

Klius Yuliia

*Doctor of Economic Sciences, Professor,
Head of Department of Accounting and Taxation,
Volodymyr Dahl East Ukrainian National University
ORCID: <https://orcid.org/0000-0002-1841-2578>*

Клюс Ю.І.

*Східноукраїнський національний університет
імені Володимира Даля*

Kharkovyna Oleksii

*Postgraduate,
Volodymyr Dahl East Ukrainian National University
ORCID: <https://orcid.org/0009-0001-4224-3743>*

Харковина О.Г.

*Східноукраїнський національний університет
імені Володимира Даля*

MECHANISMS FOR REALISING INTELLECTUAL CAPITAL IN THE INNOVATIVE DEVELOPMENT OF ENTERPRISES

ІНТЕЛЕКТУАЛЬНИЙ КАПІТАЛ ЯК ФАКТОР ІННОВАЦІЙНОГО РОЗВИТКУ ПІДПРИЄМСТВ

Summary. The paper develops a comprehensive theoretical and methodological framework for the mechanisms that translate intellectual capital into tangible innovation outcomes at the enterprise level, conceptualizing intellectual potential as an integrated system of knowledge, skills, moral values, information assets, and socio-psychological relations accumulated through socialization, professional education, and organizational interaction. In increasingly turbulent and technology-driven markets, sustainable competitive advantages stem less from physical assets than from a firm's capability to orchestrate, transform, and diffuse knowledge while maintaining continuous reproduction of human intellectual potential across the life cycle. Methodologically, the research relies on a system-evaluation perspective combined with structural-functional and comparative approaches, process modeling, and logical-structural analysis. The findings highlight the bridging role of managerial communication and socio-psychological competence in converting knowledge resources into innovation outputs; they also refine the stages of intellectual potential reproduction (primary socialization, basic intellectual formation, professional and educational training, accumulation and implementation, return and depletion) by specifying key actors and effectiveness conditions at each stage. The proposed practice-oriented mechanism integrates investment in continuous learning, knowledge-management systems, horizontal collaboration and mentoring, and information-analytics support for decisions, alongside an indicative evaluation toolkit that tracks competence growth, innovation performance, knowledge-network density, and organizational climate. The practical value lies in applying these insights to design corporate human-capital development programs, optimize investment into R&D and IT infrastructures, institutionalize a culture of learning and trust, and ultimately strengthen firms' innovative capacity and sustain their competitive positions within dynamic markets.

Keywords: intellectual capital, intellectual potential, enterprise innovative development, knowledge management, professional competence.

Formulation of the problem. In today's environment of increased competition and accelerating technological change, the innovative development of enterprises is largely determined by the level of development and effective use of their intellectual capital. Despite the growing attention

to intangible assets, traditional approaches focused primarily on material and financial resources still prevail in enterprise management practices. This leads to insufficient effectiveness of the processes of generating and commercialising innovations, difficulties in measuring and evaluating the

components of intellectual capital, and the absence of clear mechanisms for its implementation in innovative activities. Thus, an urgent scientific task is to substantiate effective mechanisms for the implementation of intellectual capital that would ensure the growth of the innovative potential of enterprises and contribute to increasing their competitiveness in the market.

Analysis of basic research and publications.

Foreign scientists have taken an active part in the study of intellectual capital: E. Brooking, S. Pike, J. Ruus, T. Stewart, D. Taylor, J. Tice, L. Fernström, J. Schumpeter, L. Edinson. In Ukraine, the issue of intellectual capital has been the subject of research by a number of leading scholars, including: O. Amosha, S. Ilyenko, S. Knyazev, L. Loiko, O. Osaulenko, O. Pasternak-Taranushenko, L. Tarangul, L. Shipilova, I. Chumachenko, V. Chumachenko, V. Chumak, and L. Shypilova. Chumachenko, V. Cherevko, M. Skurativskyi, T. Tereshchenko, Y. Lysenko, I. Krykavskyi, L. Herasymenko, V. Redko, and others [1–14]. Different approaches to understanding intellectual capital are determined by different perceptions of the essence and content of this phenomenon from the standpoint of economics, management, philosophy, law and sociology. The essential characteristics of intellectual capital include its consideration as capital-resource, capital-potential and capital-result, which are certain stages of capital production and reproduction. A common point of view is the study of intellectual capital as an activity or process in a static state, available in an organisation at a given time and expressed in terms of value.

The purpose of the article is to substantiate the theoretical and methodological foundations for the formation and reproduction of intellectual potential in the context of innovative development of enterprises, to identify its structural components, influencing factors and implementation mechanisms aimed at increasing the competitiveness of organisations.

Materials and results of the study. The dynamic development of modern society is only possible under conditions of intensive, sustainable, targeted development and reproduction of the individual, their intellectual and creative abilities. Leading corporations around the world focus on the uniqueness and exceptional value of each employee's contribution and the purposeful and maximum use of their intellectual potential, which is the basis for the reproduction of corporate capital. The systemic-evaluative approach focuses on the study of intellectual potential as a systemic unity of means and objects of labour, the employees themselves

and the relationships between them, their skills, motives and incentives, and labour traditions that have developed over many years, which determine the level of economic development and its ability to realise the intellectual potential of individuals and society.

The intellectual potential of a company is the totality of knowledge, information resources, intellectual products, and staff experience that ensure its sustainable intellectual advantages in the market and the realisation of organisational opportunities used in its production activities. Its main function is to increase profits by forming and implementing the knowledge systems, information and technological resources necessary for the enterprise, which ensure its highly efficient economic activity.

The intellectual potential of a company is transformed and developed under the influence of the following components:

- professional potential, defined as «a set of specific knowledge, skills and abilities for performing managerial and production functions» [4];

- innovative potential, expressed in the ability of employees to implement innovative activities to put forward scientific ideas, develop technologies and mechanisms for the intellectualisation of labour processes, and produce goods and services;

- spiritual and moral potential, which includes personal qualities, social values, morality and norms, which, combined with professionalism, knowledge and skills, can become effective regulators of activity;

- information potential, which determines an individual's ability to perceive, process information, evaluate and work with information technologies.

Formation and actively influences the intellectual potential of enterprises. The main factors of such influence are changes in the organisational structure of management, the nature and content of investments. In the new operating environment, knowledge, rather than position, becomes the leading source of management, facilitating the transition of management activities from functional specialisation to horizontal integration based on intellectual cooperation. The investment policy of enterprises is aimed at training personnel, improving their qualifications and retraining, transferring knowledge to employees (outsourcing, consulting services, providing specialised literature, information and specialised sources), investing in R&D, information technology, equipment and tangible assets, planning and motivating career growth for employees, their medical care and social security.

The analysis shows that innovative transformations in enterprises are usually accompanied by significant changes in the socio-psychological environment, which becomes more anxious, aggressive and demanding of participants in professional interaction. In these conditions, the functional requirements for management personnel change significantly, bringing to the fore the implementation of explanatory, evaluative, regulatory, prognostic, informational and other communication activities aimed at transforming conflict situations and correctly building organisational space.

The personal factor is becoming increasingly important in the system of communication interaction. This factor determines the professional position of the individual in the communication process, including in conflict situations, the development of a tactical line of behaviour in conflict, the formation of ways to achieve goals, etc. The lack of professionally important personal qualities, a low level of conflict competence and culture in general often leads to unproductive professional behaviour, professional deformations, burnout, and an increase in the number of conflicts with others. The role of communication and socio-psychological competence in the innovative work of management personnel should be particularly noted, since this activity covers not only the solution of professional tasks, but also the implementation of innovative technologies in the practice of production activities and the justification of the necessity of decisions taken for the organisation and employees.

Communication competence implies a person's ability and willingness to interact with others, the ability to determine the purpose of communication, choose an appropriate strategy, tactics and methods of interaction with colleagues to organise joint activities and solve various production and communication tasks. Communication competence also contributes to the mastery of various social roles in a team, the ability to conduct verbal and non-verbal exchange of knowledge and information, persuading, arguing one's position, possessing teamwork skills, possessing methods of conflict interaction, knowledge and observance of traditions, rituals, and etiquette. The effectiveness of a manager's activities in business communications regarding the innovative development of an organisation becomes a guarantee of his or her effective work. In general, the professional activity of management personnel in the process of innovative transformations is determined by the requirements imposed on employees in terms of their level of competence, work experience, professional culture and behaviour

style, thinking patterns, and specific perceptions in difficult situations of interaction. Professionally important qualities, which are mentioned in various author's studies, are: organisational skills, developed communication skills and readiness for empathy, emotional stability, quick attention switching; observant; emotional stability. attention switching; observant; creative abilities.

Intellectual potential is understood as the totality of a person's mental abilities for cognitive activity involving the assimilation, awareness, systematisation, and transformation of information into knowledge. This includes the totality of their intellectual assets, including intellectual property, their natural and acquired intellectual abilities and skills, as well as the knowledge base they have accumulated and useful relationships with other entities [7].

The main bearer of intellectual potential is the company's personnel, whose qualitative characteristics, along with their creative potential, form a kind of 'creative mindset' that is the driving force behind corporate intellectual capital. In general, intellectual potential is human assets formed in the process of work and professional training, which consolidate not only the general scientific and professional knowledge of employees, but also their potential ability to solve complex mental tasks, providing the individual with the opportunity to quickly learn new knowledge, skills and intellectual abilities [5].

The main characteristics of the reproduction of an individual's intellectual potential include:

the individual nature and qualitative characteristics of the accumulation of intellectual potential, related to a person's natural qualities, their socialisation, creative and communication abilities, and their desire to systematically improve their qualifications and cultural level;

substantive characteristics of the reproduction of intellectual potential. They can be both simple and extended, with possible periods not only of competence accumulation, but also with elements of reduction and social degradation occurring in social conditions of life that are unfavourable for the individual. The scale, level and nature of reproduction depend on the strategic orientation of economic policy, the financial and organisational resources allocated to the development of intellectual potential. the intellectual potential of the state's financial and organisational resources, the effectiveness of the state management system, the interest of business structures and their financial and economic potential, the level of material opportunities of the family and the desire to invest

in the professional growth of its members for the implementation of quality education of children, individual abilities and personal motivations of the individual, the level of its involvement in the production process. The creative potential of an individual is influenced by the stability of the political system, the state of the economic and social spheres of society, the functioning of social institutions, the level and quality of management, and human resources. management, human resources, the development of social infrastructure, and the quality of life of citizens;

significant time and financial parameters of the process of reproducing intellectual potential. As a rule, the investment cycle lasts 16–25 years and includes the constantly increasing cost of education, healthcare, and information services;

the process of socialisation of the individual, which includes both direct and indirect influences on the formation and reproduction of intellectual potential. Direct influence on the individual is exerted by the subjects of the management and education system, which use various social technologies and mechanisms for the purposeful formation and development of the intellectual, general cultural and professional level of the individual. Indirect influence on the formation of the individual is exerted by external factors related to the individual's environment and communications;

the expansion of opportunities for communicative interaction through the development of information technologies and social networks. Technologies

for distance learning, press mediation, publicity, marketing communications, information management, and the provision of free consulting services on educational forums, blogs, online reference books, encyclopaedias and other resources are developing [9].

The successful functioning of an enterprise largely depends on the reproduction of the intellectual potential of management personnel, which is carried out in the process of their institutional development. The main subjects of the reproduction process are:

1) households, where the foundations of personal socialisation are laid, intellectual potential is formed at the individual level, and the personality develops, manifesting itself as a subject of rational or irrational labour activity and the accumulation of intellectual resources;

2) state institutions, organisations and agencies that provide professional knowledge and develop the competencies of management personnel, organise 'social investment' through the formation and implementation of state expenditure on social policy;

3) state and non-state enterprises and organisations that employ management personnel.

The process of reproducing the intellectual potential of management personnel includes the consistent implementation of the main stages that ensure the development of a manager's personality in the process of their socialisation (Table 1).

The first stage of primary socialisation involves the formation of the physiological foundations of

Table 1

The main stages of the formation and development of the individual intellectual potential of management personnel [developed by the author]

Formation of IC	Stages of formation				
	Primary socialisation	Basic intellectual	Vocational education	Accumulation and realisation	Giving back and exhaustion
Influential entities	Family, state			Enterprise, family, state	Family, state
Educational institutions	Preschool	School	Vocational education	Retraining and professional development	
Directions	Education	General education	Vocational education	Work experience	Retirement period
Goals and objectives	General cultural, moral	Intellectual and educational	Vocational education	Labour, intellectual, organisational and professional activities	Transfer of accumulated experience and knowledge
Sources of investment	Family (relatives) expenses, state budget expenses			Own expenses, company funds	Family (relatives) expenses, state budget expenses
Conditions for effective influence	Welfare, active social policy of the state, training of highly qualified personnel		Improving the quality of vocational training, creating an effective teacher training system and motivating teachers	Strong family relationships, opportunities for professional development and retraining, psychological climate at the company, motivation for employee self-development	

the organism and its individual consciousness, the establishment of worldview and general cultural attitudes and norms of communication, the development of basic knowledge, skills, abilities and norms of human coexistence, and the establishment of behavioural attitudes. The most important subject of socialisation of the individual is the family, which instils in the child general cultural, moral and aesthetic values, life principles of behaviour, and norms of communicative interaction. The state creates conditions and ensures the effective socialisation of the younger generation by organising the activities of relevant educational institutions and training highly qualified teachers and staff of pre-school and supplementary education institutions.

The second stage involves further socialisation of the individual and the formation of the fundamental foundations of their intellectual potential, which is necessary for future managerial activities. Integrative personal characteristics (cognitive needs, the ability to predict and evaluate, expanding vocabulary) and components of mental development (originality and flexibility of thinking, memory, concentration, ability to analyse and synthesise), worldview guidelines, skills of cultural, moral and aesthetic perception of the surrounding world are consolidated, and children's individual abilities and orientations are revealed. During this period, active investments in the child are made by the family and state budget funds.

The third stage lays the fundamental foundations for the professional training of future managers and shapes their personal potential (intelligence, emotional stability, leadership qualities, temperament, self-organisation, creative abilities), social qualities (communicativeness, conflict management culture, social responsibility and socio-psychological adaptation), professional management competencies are developed (organisational skills, management culture, work capacity, ability to make management decisions, stress resistance, rational planning of working time), and graduates' inclinations towards organisational and managerial activities, business and entrepreneurship are identified and consolidated. The formation of a knowledge-based society requires the development of a system of continuous professional education aimed at developing the professional and innovative competencies of graduates who possess integrated knowledge, skills and abilities, competitive, fluent in their profession and oriented in related fields, ready for creative activity and research work, erudite, free-thinking and critical.

At the same time, analysis shows that there is still a significant gap between the requirements of

employers in the labour market and the knowledge, skills and abilities that young professionals acquire during their studies.

The fourth stage involves the continued accumulation and realisation of intellectual capital. This stage involves the development of employees' professional and personal competencies, their level of skill, qualifications and experience, increased professional mobility, expansion of the range of specialisations, and mastery of modern algorithms and methods for solving professional tasks, which allows them to work with high productivity. At this stage, investment in human capital is carried out directly by the individual or enterprise interested in increasing the intellectual resources of employees.

The final stage is characterised by the return and depletion of intellectual capital. The end of working life and retirement are associated with a decline in the physical and physiological capabilities of the human body, a reduction in labour and creative activity, the ability to perceive new information, and the loss of certain professional skills and competencies. Company management must be sensitive to the period of decline in an employee's business activity and activate the process of transferring accumulated experience to the younger generation, allowing not only for proper interaction between generations, but also for the reproduction of intellectual potential. During this period, the amount of investment by individuals and organisations decreases, and the participation of the state and family is needed to support the individual's life activities.

At each stage of the reproduction of intellectual potential, there are many external and internal factors that influence the intensity, scale, methods and techniques of the reproduction process. In the context of innovative economic development, when education becomes the most important prerogative of activity, the development of intellectual capital takes place throughout the entire life cycle, both as a result of education and professional development, and in everyday life.

Conclusions and proposals. Thus, the reproduction of intellectual potential is carried out by various social institutions that ensure the effective development of human abilities as a concentrated expression of knowledge, skills, competences and the level of personal motivation. This process is carried out through the creation and use of modern technologies for the development of creative abilities, the organisation of a continuous education system, the improvement of infrastructure in the field of information and new technologies, etc.

Thus, the analysis allowed us to identify the moment when intellectual capital began to be

considered a competitive advantage. It is intellectual leadership, as a combination of product functionality and key competencies, that becomes a key factor for success. With this in mind, we have developed an organisational and economic mechanism for IC, the purpose of which is to maintain and increase the competitiveness of market participants.

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Анотація. У статті теоретично обґрунтовано й методично деталізовано механізми реалізації інтелектуального капіталу в інноваційному розвитку підприємств, виходячи з уявлення про інтелектуальний потенціал як системну єдність знань, компетентностей, морально-ціннісних орієнтирів, інформаційних ресурсів та соціально-психологічних відносин, що формуються у процесі соціалізації, професійного навчання й організаційної взаємодії. Показано, що в умовах зростання турбулентності ринкового середовища і прискорення технологічних змін ключовим детермінантом стійких конкурентних переваг виступає не стільки обсяг матеріальних активів, скільки здатність підприємства організовано акумулювати, перетворювати і тиражувати знання, забезпечуючи безперервність відтворення інтелектуального потенціалу персоналу впродовж життєвого циклу. Отримано аргументовані результати щодо ролі комунікаційної та соціально-психологічної компетентності менеджерів як зв'язувальної ланки між знаннями ресурсами й інноваційними результатами; уточнено етапи відтворення інтелектуального потенціалу (первинна соціалізація, базове інтелектуальне становлення, професійно-освітня підготовка, накопичення й реалізація, віддача та виснаження) з окресленням провідних суб'єктів впливу та умов ефективності на кожному з них. Запропоновано практикоорієнтований механізм, що поєднує інвестиції у безперервне навчання, розвиток систем управління знаннями, інституціоналізацію горизонтальної кооперації й наставництва, інформаційно-аналітичну підтримку прийняття рішень, а також індикативну оцінку динаміки інтелектуального капіталу через метрики компетентнісного зростання, інноваційної результативності, щільності знаннєвих зв'язків та організаційного клімату. Практичне значення полягає у можливості використання запропонованих підходів для проєктування корпоративних програм розвитку персоналу, оптимізації інвестицій у НДДКР та IT-інфраструктуру, формування культури навчання і довіри, що разом забезпечує підвищення інноваційної спроможності підприємств і відтворення їхніх стійких конкурентних позицій на ринку.

Ключові слова: інтелектуальний капітал, інтелектуальний потенціал, інноваційний розвиток підприємства, управління знаннями, професійна компетентність.

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