

Conference Paper

Higher Education As a Tool to Build the Cultural and Intellectual Potential of Managers

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Abstract

The article reveals the methodological aspects of training a new generation of managers in universities. In modern conditions in higher education theoretical and practical education of managers is required, as well as formation of their professional culture demonstrated in developed soft skills. However, in Russian society the traditional type of managerial culture prevails, which is demonstrated in spontaneous recruitment. As a scientific-theoretical and methodological basis of this research, the authors use system, dialectical, activity, phenomenological approaches, methods of applied sociological research. The article justifies that the effectiveness of management is associated with the level of development of intellectual potential of managerial personnel and its improvement is carried out through the implementation of professional, innovative, moral, information sub potential. Modern university training of managerial personnel reflects the contradiction between the traditional model of education and new requirements of the society, connected with modernization processes. Growing public intellectual activity requires managers to create new forms, methods and mechanisms of management. In these conditions, one of the mechanisms of management is a purposeful construction of managerial culture of young people as a future subject of management in the system of higher education. The development of the ability to improve internally is an important task of modern Russian management. The principle of subject-subject vertical and horizontal relations in knowledge management implies a shift of emphasis to self-organization. Therefore, it is necessary to take into account not only learning opportunities, but also self-learning. Academic training for management activities includes a combination of research and applied activities supplemented by the study of disciplines with a social and humanitarian orientation. In this connection, there is a need to train a new generation of professional managers capable of innovations, creative, constructive management activities, which are based on a fundamentally different culture of education management and personnel policy.

Keywords: intellectual potential, culture, knowledge, management, higher education, professional training of managers.

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Published: 21 January 2021

Publishing services provided by
Knowledge E

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Selection and Peer-review under the responsibility of the XXIII International Conference Conference Committee.

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1. Introduction

In the conditions of social, economic and technological modernization of society, new requirements to the employee and manager are actualized, which include not only a high level of professional and qualification training, but also the development of intellectual potential, emotional intelligence, the ability of creative self-realization. The efficiency of modern management depends on managers and personnel mastering the techniques of intellectual and knowledge-based activity. The problem of training a new generation of managers is connected with a fundamentally different culture of management and personnel policy, which is conditioned by the growth of mental potential of members of the management community. Today, higher school requires theoretical and practical education of managers, formation of their professional culture demonstrated in developed soft skills (creativity, communication and empathy), ability to show competence in a wide range of economic, technological, ethical and social issues. However, the traditional type of managerial culture that determines the spontaneous formation and selection of personnel prevails in Russian society today, there is a very significant gap between the professional training of managerial personnel (in qualitative and quantitative terms) and their demand on the labor market. Education, intellectual independence, high qualification and talent are often replaced by client, paternalistic principles of management personnel formation.

2. Methodology and Methods

The scientific, theoretical and methodological basis of this study is a systemic and dialectical approach to the management of modern society, according to which, management is seen as a complex, multi-level, open and dynamic social system. The authors apply an activity approach, from the position of which the initial concept for characterizing the intellectual potential of a manager is human activity (social behavior and social activity). The use of sociocultural approach allows analyzing the intellectual potential as a sociocultural phenomenon in the context of historical development, changing the role and functions of management in public production. From the point of view of the phenomenological approach in sociological researches of educational and managerial process the concept of "life world" is applied and its comprehension as sociocultural phenomenon takes place. According to E. Husserl's concept, the concept of "life world" in the sociocultural context for cognition of everyday life is basic, because it has a deep humanistic content, combines individual, subjective experiences, and the mental world

of a person [7]. The authors used applied sociological research methods (questionnaires, semi-standardized interviews).

3. Results and Discussion

The problem of social capital formation, management intellectual potential, the role of knowledge and learning in the culture of organizational management is in the focus of researchers [1, 2, 4–6, 8, 13, 14, 17, 20–22, 24]. The researchers note the special role of business education in stimulating and developing organizational creativity, self-education in economics and public life [12, 15, 16, 18, 23].

The authors of the article believe that the effectiveness of management is related to the level of development of intellectual potential of managerial personnel. Improvement of intellectual potential of a manager in the process of work is carried out through realization of the following sub potentials. 1. Professional potential is a set of special knowledge, skills and abilities required to perform management and production functions. 2. Innovation potential as the ability and ability to propose new ideas, display initiative, ability to anticipate and implement innovative activities. 3. Mental and moral potential — personal qualities, emotional intelligence, the degree of the manager's orientation for the employee's benefit, the system of values that determines the harmonious development of the organization, satisfaction of needs in the self-development of the personnel. 4. Information potential — the ability to perceive, evaluate, process information, use digital and information technologies [11]. L.N. Kogan notes that professional (special) culture as a social and professional quality of a subject of labor is a degree of employee's mastering the achievements of scientific and technical and social progress and is a personal aspect of labor culture. The main elements of professional culture are education, qualification, professional experience. Professional culture imposes requirements on the people of a given profession that meet the highest available standards — “world standards” [9, 10].

With the purpose of studying the actual state of management culture, conditions of increase of its intellectual potential, development of methodology and technologies of its activation by the department of sociology and social technologies of Ufa State Aviation Technical University in 2014 at the enterprises of Bashkortostan Republic a sociological research was conducted. The analysis of empirical researches testifies to the developed ideas about a set of the qualities necessary for the modern Russian leader: functionally competent, self-confident, attentive to the subordinates and competent, responsible, workable, executive subordinate. According to workers and specialists,

the main criteria for selecting employees for management positions are education (22%), work experience (19%), acquaintance with the essential and important people (13%) and nepotism (11%). Professionalism and high level of intelligence were mentioned by only 11% of respondents. The ability to innovate is not perceived by employees and management as a necessary quality in professional activity. Such qualities as “ability to innovate”, “ability to self-development” and “initiative” were not in demand at all. The authors revealed a common stereotype in assessment judgments stating that success is determined first of all by intellect, that a “good manager” is an intelligent, “thinking” leader, and the smarter the leader, the more effective is his managerial activity. The results of the research allow us to assert that the actualization of the requirements for the intellectualization of the content of managerial activity and abilities to creativity associated with innovations is not dominated in the minds of managers [3].

The following phases can be distinguished in the social reproduction of managerial personnel: formation (production), selection and distribution, use of management personnel potential. Training of managerial personnel includes two stages: the first — formation of personality in the family, school, i.e. primary, basic socialization; the second — training in the system of vocational education, as well as in labor organizations in the form of continuous academic and business education (bachelor, master, postgraduate, advanced training, retraining). In the course of socio-professional socialization during the period of study at the university not only the knowledge, skills and abilities of management activities are formed, but also in the consciousness of the students the motives and values are formed, which will have an impact on the quality of the manager, and thus, on the nature and goals of management activities in the future. Modern university management training is developing, stacking up with external and internal problems. They reflect the contradiction between the traditional model of education and the new requirements of society associated with modernization processes. In the new economic conditions, the specialization of Russian universities is changing, the training of engineers is decreasing, and the dynamics of excessive quantitative growth of certified managers are increasing. At a time when higher education is becoming an educational service, the problem of the quality of students’ training, the education of intellectual culture, social responsibility, independence, creativity, and group activity skills also become particularly important. Today, education continues to be seen as a purely didactic process, which is based on such values as obedience and diligence. Reduced requirements to the results of training, unified programs contribute to the loss of interest in everyday activities and self-development. Deep specialization does not often provide the conditions for acquiring even basic practical valuable skills. Currently,

there is a tendency to mismatch the functions of university management training with the needs of the labor market due to quantitative and qualitative disproportions. From the point of view of employers there is a shortage of personnel with necessary qualifications, employment of graduates not in the field of training, and their qualification does not meet the requirements of jobs. It is unprofitable for employers to hire a university graduate whose qualification level does not meet the requirements of the work being done, and his training and retraining involves considerable financial and time expenditures. The defining criterion for selecting employees is work experience of at least 1-3 years, and knowledge obtained at the university is not valuable without the ability to apply it in practice. Thus, a person with work experience who has no special education but knows his/her job is more likely to get a position. A paradoxical picture emerges: university graduates are not qualified personnel, as they have no work experience. But where can one gain managerial experience if they are not hired? The practices run by the educational programs do not bring students closer to real management activities. Possible reasons lie in the fact that practice periods are too short, or in practice most often students are assigned to perform routine, monotonous paperwork. However, there is also the downside of the problem. University graduates without work experience who have joined the staff of enterprises face a lack of prospects for rapid career growth. The management of enterprises does not create effective ways to stimulate young people to engage in management activities and effectively use their knowledge, creativity and intellectual potential in general. Today, managerial personnel are being formed and are likely to be formed at the expense of graduates of non-core universities and areas of training, but it is hardly possible for them to master theoretical and applied knowledge about the specifics of business administration, management principles and technologies of management activities in a sufficient amount.

In the Russian reality, the peculiarity of managers, especially at the highest corporate level, is the desire to master and retain the statuses related to power. The main motivator and the value of a manager's success is power. And an employee is seen as a tool to perform a certain job, a means of maximizing economic benefits. Other qualities of the personnel are of little interest to the modern management system. In fact and potentially, top managers at any level of social organization show care mainly about their own well-being. Thus the mind, not supported by humanistic and moral values, easily transforms into the calousness and pragmatism of the minority, and the common interest turns into personal intentions. Difficult social and economic conditions, regular crisis situations, a closed system of recruitment, and lack of real competition make it possible to assert that public intellect is being pushed out of the sphere of

governance, social institutions (including education) that provide an influx of young creative managerial staff, accumulate knowledge of the laws of social governance, and are able to implement them in the public interest. In existing managerial relations, the reliance on changing the qualities of a manager is not realized, which affects the effectiveness of university training of managers. The contradiction between the system of reproduction of managerial knowledge in the university and its realization by subjects of managerial activity testifies to the fact that internal mechanisms of self-renewal in the system of management have not been worked out yet. The gap between management culture and knowledge, which cannot provide the process of integral reproduction of society and personality based on the strategy of knowledge exchange, has increased significantly. However, the analysis of trends in the Russian management system shows that a new generation of managers inclined to implement innovative management, with a creative approach to business, high motivation for achievements, future orientation, and who are successful in some areas of activity is gradually formed.

The authors believe that the culture of management activities is always linked to the implementation of an educational function, in which self-education and upbringing play a significant role. Knowledge management and the ability of an organization (university, enterprise) to learn are now becoming a key node in the development of a culture oriented to knowledge and its activity essence. The principle of subject-subjective vertical and horizontal relations in knowledge management implies a shift of emphasis to self-organization. Hence, it is necessary to take into account the possibilities not only of learning, but also of self-learning. Self-learning organization assumes that its participants learn, study and improve the learning process itself, as well as consciously change themselves and the socio-cultural reality surrounding them. P.M. Senge believes that the “disciplines” or technologies implemented in learning organizations should be systematic thinking, reflection on intellectual models, the creation of a shared (not imposed) vision, and dialogue [19]. The level of knowledge, its constant replenishment and enrichment is one of the criteria of efficiency of managerial work. The higher education system is designed to lay the foundations for searching for and mastering new knowledge, consolidating it, and developing the necessary skills and abilities of students in management training areas.

Management activity is a way to organize intellectual interaction between individuals, accumulation and realization of public intellect. The modern management model requires ideas about the strategic goals of social organization development based on scientific modeling and moral values, rather than on subjective intentions and ideological improvisations. Academic training for management activities with necessity

includes a combination of research, applied activities, supplemented by the study of disciplines in which there is a social and humanitarian orientation. The moral value of knowledge in a universal context is determined by the application of the individual as a good in the satisfaction of public interests. This is especially true for students who, under conditions of popularity of higher education and activation of professional pragmatism, most often choose a profession not according to their own vocation but under the influence of external circumstances. This leads to internal (and sometimes external) contradictions.

4. Conclusions

For the development of society, social organization requires a holistic vision of the situation based on scientific management knowledge and systematically organized management intellectual interaction. Today the social need connected with formation and development of new sociocultural quality of intellect of individuals and creation of mechanisms of regulation of reproduction process, rational use of cultural-intellectual potential of administrative personnel is actualized.

The growing public intellectual activity, contributing to the growth of social and economic development, requires from the managers not only compliance of their activity with the conditions of social production, but also ahead of the management. Therefore, there is a need to regulate the management process itself, i.e. one of the management mechanisms is a purposeful construction of managerial culture of young people as a future subject of management. There is a necessity to develop a new concept of management personnel reproduction, which is based on scientifically grounded management through information and intellectual interaction between the state, labor market and professional education. Solving this multifaceted task requires not only theoretical rethinking of existing practice, but also economic and political decisions on the part of both society and the state.

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