



CROSS-CULTURAL PRINCIPLES OF FORMING AN INNOVATIVE PROFILE OF A MARKETER: APPLICATION OF POLISH EXPERIENCE IN UKRAINE

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Introduction

Modern globalization processes establish additional qualitatively new requirements for persons engaged in entrepreneurial activity on a professional basis and, accordingly, for the training of such specialists. The training of highly qualified entrepreneurs with its integral component should include the formation of educational competences of applicants who would be able to implement their professional activities efficiently and accountably in a cross-cultural (multicultural, transcultural) environment. It is an essential feature of civilized entrepreneurship. Therefore, its features and properties objectively determine the content of the profile of a modern marketer, which should be appropriately reflected in the educational activities of higher education institutions (HEIs) for the training of these specialists. It necessitates the proper normalization of standards for the training of marketers.

Globalization and internationalization make the presence of cross-cultural competences for future specialists,

first of all for marketers, even more advanced. On a new qualitative level, the requirements for the formation of cross-cultural competences appear in the context of digital economy. Under such conditions, economic activity in all industries and spheres is carried out in a multicultural environment not only in foreign (international), but also in domestic (national) markets.

The war in Ukraine, especially the further overcoming of its consequences, emphasizes the importance of this issue, as it must be accompanied by the large-scale entry of foreign capital into the domestic market. Implementing relevant projects and active deployment of foreign specialists in Ukraine will intensify the interaction of domestic marketers with carriers of other national business cultures on a systematic (and long-term) basis.

The approval of the first professional standard in Ukraine in the field of marketing (specialty „Market Analyst”) is not only particularly necessary, but it is also an indicator of a high level of awareness of these issues

by the academic community and the Ministry of Economy of Ukraine (2021). The main thing is the awareness of the need for practical educational activities based on the innovative basis. Its component, as the experience of developed countries shows, is the formation of an actual profile of specialists, an integral feature of which is the formation of cross-cultural competences. It provides training of marketers for an action in the international stochastic environment: only such stable competences make possible to make activities effective in today's multicultural international context.

However, it is mundane to face a number of organizational, managerial, scientific, methodological and didactic problems during the learning process of the higher educational institutions at all levels of formation of cross-cultural competences of marketers, as well as specialists of all specialties (this situation is not unique to Ukrainian educational sphere but to one degree or another, it is pretty standard in many European countries).

That is why, it is quite necessary to generalize organizational and managerial approaches, as well as educational and methodological practices for the formation of cross-cultural competences of specialists in developed countries; at the same time, it is required to take into account this kind of experience in Ukrainian higher education institutions.

The generalization of the analysis of the development of cross-cultural competences of marketers and specialists in other specialties of economic profile in the Ukrainian language and world science shows that they are determined by an insufficient level of awareness of the essence of the competence approach. In Ukraine, this is primarily connected with the insufficient level of standardization of these aspects in the current educational standards, including marketers of the first (bachelor's) and second (master's) degrees.

The main deterrent to the formation of cross-cultural competences of marketers, as well as specialists in other specialties, is the initial level of comparative research of national business cultures. Nevertheless, there is a reason to consider that this kind of shortcoming is more or less characteristic for many countries, including the most developed countries of the European Union.

The purpose of the article is to elaborate proposals aimed at improving the normalization in the standards of Ukraine for the training of marketers for their professional activities in a multicultural environment, which is the basis for the formation of the innovative profile of marketing specialists and competitiveness in domestic and foreign labor markets.

Review of the literature on the subject

In general, the issue of reflecting the aspects of intercultural environment in educational activities has not yet acquired systematic research in Ukraine. It was put on the agenda by the team of authors led by A. Starostina (2012) concerning developing issues of marketing research in the international and national markets. An attempt to

study particular aspects in a broader context regarding the conduct of entrepreneurship was made by I. Medvedeva (2017). Somewhat more common of such kind of research developments exist in the field of management. Practically, the first work like that was the textbook by N. Todorova (2008). At first, there were joint developments of Ukrainian and Polish authors in the field of management (Glinkowska, Chebotarov, 2019), and some examples of consideration of issues of identification and formation of cross-cultural competences of the marketer (Chebotarov, 2021).

At the same time, it should be noted that the mastering by enterprises from the countries of the former socialist bloc under economic practices in the European Union naturally actualized the issue of training specialists who would be able to operate successfully in the multicultural environment. That kind of development was carried out in Lithuania (Rutkowska et al., 2017). Research, which was published based on the example of the Czech Republic (Jurasek, Potocky, 2020) and Slovakia (Gallo et al., 2021) in this area, is reasonably productive. The issue of management of innovation in the activities of higher education institutions in Georgia in order to form cross-cultural competences of civil servants is set (Lekashvili, 2019). Research on developing new marketing communication tools has emerged to form an innovative business in today's global multicultural economic and institutional challenges (Krchova, Svejnova Hoesova, 2021).

At the same time, papers that directly consider the practical aspects of training marketers for professional activities in a cross-cultural environment are quite few (Reisenwitz, Iyer, 2009; Holden, 2004; Trim, Lee, 2021).

Research method

The research methodology applied in the paper is based on innovative principles for the organic combination of classical approaches to scientific knowledge and modern research practices. The classical approach is the traditional use of dialectics as a basis for the use of specific methods of cognition. In this context, the following methods were used. System approach is considering the formation of cross-cultural competences of marketers in the set of problems of standardization of the general activity of educational institutions in implementing educational programs.

The method of ascent from the abstract to the concrete is used in the analysis of the dialectic of the transition from general competences to special competences of marketers with their subsequent implementation in achieving learning outcomes. The method of concreteness of truth is used for the purpose of considering researched questions in terms of the preparation standard of marketers of the first education level. Methods of generalization and comparison are applied in the context of identifying the most typical shortcomings in the formation of cross-cultural competences in Ukrainian universities in comparison with the best examples of Polish universities.

Modern innovative practices of cognition are primarily interdisciplinary approach, intercultural approach

and the method of comparative analysis which are used in a detached form in distinguishing national business cultures as a general epistemological and empirical basis for analyzing the formation of cross-cultural competences. The graphic-illustrative method was used in considering the educational and qualification requirements regarding the formation of cross-cultural competences of applicants in the current standard of „Marketing” specialty of bachelor’s degree and in reflecting the proposals of the authors to improve training in this particular area.

The main content of the research methodology is to understand, using the example of Poland, the common European practices for the formation of cross-cultural competences of students and to substantiate proposals for their implementation in the educational process of higher education in Ukraine.

Research results

The conceptual understanding of the implementation of the competency approach to the formation of cross-cultural competences of marketers is already regulated in some way by the Ministry of Education and Science of Ukraine. Such standards play a positive role and lay the basic foundations for the relevant activities of the higher educational institutions. The current state standards of training are aimed at regulating the solution of these issues (there are reasons to note that the standard of master’s level of education in this regard is not perfect (The Ministry of Education and Science of Ukraine, 2019). These aspects are embodied in the professional standard of the specialty „Market Analyst” (The Ministry of Economy of Ukraine, 2021).

In the Ukrainian standard of higher education of the first (bachelor’s) degree of specialty 075 „Marketing” in the field of knowledge 07 „Management and Administration” cross-cultural content of training is reflected in logically determined general and special competences aimed at achieving learning outcomes in this area (The Ministry of Education and Science of Ukraine, 2018). This approach is reflected in the correlation of educational and qualification requirements of this standard because of the classical educational triad: general competences,

special (professional) competences, learning outcomes. The defining line of this correlation is embodied in the triad GC13 – SC13 – LO15 (GC – General Competences; SC – Special Competences; LO – Learning Outcomes). A similar integral is contained in the current standards of Ukraine for the preparation of bachelor and master students in other specialties (Figure 1).

There are scientific, methodological and organizational-educational grounds to note that from the existing fourteen special competences the issues of future specialists in the international environment (international conditions, foreign economic sphere, etc.) have not been reflected in the current standard specialty „Marketing” of the first (bachelor’s) degree. This is evidenced by an unbiased analysis of this standard’s content of special competences (The Ministry of Education and Science of Ukraine, 2018).

In that case, it should be clearly understood that for the marketer the ability to act in the cross-cultural environment (and the presence of such established signs in the profile of the marketer) is even more relevant than for the specialist in any other functional economic field: finance, management and purely economics (more cross-cultural issues) competences, however, only in comparison with the training of specialists in the field of finance, management and economics, are relevant in the training of advertisers and specialists in the field of social communications.

The concept of „marketer profile” can be formulated as follows. It is a system of professional (general entrepreneurial), highly specialized, general cultural, psychological, and even physical competences (qualities, properties, requirements) of a specialist, identified in the relevant characteristics and their resulting assessments, which a marketer of a particular hierarchical level of an enterprise (organization) must possess to fulfill the regulatory requirements and assigned job responsibilities adequately.

This update is determined by the fact that the content of consumer behavior and its formation constitute the essence and functional purpose of the professional activity for (and only) a marketing entrepreneur.

It is essential to mention that consumer behavior, even in the field of meeting its primary needs, is significantly shaped by national, religious and ethnic influences, which are logically „superimposed” on the interconnected

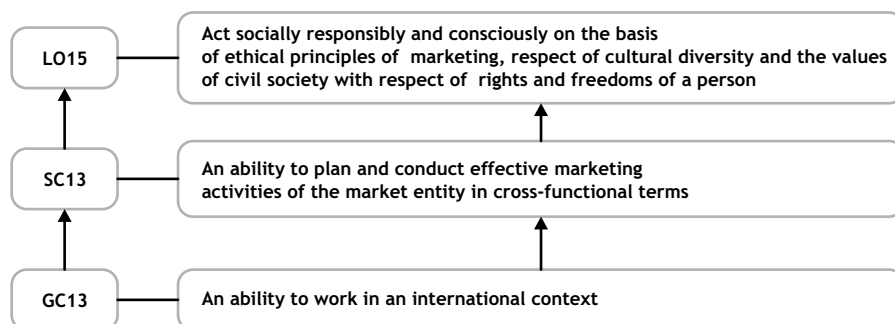


Figure 1. Logic relation line between educational and qualification requirements for the formation of cross-cultural competences in the acting standard of specialty 075 „Marketing” of the first (bachelor’s) educational level

Source: developed by the authors

mental, historical, cultural and social factors; derivative motives and consumer assessments of various market participants. This set of factors, motives and assessments becomes relevant in the interaction of entities that are carriers of different cultures, nationalities and countries.

The set of the given signs (features, characteristics and properties) also creates the essence of the cross-cultural environment. It is the most important factor in the marketing of consumer goods: B2C (business-to-consumer). In the field of marketing of industrial goods: B2B (business-to-business) cross-cultural aspects also affect the behavior of market participants, but for objective reasons its impact is less intense (in terms of B2B marketing, the relationship of market participants is less common than in B2C marketing, their content is different, nevertheless, the price of possible professional miscalculations grows significantly).

At this moment, the Ukrainian educational sphere faces a new challenge with the approval of the professional standard of the specialty „Market Analyst”: the need to reflect not only the requirements of educational standards, but also professional requirements for cross-cultural skills in the educational process. It puts on the agenda the issue of implementing the norms of the National Classifiers of Occupations.

Thereby, the dialectical problem of „breeding” in the educational programs of universities and colleges educational and professional qualifications arises immediately. The experience of implementing such an approach in the specialty 051 „Economics” in the field of knowledge 05 „Social and Behavioural Sciences” at Luhansk Taras Shevchenko National University (Poltava) confirms a great number of new scientific, methodological, didactic and organizational issues. The practical implementation of such programs raises a number of issues for the selection and even development of new educational components that should ensure the formation of appropriate general and especially special competences aimed at achieving learning outcomes of the cross-cultural content.

Due to the implementation of Ukraine’s European integration course and the task of its entry into the world community as a full-fledged subject, the need for the formation of cross-cultural competences and relevant training results are put forward not only as an urgent educational problem, but also as an important practical economic problem (a modern complex institutional problem in a broader sense). It also concerns the need to form cross-cultural competences of profiles of professionals in different specialties: managers, finance, advertisers, etc.

The experience of organizing the educational process at Polish universities and colleges and the experience of Ukrainian co-authors of the article regarding teaching during the 2016–2020 and 2021–2022 academic years as a Visiting Professor at the University of Lodz, and experience in implementing Ukrainian-Polish projects (in 2020–2021 implementation of the theme „National business cultures of Poland and Ukraine: improving the scientific and practical foundations of cooperation in European and world markets” – state registration number 0120U103807 under the aegis of the Ministry of Education

and Science of Ukraine and Polish National Agency for Academic Exchange NAWA and in 2022 the topic „Theory and practice of comparative analysis of profiles of entrepreneurs (on the example of Poland and Ukraine)” under the project Competition for scholarships for researchers from Ukraine IDUB „Excellence Initiative – Research University” and international project under the aegis of the German-Ukrainian Academic Society on HEI’s management „THEA Ukraine X” is scientific, methodological and educational, organizational basis for the conclusion. The formation of cross-cultural competences of applicants is carried out through a systematic study in developed countries of a set of issues pertaining to theory and practice of economic management of the European Union. Such issues are considered within each discipline (and virtually every topic of all disciplines); they act primarily as a kind of emotional and cognitive background, and after all as the substantive basis for consideration of specific issues of lectures, practical classes, business games and case studies, internships and, as a result, graduation scientific works.

The initial scientific and methodological basis for the formation of the cross-cultural competences of European students is the discipline „Cross-Cultural Communications”. It may differ from one university to another (considering different aspects of cross-cultural communication at the corporate, national and supranational levels). The substantive basis of this discipline is the study of national business cultures: their models, parameters, measures, generalized evaluation and comparative analysis (Glinkowska-Krauze et al., 2020); at the same time, it is extremely important to reflect the role of religion in the formation of national business cultures (Chebotarov, Chebotarov, 2020). This integral is defined by the consideration of the essence of cross-cultural competences which is carried out through the study of the theory and practice of cross-cultural interaction. Already on this basis, such disciplines as „Cross-cultural marketing”, „Cross-cultural management”, „International business” (as well as „Forms of cooperation of enterprises”, „Business etiquette”, etc.) are studied by economic specialists.

The experience of teaching the educational component „Cross-Cultural Communications” at the Faculty of Management, at the University of Lodz (marketing department is a structural unit of this faculty) to applicants from the European Union, Asia and Africa, as well as expertise of Polish scholars as stakeholders in the educational programs of Ukrainian universities (as well as Luhansk Taras Shevchenko National University) provide a prosperous opportunity to make proposals to improve the standardization of training of marketers on the formation of cross-cultural competences.

When taking into account a more complete reflection of aspects as to the activities of future specialists in the international context of specialty „Marketing” of the first (bachelor’s) degree in Ukraine, these proposals are designed for educational and qualification requirements of this standard. In this case, the authors proceed from three positions, each of which synthesizes epistemological, scientific and methodological aspects of the problem.

The first one. According to the actualization of issues of training of the future specialists to work in the international sphere based on cross-cultural competences, it makes sense to significantly strengthen the emphasis on these issues in the educational process of Ukrainian applicants (this practice is common to all former socialist countries which in reality implement European integration transformations).

The second one. In order to provide a comprehensive approach to the formation of cross-cultural competences which is considered in Figure 1, the educational and qualification triad will be appropriate to expand horizontally: thereby, general and special competences as well as learning outcomes that reflect the content of the international context, acquire the characteristics of a kind of blocks (groups).

The third one. The substantiation of these proposals is based on the general principle of civilization „not to harm”: such proposals do not reject the existing positive developments, but are aimed at enriching them by correcting objectively identified „positions” that need some improvement.

The implementation of this approach has been presented in Figure 2 (proposals aimed at enriching general and special (professional) competences as well as learning outcomes of cross-cultural content and activities in the international context are highlighted in italics).

Figure 2 shows proposals for improving the implementation of the competency approach aimed at ensuring the activities of future marketers in the multicultural environment (such activities may be carried out effectively and socially responsibly only on the basis of actually formed sustainable cross-cultural competences).

The methodological approach of the educational standards development for general competences on the principle of the „minimum special” (its application is based on the modern European practice and is quite legitimate both scientifically and methodologically) makes it possible to work out specific proposals aimed at achieving the approach put forward by the authors. So, the content of the general competence GC9 is expedient to be supplemented by introducing skills of using not only information, but also cross-cultural communication technologies. With the adoption of these proposals, the transition from GC9 to GC10 and to GC13 (which is indicated by arrows pointing to the right in Figure 2) should be truly logical and is going to ensure the necessary properties (qualities) of applicants to work in the international context.

The block of special competences built in the standard of specialty 075 „Marketing” of the first (bachelor’s) level of education in the researched direction should have the greatest completions. It applies to the relevant competence of SC3 to complement the intercultural environment, SC6 to supplement the content of marketing research in the international context and SC13 to supplement cross-functional capacity with interdisciplinary and intercultural dimensions.

The presented proposals for the block of special competences, which also enrich due to the dialectic the transition from SC3 to SC6 and to SC13 (and the content of SC13 in its new form) increase the emphasis not only based on the need to train the marketers in the international environment, but also strengthen the legitimate argumentation concerning the identification of marketing activities as creative ones at its core.

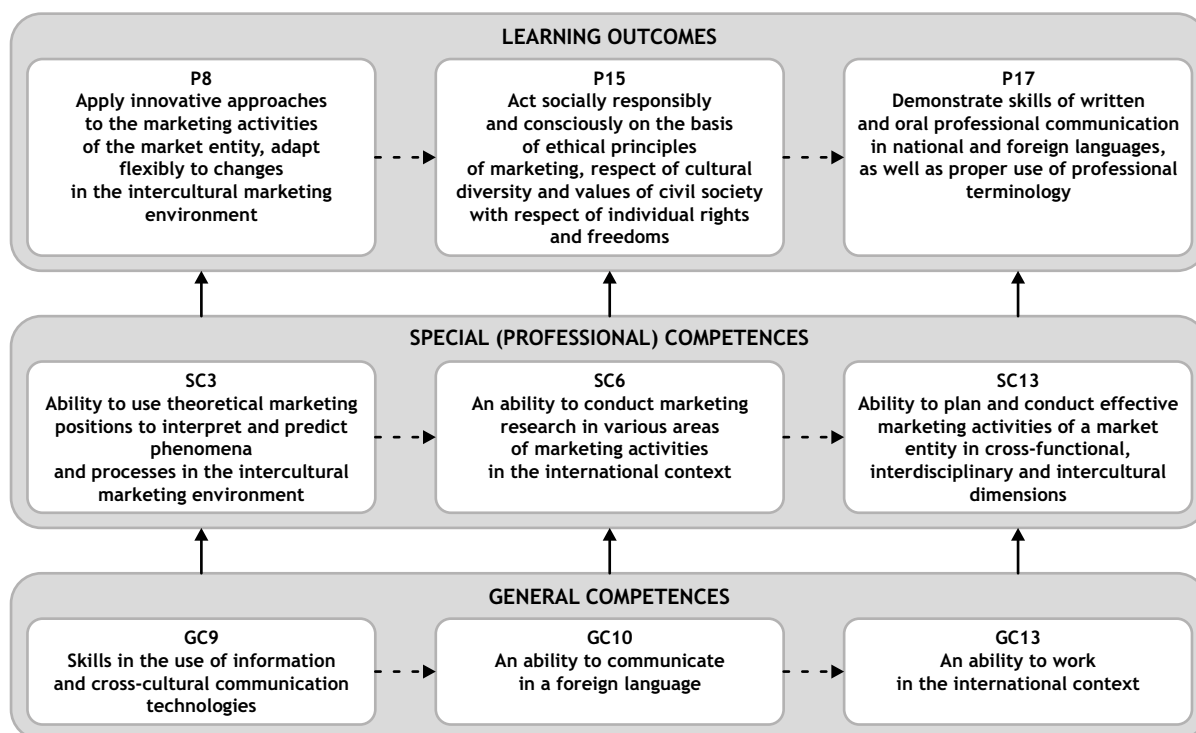


Figure 2. The proposed line of causality of improved general and special (professional) competences and learning outcomes on the formation of cross-cultural competences for the new standard of specialty 075 „Marketing” of the first (bachelor’s) educational level
Source: developed by the authors

The proposals shown in Figure 2 regarding the improvement of the content of these general and special competences are organically embodied in the training results of the future marketers; provided that the content of the result LO8 in the standard on the adaptation of marketing activities to changes in the intercultural marketing environment is supplemented. Moreover, in this case it is logical and natural to enrich the educational learning outcomes in the transition from LO8 to LO15 and eventually as a result of LO17.

These particular proposals for the formation of cross-cultural competences of marketers are based not only on how extensive educational experience of the authors is, but also on their professional activities in foreign economic enterprises of Ukraine and Poland, participation in numerous prestigious European scientific and practical projects. It means that such proposals have quite sufficient empirical basis and confirmation.

Thus, there are scientific, methodological and educational-practical grounds to note: the proposals regarding the formation of cross-cultural competences of marketers and their preparation for activities in the multicultural environment are innovative in their content (not only for educational institutions of Ukraine but also for other countries) and they are able to strengthen the competitiveness of specialists in national and international labor markets.

Conclusions

The formation of cross-cultural competences for the educational sphere of all countries is a complex and rather long process. It faces a number of additional objective and subjective factors in Ukrainian education. Therefore, systematic organizational and managerial work is needed both at the national level (primarily by the Ministry of Education and Science) and at the level of educational institutions and departments of economic profile (with a combination of their practical actions in this area). Because only on such ground it is possible to ensure the implementation of systemic changes in implementing the experience of leading countries in forming an innovative profile of marketers, one of the defining features of which constitute cross-cultural competences.

The primary scientific prospects of the research are: deepening the content of general and special competences and learning outcomes concerning the activities of marketers in the multicultural environment; conducting systematic developments on national business cultures and developing educational components that would combine aspects of cross-functional marketing activities in interdisciplinary and intercultural dimensions with the use of modern digital technologies.

From the perspective of methodological support for the formation of cross-cultural competences of economic specialists in educational institutions of Ukraine, publication of the main works of Western researchers on this topic in Ukrainian is relevant. Primarily, the founder of the theory of cultures and economic comparative studies of

the famous scientist and practitioner G. Hofstede (1980; 1994) and his counterpart F. Trompenaars (1993) (publication of G. Hofstede's works is going to become a significant culturological phenomenon in Ukraine as a whole). The C. Rapaille's (2004) scientific publication is extremely important for marketers.

The general basis for the implementation of the proposals is to bring to a qualitatively new level the acquisition of English language by all participants in the educational process in Ukraine.

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Wielokulturowe zasady tworzenia innowacyjnego profilu marketera: zastosowanie polskich doświadczeń w Ukrainie

Streszczenie

Celem artykułu jest wypracowanie standardów dotyczących szkoleń przygotowujących ukraińskich marketerów do pracy w wielokulturowym środowisku. Zawarte w opracowaniu wnioski oparte są na analizie przedmiotowej literatury i na doświadczeniach Polski w zakresie szkoleń i treści przedmiotów na uczelniach o profilu menedżerskim. Artykuł stanowi naukową dyskusję w zakresie organizacyjnego, metodologicznego i dydaktycznego wsparcia w procesie kształtowania międzykulturowych kompetencji przyszłych marketerów w Ukrainie. Celem badań empirycznych było wypracowanie propozycji treści kształcenia ukraińskich studentów studiów licencjackich i magisterskich dla kształtowania „innowacyjnego profilu marketerów” i wzmacniania ich konkurencyjności na krajowych i zagranicznych rynkach pracy. Wkład autorów w rozwój problemu polega na opracowaniu definicji „profilu marketingowego” oraz na uzasadnieniu uwzględnienia zagadnienia wielokulturowości w procesie kształcenia ukraińskich marketerów. Analizę poruszonego problemu oraz wnioskowanie ułatwia doświadczenie ukraińskich autorów opracowania, związane z realizacją programu visiting professor w Polsce oraz doświadczenia wszystkich autorów w realizacji wspólnych ukraińsko-polskich i ukraińsko-niemieckich projektów badawczych z zakresu internacjonalizacji przedsiębiorstw i międzynarodowej ekonomii. Współpraca między naukowcami ukraińskimi i polskimi (od 2016 roku) stała się podstawą do

zgromadzenia odpowiedniego materiału empirycznego. Aby znaleźć odpowiedź na poruszane w opracowaniu problemy badawcze, przeanalizowano istotę i zakres wymagań edukacyjnych i kwalifikacyjnych dla osiągnięcia efektów uczenia polskich marketerów oraz zasady europejskich doświadczeń w kształtowaniu takich kompetencji. Wyniki badań mogą być pomocne dla nauczycieli placówek oświatowych w realizacji działań edukacyjnych w ramach

specjalności „Marketing”, studentów, dydaktyków oraz praktyków, zwłaszcza tych prowadzących działalność handlową i usługową.

Słowa kluczowe

międzykulturowe kompetencje zawodowe, innowacyjność, profil marketera, środowisko wielokulturowe
