

ABSTRACTS

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THE DEVELOPMENTAL PROFESSIONALLY FOCUSED EDUCATIONAL ENVIRONMENT AS A STRATEGIC COMPONENT OF TRAINING MANAGERS OF ORGANIZATIONS

The paper deals with the issue of developing of developing Customs managers' competencies within the professionally focused educational environment in view of the strategical aim to train Customs administration staff in accordance with the tendency of global trade facilitation. The analysis of pedagogical and special literature showed the key priorities of Customs managers training: competence in global trade facilitation and security, European harmonized system of Customs processes and procedures, client-oriented approach, high level of moral and ethical conduct, dignity, responsible fulfillment of Customs assignments. They also underlined the existing contradiction between the high demand of stakeholders for smooth flow of goods and lack of proper knowledge and skills of Customs managers to promote trade facilitation.

Theoretical study of the main factors to provide a smooth flow of goods at the international market while increasing the level of Customs rules compliance by importers helped to identify the main methods and techniques of developing necessary competences of Customs managers. They include knowledge and skills in analyzing and amending a Customs legislation, exercising risk-based compliance management, conducting a regular compliance assessment, using highly-effective methods like pre-arrival screening and clearance together with post clearance audit methods, applying enforcement and recognition as well as introducing client service strategies.

Theoretical research of the issue showed that this study does not cover the whole complex of problems connected with finding the most effective methods of training Customs managers to promote trade facilitation and helped to define the prospective issues which are of scientific interest.

Key words: professionally focused education environment, strategic component, professional training, Customs managers, global trade facilitation, competence, risk-based and client-oriented approaches.