our opinion the realization of these contexts make us mindful concerning the historical newness and practical essence of the task to single out, systematize and describe the skills actualized by the modern economy.

Thus the substitution of the old fashioned (specified for the industrial economy) body and hand skills by mental and cognitive ones has been fixed in the conditions of the intellectual economy. The latter are the key skills for cognition, research, ideas' quest and comprehension, decision making. Their productive development depends on the formation of the metacognitive skills that allow to analyze the personal activity.

For instance, metacognitive monitoring of a mental process includes the decision making about the problems worth working on and the linearity of step-by-step procedure of an activity as well as the time-management for the problem's solution. The analysis of the decision making ways from the point of view of the efficiency and the testing of possible results are of great importance as well. This means the reflection on the way of thinking and the prognostic analyses of the results being performed in different products of thinking.

The intellectual economy has made the need in 'symbolic analytics' who are responsible for 'invisible work' of info products' and service's creation urgent. The information should be prepared, i.e. it should be sorted out, interpreted, digested, learned and



applied or otherwise it is useless. According to the strict metacognitive approaches each of these acts grows into a myelinated skill only when the human is aware about the methods and ways he/she uses and the meaning it contributes to the mental product.

It was stated by the report of WEF in 2016 that the market opts for cognitive and communication skills, whenever in 2020 intellectual skills (critical thinking, decision making and self-management) are in greater demand. These data correlate with the researches in Ukraine, particularly ‘Digital economy: impact of ICT on human capital and the skills of future’.

It should be noted that the formation of a database on self- and external assessment of staff’s skills is welcome. The prolonged data collection may be a principal tool for skills’ change monitoring; results’ assessment of teaching and training; talents’ development evaluation; integral assessment of intellectual capital of an organization in terms of the metacognitive component.