

# The Pedagogical Technology of Manager: Professional Potential Development in The System of Business Education

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**Abstract:** The significance of education as one of the basic premises of complex and dynamic development of a society is stated in the most important document which is the National Educational Doctrine of the Russian Federation, which determines the key modernization directions of the Russian educational system. Management culture being an indicator of manager professional potential development is an important element of the specialist’s effectiveness in the sphere of management. Individual qualities which are the most preferable for each manager include universal human characteristics, psychological and intellectual qualities, “a businessperson” qualities, as well as communicative and professional qualities. A manager with the above-mentioned qualities is considered to be a reference standard in the sphere of management and is able to carry out an effective professional activity under the market conditions. The essence of the management culture lies in the usefulness and necessity of a comprehensive representation of a culture-based model and the realization by the teacher of creative management policy at the stages connected with self-management and the organization of a creative educational process. The main components of management culture include the axiological, technological and creative ones. The axiological component comprises a complex of managerial pedagogical principles and applied competences playing an important role in the management of an educational institution. The technological component covers the strategies and methods of management. The level of management culture development is directly dependent on the acquired ability to use the strategies and methods for solving problem situations and tasks connected with the company functioning. The creative component represents itself in the teacher’s capacity for creativity in the context of acquiring and using modern managerial technologies.

**Keywords:** Manager, system of business education, employable specialist, specialist’s professional potential.

## 1. INTRODUCTION

The overwhelming changes in the social and economic spheres of the Russian society brought about the need in people with original thinking and a high culture level. The specific and complex processes in the politics, economy and social sphere throughout the world show common tendencies reflecting the direction and specifics of the evolution of our civilization. The crisis of the world economy has sharpened the necessity in the development of new conditions and mechanisms of management which will ensure Russia's long-term competitiveness on the world arena. The competitive edges of a highly developed country, region or company are undoubtedly determined by a person's characteristics and those factors which provide the effectiveness of his/her professional activity.

In the conditions of the market economy, which is characterized by an unstable environment, effective management solutions become the bottom line of a company's sustainability. Therefore, managers are those specialists who determine the company's future. Though, practice has revealed that today, managers demonstrate a dramatic lag between their ability to handle the changes in the surrounding world and the tempos of these changes, which has become one of real threats to Russia's stable development. In The Concept of the long-term social and economic development of the Russian Federation for the period till 2020, in The President's Decree from 07, May, 2018 No. 204 (the 19th, July, 2018 edition) "About the national aims and strategic tasks for the development of the Russian Federation for the period till 2024" and other state official documents, it is underlined that the educational system is obliged to prepare citizens who are not only able to live in the law-bound state, but to contribute to the process of its formation. The past years have seen many works dedicated to the problem of managers training (Blinova, Dugina, Zabolotskikh, 2018; Kolchina, Sergeeva, 2016; Sergeeva et al., 2019a; Volkova, Panchenko, 2018).

These scientific searches were carried out on the basis and under the influence of theoretical works on adult education (Sergeeva et al., 2017; Sergeeva et al., 2018a). New educational systems have appeared, which required new theoretical foundations. Business education (Neverkovich et al., 2018; Sergeeva et al., 2019b; Sharonova et al., 2018; Utemov et al., 2018), distant learning (Bírová et al., 2018; Gorev et al., 2018; Sergeeva et al., 2018b; Wang et al., 2018), open education (Dolzich, Dmitrichenkova, 2018; Sergeeva et al., 2018c) have gained a special interest in the past years. The development of theory and practice of educational processes in the new systems are aimed to systematize the experience accumulated by foreign colleagues, to develop an educational system in the new conditions, to choose the education content, teaching forms and methods, to develop the Russian programs "Training managers for the Russian national economy" (the President's program) and "The master of business administration" (MBA) of a world class. The success of a person's life-long learning is determined by his/her potential (personal, intellectual, creative, etc.).

Nowadays, the concept of humanitarian potential is being actively developed. In previous years, it used to be developed as a number of separate theories: labor potential, education potential, innovative potential, professional potential. A special direction of the concept of humanitarian potential is the development of its diagnostic methods. The analysis of the existing scientific works reveals that the problem of the person's "potential" development is mainly under consideration of economists, managers, sometimes psychologists. It has not become the problem of pedagogical consideration.

Following I.Y. Dergaleva (Dergaleva, 2008a; Dergaleva, 2008b) we see the manager's professional potential as a whole self-managing and self-developing system which unites the manager's resource abilities and the internal conditions of his/her professional activity, whose specific lies in the interconnection and interdependence of personal qualities, professional management knowledge and the manager's abilities in the sphere of management activity. The manager's personal qualities (axiological basis, self-esteem level and ambitions) are determined by his/her genetic and social factors. The manager's professional management knowledge is formed (and developed) as a result of his/her involvement in the processes of professional learning, self-education and, further on, continuous learning in the system of continuing professional education or business education. The manager's abilities in the sphere of managerial activity are perfected during his/her professional activity.

The manager's professional potential comprises, on the one hand, his/her real professional abilities, abilities to an effective managerial activity, and on the other hand, his/her unrealized professional capacity and internal resources. In other words, the manager's professional potential is a unity of two constituents (sub-potentials): the realized and unrealized ones. The manager's realized potential is determined by his/her experience of professional management activity. The unrealized potential is represented by the axiological structure of the manager's personality and determines the directions of his/her professional potential changes. The manager's professional potential is not an in-born quality; it is formed and developed during learning and later on in the professional activity. The research (Dergaleva, 2008a; Dergaleva, 2008b; Kolchina, V.V., Sergeeva, 2016) shows that the development of professional potential can be realized in an unlimited number of variants. Each of these variants is determined by the specialist's integral psychological structure, which is reflected in the activity. The stepping development of the manager's professional potential is based on methodological approaches (see Table 1).

Table 1. Methodological approaches to the development of manager's professional potential

Approach	The approach functional capacity
System approach	Focuses on modelling the formation of the management culture as a system, on the basis of pedagogical paradigms and philosophy of the individual personality
Competence approach	Allows determining the content of the developing organizational management competence, describing its structure and the expected result
Activity approach	Defines the learner's status as a subject of leaning, communication and creativity
Integrating-differentiating approach	Realizes the ideas of interaction between integration and differentiation of the pedagogical and psychological aspects in the model of management culture formation in the sphere of education
Personality-based approach	Focuses on the personality's development in the process of learning

For the purposes of our research, the interaction of the above-mentioned approaches, their complementarity and inter-integration are of high importance, as these ensure the most effectiveness in solving the set tasks.

## RESULT

As a result of scientific literature analysis and empiric material analysis, we worked out a model of management culture formation as a factor of managers' professional potential development in the system of business education (Fig. 1).

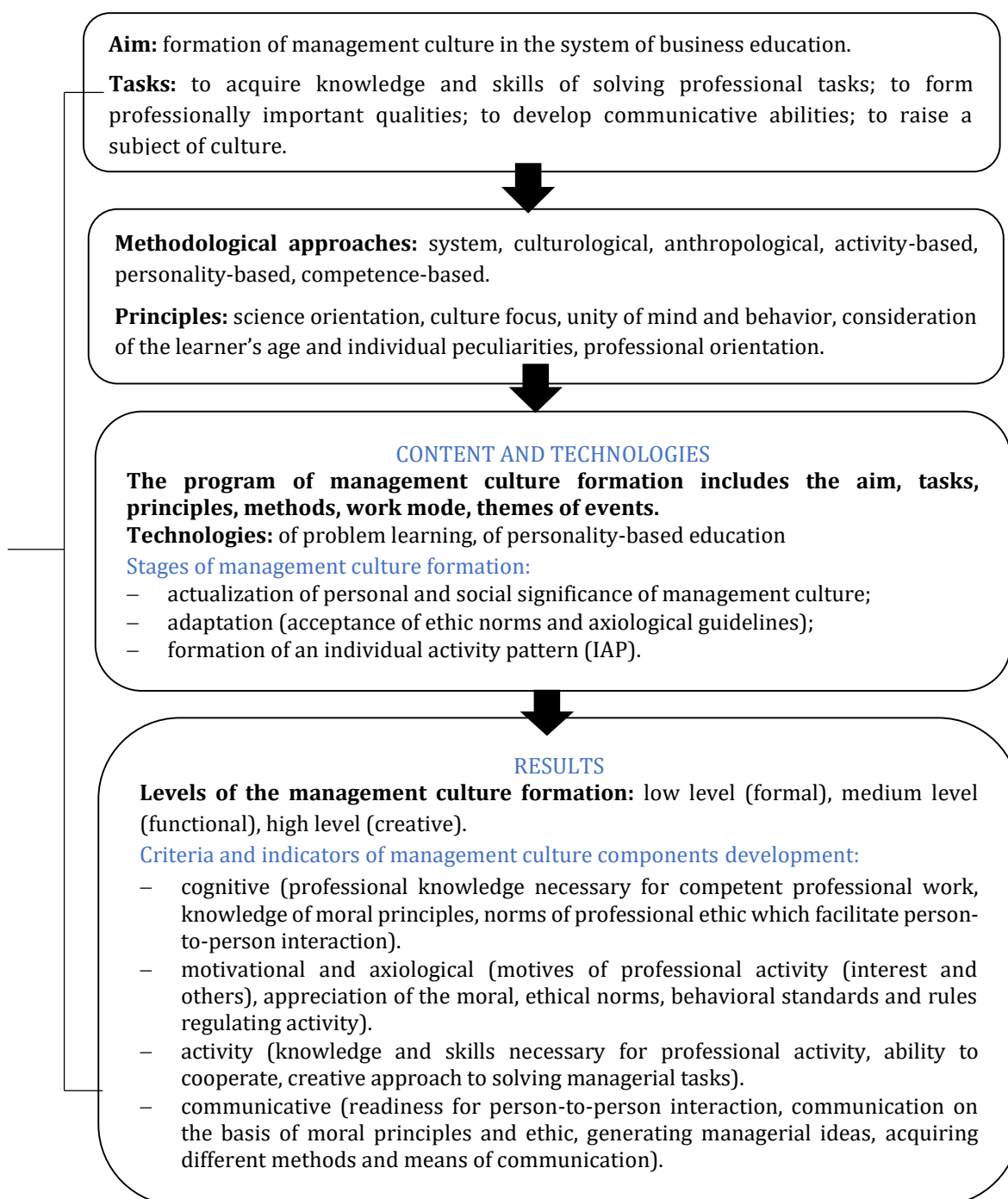


Figure 1. The model of management culture formation

The results of the professional motivation research are presented in Table 2.

Table 2. Results of professional motivation research (control stage)

Leading motives of manager professional activity	Percentage of managers, %				
	to a minor extent	to rather a considerable extent	to a small, but not insignificant extent	to rather a large extent	to a very large extent
External motives					
1. Salary	5	10	25	35	25
2. Promotion at work	5	30	40	20	5
3. Avoiding criticism from colleagues and manager	10	30	55	-	5
4. Avoiding possible punishments and troubles	5	30	40	10	15
5. Reaching social prestige and respect from others	5	10	35	30	20
Internal motives					
1. Satisfaction with work process and its results	-	5	25	35	45
2. Full self-realization in a particular activity	-	5	25	30	40

The research results showed that the most significant motive of professional activity, with 45% of managers involved, is the satisfaction with work process and its results. The motive of full self-realization in a particular activity comes the strong second, with 40% of managers. The salary takes the third position, with 25% of managers.

## CONCLUSION

We define the management culture in the sphere of education as an integrated personality structure which includes the unity of professional knowledge and skills in organizing activity and communication in educational institutions, professionally significant qualities, moral values determined by the culture accepted in the society, moral principles and ethical behavior rules. Management culture is aimed to regulate person-to-person interaction and to realize managerial functions in the professional activity. The structure of management culture includes the cognitive, the motivational and

axiological, the activity and the communicative components. Management culture facilitates the purposefulness, rationality, regularity, generation of professional activities with the aim of coming to a quality result in the professional activity. The management culture formation has a stepping character. We singled out 3 main stages in it: the 1st stage is the actualization of personal and social significance of management culture; the 2nd stage is adaptation (acceptance of ethic norms and axiological guidelines); the 3rd stage is the formation of an individual activity pattern (IAP). The stages make up an algorithm of management culture formation in the process of manager professional potential development in the system of business education.

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