

situation of uncertainty. A leader with a developed systemic thinking does not just see his organization as a system, but acts as its "architect."

Critical thinking. The famous American educator John Gilai introduced the first concept of «reflexive thinking». After the publication of his report, *The Nation at Risk*, critical thinking has become an important component of all levels of education in the United States. What is critical thinking? This system of judgments used to analyze events and formulate sound conclusions. Critical thinking allows you to make an objective assessment, give correct interpretations, and apply the results correctly to the analysis of problems and the current situation. How can students develop critical thinking skills? First, ask research questions. Make a comprehensive analysis of the situation. Forming conclusions and avoiding "mental traps." Critical thinking skills provide an opportunity to identify the key challenges facing the organization; objectively and comprehensively analyze problems; to formulate optimal response strategies.

Creative thinking. Creativity is the ability for non-standard thinking and behavior, constant awareness and creative development of one's experience. Creativity is needed for: solving problems that do not have a suitable standard solution; finding a better / new solution to the problem / problem; design (recombination of things to obtain a new value); simplify / optimize products, processes, procedures; adequate response to changes; mastering new behaviors and activities. Creative thinking allows finding successful solutions in a changing context; resolve contradictions and dilemmas; create a unique value proposition and differentiate from competitors.

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HISTORICAL ASPECT OF DEVELOPMENT OF SOCIAL ENTREPRENEURSHIP ESTIMATION METHODS

ИСТОРИЧЕСКИЙ АСПЕКТ РАЗВИТИЯ МЕТОДОВ ОЦЕНКИ СОЦИАЛЬНОГО ПРЕДПРИНИМАТЕЛЬСТВА

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Key words: *social entrepreneurship, evaluation methods, foreign experience*

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Abstract. Foreign experience in the development of social entrepreneurship demonstrates the diversity of methodological approaches to the assessment of the activities of the subjects of social entrepreneurship. The analysis showed that the application of foreign methods in national practice is difficult for a number of reasons, the main one of which is the absence of the concept of "social entrepreneurship" at the legislative level and the inability to calculate the proposed indicators based on the data of domestic accounting and statistical reporting.

Isolated manifestations of social entrepreneurship could be observed in Europe in the 19th century and in Asia in the first half of the 20th century. The phrase «social entrepreneurship» has come into use since 1980, when the former business management consultant B. Drayton created the Ashoka Foundation, which was the first to offer support and funding to people with disabilities [1].

To date, social entrepreneurship is one of the most dynamically developing areas of activity around the world. However, there is still no methodological unity in the definition of this economic term, the identification of its criteria and methods of evaluation.

The purpose of the study is a historical analysis of existing methods of assessment of the activities of social entrepreneurship and determining the possibility of its application in national practice.

Picture 1 shows the chronological sequence of methods of assessment of the activities of social entrepreneurship [2].

Next, will be considered the three most popular methods of evaluation and will be given a brief description of them.

In the world there is a database of standard indicators of social impact - the so-called IRIS-indicators - a catalog of indicators widely used to measure the social, environmental and financial effectiveness of organizations [3].

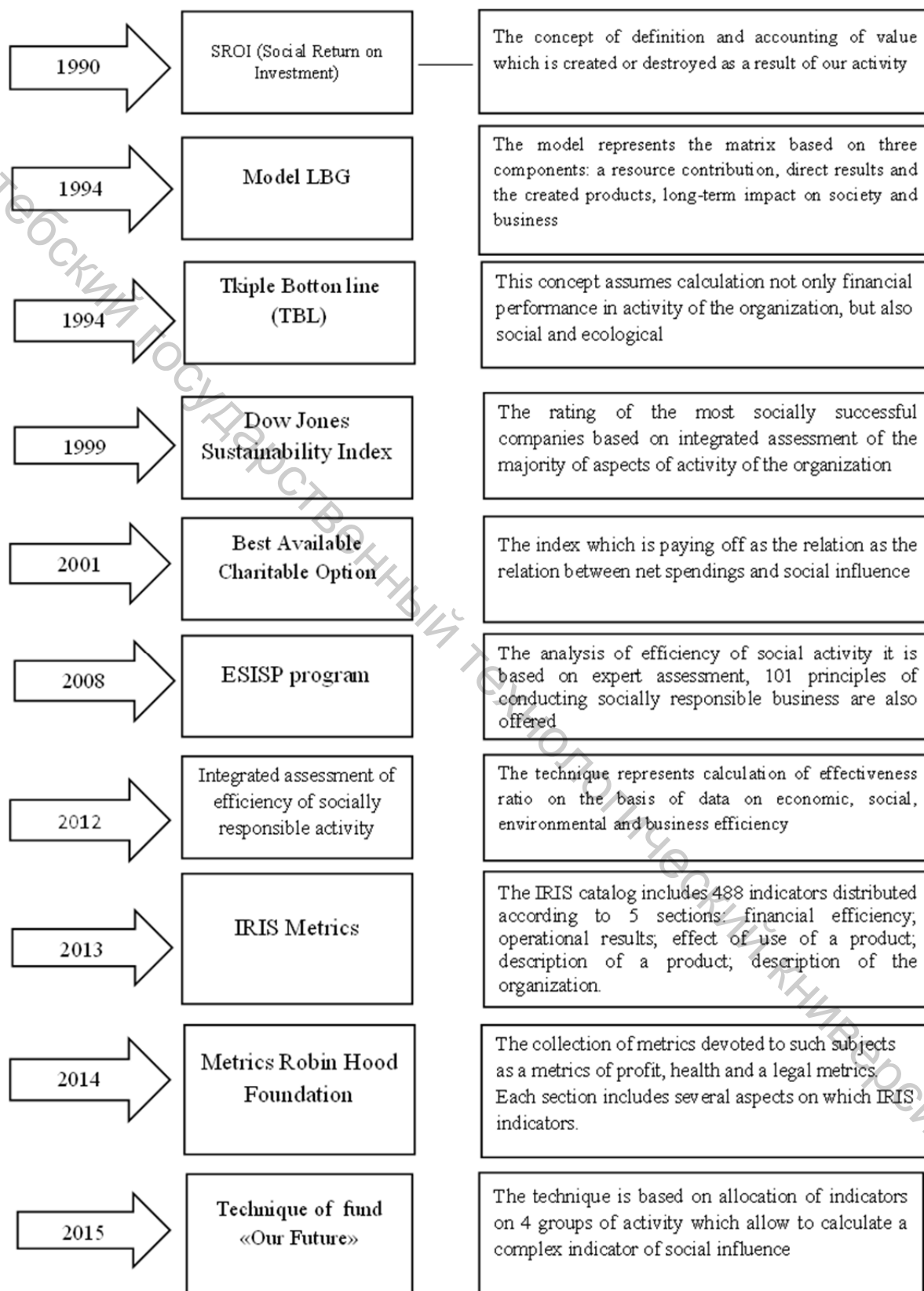
This method is used, both by subjects of social entrepreneurship, and by investors to assess start-ups in the field of social entrepreneurship.

Analysis of the organization's activities through IRIS indicators suggests that the proposed indicators, provided that the general parameters are used, will competently compare various projects and business ideas from different sectors of the economy. In addition, the system of indicators also includes a set of universal indicators used in any field of activity.

Let's present in Table 1 a set of indicators for assessing the social impact in education.

Quite common, both among the evaluation of the activities of social entrepreneurship subjects, and among social investors, is the social impact analysis method SROI-analysis (Social Return on Investment) [4]. Calculation of return on investment (ROI) is used by many organizations. This indicator is calculated as the return on investment for the investor. ROI, however, does not take into account the

impact of the project and the creation of social, environmental and cultural values (social impact) for various stakeholders.



Picture 1 – Systematization of methods of assessment of activity of subjects of social entrepreneurship

The method of assessing the social return on investment (SROI) is intended just to identify the social effectiveness of the project.

Unlike other methods for quantifying the effectiveness of social projects, SROI monetizes the results of calculations and presents social value in monetary terms. This, in particular, makes it possible to perform a comparative evaluation of various projects.

When analyzing existing methods, the experience of evaluating the activity of social entrepreneurship by the fund of regional social programs "Our Future" (hereinafter referred to as the Fund "Our Future") was studied.

The "Our Future" Foundation has developed its own evaluation system to monitor the results of the projects it finances. This method involves the division of activities into 4 main groups and 6 subgroups on the social impact [5, p. 383-384]:

Employment and living arrangement of representatives of socially unprotected groups; Medical rehabilitation and improvement of quality of life (including long and single medical services); The social services connected with preschool training (single and regular); Other social production (excursions, master classes, production of services, etc.) and social services.

This technique allows to estimate the scale of social influence, cost of unit of an indicator of social influence, speed of achievement of goals, financial stability, innovation and replicability.

The analysis of foreign methods of assessment of activity of subjects of social entrepreneurship showed that for their approbation in Republic of Belarus there is a number of difficulties: first, imperfection of the legislative base and definition of the place of social entrepreneurship in our republic, secondly, impossibility of calculation of the offered indicators according to accounting and statistical reports.

Therefore, it is expedient, relying on foreign experience, to develop the author's technique of assessment allowing to analyses the level of socialization of business of subjects of social entrepreneurship in different spheres of action in the Republic of Belarus.

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**ROTATION OF STAFF IN JAPANESE
MANAGEMENT SYSTEM AND THE POSSIBILITY
OF USING ITS POSITIVE EXPERIENCE UNDER
THE CONDITIONS OF BELARUSIAN ECONOMY**

**РОТАЦИЯ КАДРОВ В СИСТЕМЕ ЯПОНСКОГО
МЕНЕДЖМЕНТА И ВОЗМОЖНОСТИ
ИСПОЛЬЗОВАНИЯ ЕЁ ПОЛОЖИТЕЛЬНОГО
ОПЫТА В УСЛОВИЯХ БЕЛОРУССКОЙ
ЭКОНОМИКИ**

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Key words: management, rotation of staff, Japanese management system, employee training, self-training.

Ключевые слова: менеджмент, ротация кадров, японская система менеджмента, обучение работников, самоподготовка кадров.

Abstract. The article investigates the Japanese experience in business management, in particular its most important element – the rotation of personnel. Using the experience of Japanese management in this area will reduce staff turnover, increase the interest of workers in the results of their work, timely identify and train the administrative staff, improve the overall competence and knowledge of workers. The article investigates the types of rotation, which exist in the Republic of Belarus, draws conclusions and provides specific proposals for improving the Belarusian enterprise management system.

Аннотация. В статье исследуется японский опыт управления предприятиями, в частности, такой его важнейший элемент, как ротация кадров. Использование опыта японского менеджмента в этой области позволит снизить текучесть кадров, повысить заинтересованность работников в результатах своего труда, своевременно выявлять и обучать управленческие кадры, повысить общую компетенцию и знания работников. В статье анализируются виды ротации, которые существуют в Республике Беларусь, делаются выводы и приводятся конкретные предложения по совершенствованию системы управления белорусскими предприятиями.