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T A S K
TO MASTER THESIS

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No	Stages of work
1.	Approval of the thesis content
2.	Preparation of the thesis' first section
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4.	Completing of the second section according to the supervisor recommendations. Preparation of the thesis' third section
5.	Completing of the third section according to the supervisor recommendations. Preparation of a report for a scientific conference with a presentation of the main results of the thesis
6.	Writing of the introduction, conclusions of the thesis. Making references list
7.	Submission of the thesis to the Department of Management and Administration

5. Date of assignment issue June 30, 2023

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INTRODUCTION

The professionalization of management, which was talked about at the end of the 20th century, aims to improve the quality and efficiency of management, first of all, through the professional training of managers, ensuring a high level of managerial competence. Currently, Ukrainian enterprises work in extremely unstable conditions of the external environment, which lead to the complication of intra-firm relations and require managers to make original, creative decisions, flexibility. Modern managers are increasingly perceived as innovative leaders who must have in-depth knowledge in various areas, and this knowledge must be constantly updated and updated. In the conditions of permanent changes, managerial competence must be improved at an anticipatory pace, which increases the urgency of such a problem as the motivation of self-development of managers and the development of managerial competence.

The following scientists made a significant contribution to the research of the problems of improving the management competence development system of enterprise managers: Amrutha V., Armstrong M., Beattie R., Chauhan C., Drucker P., Fortis E., Grzybowska K., Larsen M., McKenzie, D., Supratman O., Zakoldaev D.

Such scientists as: Akinola M., Bernatović I., Chatterjee S., Demou E., Hecklau F., Kmieciak R., Mehmood M., Pandita D., Štefko R., Tarraga A. were involved in the development of theoretical and practical approaches to the development of management competencies of managers.

The analysis of scientific developments made it possible to conclude that the problems of the development of managerial competence of enterprise managers in the conditions of professionalization of management, its structuring, determination of factors that influence them, justification of their development models remain insufficiently developed.

The aim of the research is the theoretical justification and development of practical recommendations for improving the system of development

of managerial competences of enterprise managers (on the example of “Kernel-Trade” LLC).

In accordance with the purpose of the research, the following tasks were set and solved:

- the problems of management professionalization were updated;
- the essence and structure of the manager’s managerial competence were disclosed;
- methodical approaches to the assessment of managerial competence of the head of the enterprise were summarized;
- an assessment of the managerial competence of the head of the enterprise was carried out;
- diagnosis of the professional mobility of management personnel was carried out;
- latent complex factors of professional development of management competence of managers were singled out;
- methodical approaches to the development of managerial competence of managers were developed;
- it was proposed to use the ideas of spiral dynamics of consciousness to activate the work behavior of subordinates.

The object of the research is the process of development of managerial competencies of the managers of “Kernel-Trade” LLC.

The subject of the study is theoretical and methodical provisions and practical recommendations for improving the processes of development of managerial competences of enterprise managers.

The scientific novelty and theoretical significance of the research results lies in the development of theoretical and methodical provisions for improving the processes of development of managerial competences of enterprise leaders in order to strengthen its competitive advantages.

The theoretical and methodical basis of the qualification work are the works of domestic and foreign scientists, materials of scientific conferences and seminars, thematic publications in periodical scientific publications. The information base of the research is made up of the materials of the World Bank, Deloitte Analytics Institute, reporting documentation of “Kernel-Trade” LLC, own analytical developments.

In the process of research, general scientific and special methods of cognition were used: structural and logical – to build the general structure of the research; system and process approaches, synthesis method – to reveal the essence of the manager’s managerial competence; the method of comparison – to distinguish the structural elements of managerial competence; methods of quantitative and qualitative analysis – to assess the functional and personal component of managerial competence of the managers of “Kernel-Trade” LLC; questionnaire method – for diagnosing professional mobility and identifying latent complex factors of professional development of management personnel; modeling method – when developing a model for the development of managerial competence of a manager; ranking method – when ranking memes of employees of “Kernel-Trade” LLC; method of graphical and tabular presentation of data; scientific generalization – when substantiating conclusions.

Methodical approaches to the assessment of managerial competence of heads of enterprise were published at the International scientific and practical internet conference “Problems and prospects of ensuring sustainable socio-economic development of territories”, Kharkiv (October 27–28, 2023).

The thesis consists of an introduction, three sections, a list of used sources and annexes.

SECTION 1

THEORETICAL AND METHODOLOGICAL PRINCIPLES OF THE DEVELOPMENT OF MANAGEMENT COMPETENCES OF ENTERPRISE MANAGERS

1.1 Actualization of the problem of professionalization of management

Practice shows that the modern problems of the enterprise are largely due to the insufficient level of development of the potential of the management system, which, in turn, depends on the professional potential and competence of the leaders. The quality of these potentials creates prerequisites for the sustainable and effective functioning and development of the enterprise. In our research, we will use the version of the interpretation of the concept of “managerial potential” presented by Fullwood R.: “The potential ability of managerial staff on the basis of professionalism to optimally apply professional qualifications, creative potentials and organizational capacity in order to achieve sustainable and effective functioning of the enterprise” [42].

The content and essence of the concepts “management potential”, “management”, “profession” change with the development of human society.

As for the concept of “management”, it has become widely used in the research of scientists representing various scientific fields. For example, sociologists even introduced the term “managerialism” as a special scientific direction of studying the sphere of human activity, a system of principles and practical recommendations. These principles define the belief that the solution of a significant number of economic and social problems depends on the improvement of the management process. This thesis is not objectionable in the context of modern management problems. However, the content of the tools and technologies of managerialism does not fully correspond to the current state of the productive forces of society, which are gradually mastering the post-

industrial, informational model, in which a person endowed with creative potential gradually acquires the status of an intellectual “capitalist”. Activation of work behavior of such a specialist is impossible with traditional methods of motivation. Managerialism considers the individual as an empty abstraction, while the organization is chosen as the main unit of social life, and this is the main limitation of the constructiveness of managerialism.

The definition of the essence and content of the concept of “profession” does not remain stable either. The work of R. Lisnerov gives the results of the generalization of variants of its definition. The first option is presented by the dictionary: “Profession (from the Latin *professio* – I declare my business) is a type of work that requires certain training and is usually a source of livelihood”. The second is the option proposed by Rogers K., who believes that a profession is a necessary for society limited (as a result of the division of labor) sphere of a person’s performance of labor functions, which allows him to receive the means of existence and development in exchange for the work performed. Thus, the main characteristics of the profession are the system of labor functions and the source of human existence [73].

The concept of “profession” has the status of a social institution. The main need, which is satisfied by the profession as a social norm, is the specialization of a person’s labor activity. It regulates the emergence and adaptation of new types of work, as well as the development of existing ones.

The Institute of the profession is rapidly enriching its options. One of the well-known researchers of the problem of professionalization, Choudhary P., provides the following information about its dynamics: today (according to various data, there are from 30 to 60 thousand professions in the world), the number of professions reaches such a size that the state needs to take special measures to manage these processes [31].

The profession is related to education, but currently its development does not keep up with the pace of labor changes. The division of labor and the subsequent professional differentiation are implemented in stages.

At the first stage, there is a social need for a certain type of non-standard work.

At the second stage, the first successful performers of new types of work appear, who often combine the knowledge and skills of related specialties.

These performers generalize practical experience and pass it on to others.

Educational institutions develop unique projects and, through state regulations, legalize a new profession.

The specialty obtained through education quickly loses its status, because of this, special subjects are introduced into the curricula, which form the ability to learn independently, taking into account one's own abilities to learn about the world. Radical transformations of society create prerequisites for rapid changes in social institutions and, as a result, professional groups.

For example, China's environmental problems necessitated the emergence of such a profession as a smog taster. New specialists will diagnose air pollution and offer technologies to limit its impact on health.

The next concept, the definition of which is important in the context of this study, is "professionalization". Based on the results of the analysis of relevant literature, Li T. substantiated the existence of the following groups of his definition: pedagogical – professionalization as professional training; sociological – professionalization as a professional realization, belonging to a defined professional community, acquisition of social status through a profession; socio-economic – professionalization as the development and implementation of human resources in the process of professional activity. Professionalization of the individual, according to this scientist, combines the formation of two interrelated components. The first consists of professional self-awareness, the development of an individual's internal personal structures, the second – professional knowledge, abilities, skills of an individual as a subject of professional activity [56].

A professional is an individual who has mastered the norms of professional activity and communication and carries them out at a high level; adheres to professional value orientation and professional ethics; develops his personality through the means of the profession; seeks to make a creative contribution

to the profession; seeks and knows how to arouse public interest in the results of his professional activity.

A modern manager, as a professional, is focused on solving non-standard situations that appear more and more often at work, constantly develops and combines new traits, abilities and properties. Increasing the effectiveness of his work is possible thanks to the addition of the traditional functional approach to the implementation of work – a problem-oriented approach, the essence of which is the proactive identification of problems and the development of programs and projects to solve them. An important requirement today for the success of the organization is the presence among its managers who are able to actively influence all processes and conditions of reproduction of the organization's capital. Modern managers must not only promptly and adequately respond to changes in the external environment, but also take the initiative to shape consumer preferences and market needs, implement innovations, create new types of goods and services, etc.

At the same time, the methods of coordination and control by the manager of subordinates are fundamentally changing, which is connected with the development of information technologies and the reduction of bureaucracy. A special approach is needed for the technology of organizing subordinates with high creative potential, which create a critical resource of business reliability. Regulation of their activity does not occur through direct tools of bureaucratic and economic influence, but through the creation of conditions that influence their conscious desire to perform qualitatively the work operations delegated by the manager.

The complexity of the quality of managers' functional duties requires new knowledge and skills, enrichment of their competencies. Currently, the process of professionalization of management acquires a high probability of obtaining the status of a new scientific direction in the development of human managerial activity.

This process already has its own development history. It originates from the times when managerial activity was separated from direct production activity. The emergence of large enterprises, first in trade in the 16th century, and later in industry, construction and transport, caused the need for freed managers who would exclusively solve the issue of organizing the interaction of direct performers of labor operations. Freed leaders needed to professionally carry out organizational activities. The appearance of management as a permanent function at the enterprise was the first stage of professionalization of management.

At this stage, management was not separated from entrepreneurship. The owners of enterprises managed them independently. Similar situations often occur in developed countries even today, especially in the field of small business. As for the post-socialist countries, the phenomenon of combining the functions of the owner of the enterprise and managerial functions in medium-sized and even large enterprises is quite common. The biggest owners are also the top managers. Thus, the specified first stage of professionalization has not yet ended everywhere. And this is quite natural, since the real society consists of economic forms of different maturity, that is, each business needs its own level of professionalization.

The emergence of joint-stock companies and hired managers contributed to the second stage of professionalization. At the same time, the function of ownership of capital is separated from the management of capital, and therefore the enterprise. At the first stages of formation of joint-stock enterprises, managers did not manage their own, but shared capital. Their own share was insignificant in the total capital. Separation of powers between the general meeting of shareholders, the board of directors and senior managers, on the one hand; free sale and purchase of shares, stock exchange quotations and open publication of financial statements of corporations, on the other hand, mean a higher level of responsibility, and therefore, the professionalization of management.

The emergence of management science contributed to the renewal of management professionalization at the third stage in the last century. Although

initially at this stage, the ideas of management science were rarely used in practice. In other words, practicing managers were not yet aware of the need to professionalize their functions during this period.

The fourth stage of professionalization of management is associated with the names of A. Sloan and P. Dupont, heads of the American corporations General Motors and Dupont de Nemours. In the 30s of the last century, they were the first to realize the need for postgraduate management training of specialists with higher education and work experience. The system of training management personnel under the program “Master of Business Administration” was formed.

The modern stage of professionalization is marked by a global approach to management. The essence of the professionalization of management is that management functions are performed by specially trained management specialists who are able to achieve high productivity of the teams and organizations managed by them. The basis of the professionalization of management, like any other sphere of human activity, is the use of scientific developments not only of management, but also of related sciences related to the study and modeling of human activity: social psychology, systems theory, cybernetics, etc.

Approaching the real practice of management to the requirements of laws and recommendations of management science, trends and patterns of development of the market system form the methodical basis of the professionalization of management. Currently, on the one hand, international business, and therefore international management, is rapidly developing. On the other hand, management specialists are trained in all parts of the world. In addition, various national schools of management with special traditions of management professionalization have developed. Therefore, when analyzing their achievements, one should not look for ready-made answers to solve the problems of domestic management. It is advisable to master conceptual schemes and build one’s own scientific and methodical foundations of this professional field of activity.

Management professionalization is defined as a process whose purpose is to improve management (increase its quality and efficiency). The latter is achieved

through: professional training of managers; development, implementation and modernization of management tools (management infrastructure); formation of a worldview (philosophy of management) in order to determine guidelines for the implementation of management. The integral nature of the professionalization of management is revealed in the fact that, on the one hand, such processes as the professional development of managers, the creation of a management infrastructure, and the formation of a management philosophy, determined in its structure, are interconnected (because they influence each other's content). On the other hand, these processes are implemented separately and in parallel, which means their certain autonomy [71].

Such a social institution as a profession is continuously and dynamically developing. This is emphasized by Imamoglu S., who believes that the process of institutionalization of professional practices generated by the division of labor and the emergence of varieties of historical occupations gradually transitioned to the formalization of professional statuses, ethical norms, values, traditions, etc. [49].

Cropley A. explains the reason for the instability of professions: "If we talk about a profession, it has long ceased to be perceived as a stable, ethically established set of statuses and roles, which is regulated by unambiguously defined norms and rules. And this process is connected with changes in the essence of labor relations and the very idea of work" [33].

Currently, work ceases to be a stable and rigidly defined activity for creating the means of living. The change of traditional types, means, meaning of work and the multivariate forms of its implementation in the life of a modern person require researchers to conclude that the perception of work as a specific activity, when people constantly perform the same actions, is over. The perception of the workplace, which is no longer territorially or organizationally established, rationalized by job instructions and hierarchy, is changing.

The structure of the profession as a social institution is becoming amorphous, its boundaries and requirements are becoming unclear, the very essence

of professional statuses is increasingly changing and unstable. Thus, we can talk about the existence of an institutional crisis in the era of increased mobility of human life.

As a result of the above analysis, the following conclusions can be drawn. The profession is one of the most dynamic social institutions that provides evidence of the existence of a professional community. The specificity of the functioning of social institutions in modern society is that although they are all in a state of constant mobility and uncertainty, there are still certain barriers to their development.

Islam T. [50] defined their list.

The first is the size of the business. Professionalization of management is not necessary for a small business, because all its advantages are destroyed.

Secondly, there are national traditions of managers' careers. In some countries, there are no vertical elevator mechanisms for middle managers, as, for example, in the United States. Often, either the top manager does not have operational management experience and specialized education, or middle management, in the absence of a career perspective, does not have the right to receive professional status.

Thirdly, there is no direct connection between a business school diploma and the effective performance of management functions by its owner. This can be explained by mistakes in the choice of the concept of management education or the imperfection of management science.

Fourthly, there is a serious specificity of certain types of activity, which requires higher-quality industry knowledge of managers compared to management knowledge. In principle, these are problems that require separate studies aimed at testing various hypotheses about the causes of such specificity. They need to check whether the specifics are not related to the presence of traditions, technological features in certain branches, as well as the monopoly of other professional groups, etc.

Fifth, an additional obstacle to the growth of professionalization of management services is the non-distribution of ownership and management functions.

Summarizing the above, we can conclude that there is an institutional crisis of the profession in the era of intensive development of its mobility. In the process of institutionalization, the profession loses its traditional features, which are reflected in the presence of a strict professional standard and an autonomous professional community. In the era of mobility, professionals from closed, cohesive and regulated by formal and informal norms, groups turn into a “creative class” that changes only according to market demands.

Numerous studies of the professional development of managers are aimed at solving practical problems of motivation. Sulphey M. and Shaha F. performed their analysis and determined their most constructive options. Thus, Larsen M. examines the peculiarities of the implementation of stimulating the professional development of employees in the system of strategic development of the enterprise. Danvila-del-Valle I. believes that ongoing staff evaluation is important for stimulating employees to professional development [34].

Despite the presence of scientific achievements of Ukrainian and foreign authors, the motivation of training and professional development of personnel remains insufficiently studied. This process requires further research into the theoretical foundations of the organization of the motivation system of the professional development of employees using modern theories (for example, the theory of spiral dynamics (Spiral Dynamics) of the development of consciousness by Claire Graves).

Currently, the manager’s functions are dynamically changing not only in a strategic, but also in a tactical context. A manager can be the head of one project, an expert of another, and one of the executors of a third, which maximizes his professional potential. The rotation of managers within the network is one of the strongest incentives for professional development aimed at growth, because the range of professional roles is significantly expanded, and the prerequisites

for transprofessionalism are created. Drucker P. believes that “professionalization of management means expanding the meaning of the concept of “manager” beyond the boundaries of the positional approach” [38].

The effectiveness of programs for the development of the professionalism of managers is ensured by its qualitative and quantitative measurement. Its basis is the technology of competence and competence diagnostics.

Ukrainian management is at the stage of professionalization, which is difficult to compare with a similar process in countries where the market economy developed evolutionarily. Ukraine has to rapidly search for solutions to problems both in theory and in practice in the conditions of the formation of a market economy. The processes of professionalization of management, which were passed by developed market countries as relatively consecutive stages (the formation of market organizations, the emergence of joint-stock companies and the emergence of hired managers, the emergence of management science, the institutionalization of special education, the formation and development of infrastructure), coexist simultaneously and in parallel in a complex intertwining.

Continuity, speed and constant acceleration, which are characteristic of the modern world, increase the requirements for managerial competence of managers, encouraging them to improve professionally. This increases the urgency of researching this category and finding ways of its development.

A review of dissertations defended over the past 10 years showed that this problem is studied the most in pedagogy and psychology, and the least in economic sciences. In total, more than 100 abstracts of dissertations submitted for defense in the fields of psychological, pedagogical, economic and sociological sciences were analyzed.

The authors who defended theses in the field of psychological sciences mainly clarified the essence of the concept of “competence”, developed models of competence, highlighted the conditions for the formation of competence and its criteria.

Applicants who conducted research in the field of pedagogical sciences clarified the essence of the concept of “competence”, and also paid attention to the conditions of competence formation. Scientists who worked in the field of psychology paid attention to the following competencies: psychological, functional, autopsychological. At the same time, their target audience was most often specialists and managers.

Researchers defending themselves in the field of pedagogical sciences paid attention to the following competencies: professional, communicative, managerial. In pedagogy, recommendations were developed for such categories as specialist, student, manager, supervisor, economist, teacher.

The following conclusions can be drawn based on a review of dissertation abstracts:

1. The problem of competence development and professionalization in modern sciences of the humanitarian cycle is relevant.

2. There are theoretical and practical problems of the development of managerial competence, which are not given enough attention in economic science. First, the peculiarities of the development of managerial competence and professionalism of managers of different levels, whose functions differ significantly, have not been sufficiently studied, which requires the use of specific mechanisms. Secondly, it is necessary to solve one of the most important tasks – obtaining an assessment of the effectiveness of the manager’s labor activity depending on the level of his managerial competence.

3. The development of professionalism and management competence of managers requires the use of an interdisciplinary approach using the assets of psychology, pedagogy and sociology.

4. The importance of the identified tasks for enterprise personnel management determines the need for further scientific research in this area.

The constructiveness of solving the problems listed in the subsection can be ensured by the formation of conceptual foundations for the implementation of the phenomenological stage of building a new paradigm for the formation

of the potential of managers, which allows combining their personal and professional competencies. It will be given in the next subsection of the thesis.

1.2 The essence and structure of the manager's managerial competence

Let's analyze the genesis of the concept of "management competence". It should be noted that the concept of "management competence" became the subject of research in pedagogical and economic sciences only in the 20th century, and until recently its development was parallel in pedagogy and management.

In management, the formation and development of the concept of "managerial competence" is connected with the professionalization of management, which was discussed at the end of the 20th century.

This periodization, according to Dorji K., is connected with the emergence and development of the science of "Management" itself, which during the 20th century significantly influenced by management schools and management approaches. In the work of this author [37], a four-stage periodization is given.

The first stage (until the 90s of the XIX century) was characterized by the absence of scientific views on the management system, and therefore on the process of training managers.

The II stage (90s of the 19th century - 30s of the 20th century) is characterized by new approaches to management activities thanks to the emergence of the school of scientific management and the administrative (classical) school. In this period, the development of professional management was influenced by the scientific works of F. Taylor, G. Gant, F. and L. Gilbert, G. Emerson, G. Ford, A. Fayol, L. Urvik, and others.

The III stage (1930s - 1960s) is characterized by the emergence and spread of the idea of psychological training of managers for professional management activities. The development of this direction in this period was influenced by the

works of H. Münsterberg, M. Follett, E. Mayo, R. Likert, D. McGregor, and A. Maslow, who belong to the school of human relations and "behavioral sciences".

The IV stage (60s of the 20th century - until today) is characterized by the emergence of separate approaches to management activity, which are widely used in modern science and practice.

For a modern understanding of the essence of this concept, it is necessary to define the terms that make up this phrase and those related to them. The list of terms will be drawn from dictionaries and scientific literature. The next stage will be clarifying the meaning of concepts, analyzing the main concepts and revealing their essence.

First of all, it is necessary to define the concept of "competence", which, although it is interdisciplinary, has been studied most widely in pedagogical sciences. In this regard, we will focus the greatest attention on the works of teaching scientists and try to adapt them to management.

As the analysis of scientific works of domestic and foreign scientists showed, competence is mainly defined in three ways.

In the first version, competence is perceived as a characteristic of a person. In this case, the characteristic (from the Greek. *πρατικός* – that which serves as a distinguishing feature) is a description, analysis, assessment of certain phenomena, distinctive features of someone or something [63]. This is the point of view of Demou E., who defines competence as a complex integrated characteristic of a person, covering such a set of knowledge, abilities, skills, attitudes that helps a person to act effectively in the professional sphere. Kravariti F. and Johnston K. also point out that competence is an integrative characteristic of a person, which reflects the readiness and ability of a person to mobilize acquired knowledge, skills, experience and methods of activity and behavior to effectively solve the tasks that arise before him in the process of activity [53]. According to Bueth L., competence is a qualifying characteristic of an individual, which is obtained at the time of his inclusion in the activity, his updated knowledge, skills and methods of activity in relation to a certain range of subjects and processes. Alberton A., Kieling A. P.,

Lyra F. R., and Hoffmann E. M. consider competence as an integral characteristic of an individual, which determines the ability of the latter to solve problems and typical tasks that arise in real life situations in various fields of activity, based on the use of knowledge, educational and life experience and in accordance with the acquired value system [9]. Garengo P., Alberto S. and Sai Sudhakar N. believe that the competence of a specialist in general can be defined as an integrative characteristic that demonstrates the conformity of personal qualities and professional knowledge, abilities and skills of a specific specialist to the objective requirements of professional activity in certain socio-economic conditions [44]. Lim C. defines competence as an integrated characteristic of personality qualities, a person's abilities and his ability to perform work in a certain professional field with a guaranteed level of qualification, which is the result of training a graduate to perform activities in certain areas [57]. Skott P. believes that competence is a subjectively real category, which is used to characterize the activity of a specific person or group of people and indicates the conformity or non-conformity of the specified competence [74], is a collective characteristic of a person regarding the conformity of his activity to the specified norms.

In the second option, competence is considered as a person's ability. Capable – one who can, knows how to carry out, perform, do anything, behave in a certain way [51]. Competence means a stable ability to act with knowledge of the matter, which includes: a deep understanding of the essence of the tasks being performed and the problems being solved; knowledge of the experience available in this field, active possession of its best achievements; the ability to choose means and methods of action adequate to specific circumstances; a sense of responsibility for the achieved results; the ability to learn from mistakes and make adjustments in the process of achieving goals [60]. Competence is a person's ability to effectively perform professional activities [40]. Competence is the ability of a person, which is necessary to perform a specific action in a certain field of activity and combines knowledge, skills, ways of thinking and willingness to bear responsibility for one's actions [67]. Sobhani F. defines it as “the ability to apply knowledge and skills,

which ensures the active use of educational achievements in new situations, the ability to competently perform activities, perform tasks or work” [76].

The third version of the interpretation of competence defines it as a quality of a person (personality qualities are stable internal features of a person). According to the definition given in the dictionary of professional education, competence is the quality of a highly professional employee who is able to realize himself as much as possible in specific types of work and is able to adapt to conditions that change in relation to the market mechanism that controls professional mobility, career planning, and professional self-actualization [59]. The same opinion is held by Stahl G., who notes that competence is an important result of the professional training of modern specialists, which is a special quality of a specialist and is determined by his inclusion in professional activity [78]. Han Y. believes that competence is an integral quality of a person, manifested in his general ability and readiness for activities, based on knowledge and experience, which are acquired in the process of learning and socialization and are oriented towards independent and successful participation in activities [47].

Proponents of the fourth approach to the definition of competence believe that it is a set of knowledge, abilities, skills and personal qualities. Thus, O. Zhuk proposes to understand professional competence as the unity of knowledge, skills, abilities and readiness of an individual to solve professional tasks with a high level of uncertainty, as well as the ability and readiness to achieve a higher quality result of work, attitude to the profession as a value [27]. Competence, according to Kmiecik R., is not only the presence of knowledge and experience, but also the ability to dispose of them in the performance of one's functions, which is a necessary condition for optimizing professional activity. Each employee is competent to the extent that the work performed by him meets the requirements for the final result of this activity [52].

This author believes that professionalism, which is considered as an integral property, is a set of the most stable features of a professional person, which ensure

a certain qualitative and quantitative level of professional activity, characteristic of a given person [20].

Authors often combine the concepts of “qualification” and “competence” in their research. So, for example, Sudirman I. believes that professional competence is a measure of an employee’s qualification. It determines the employee’s ability to perform his functions qualitatively and without error in both normal and extreme conditions, successfully learn new things and quickly adapt to changing conditions [80].

Management competence is considered by Zhao H. (Fig. 1.1) as two inextricably linked characteristics of a person as an individual and his professional activity [90].

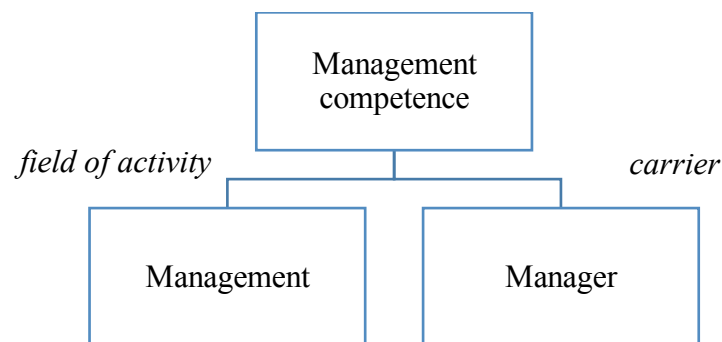


Figure 1.1 – Management competence according to Zhao H. [90]

Hecklau F. defined managerial activity as a purposeful socio-psychological system that is self-organizing and developing, consisting of interconnected structural and functional components related to solving managerial tasks and achieving new results in accordance with the main goal. According to the author, managerial activity is saturated:

- a large number of actions (mostly short-term);
- frequent interventions from outside;
- a wide network of contacts;
- the predominance of verbal communication with staff [48].

When analyzing managerial competence, special attention should be paid to its bearer, i.e. the manager.

Managers are officials endowed with special powers who lead work teams, direct and regulate their activities, make management decisions within their competence and are fully responsible for their implementation [11]. Two types of managers are traditionally distinguished: linear and functional. Line managers head the line divisions of the enterprise, functional divisions – headquarters and sales [32].

In management, the role and meaning of the concept of “managerial competence of the manager” is related to the orientation of modern Ukrainian society to the knowledge economy, which requires the development of human potential in the context of intellectual abilities. At the same time, a person should be not only a carrier of knowledge, but also a creative person who is able to use the acquired knowledge to ensure competitive activity in any sphere of social life.

In order to improve the essence of the concept of “managerial competence of the manager”, it is advisable to perform a synthesis of approaches to its definition, summarize its meaningful characteristics and take into account the key role of the individual in the implementation of managerial activities. As a result of such actions, the manager’s managerial competence can be defined as a complex professional and personal formation that is actualized in the process of managerial activity, ensures the manager’s readiness and ability to perform it at the regulatory level and includes knowledge, skills, abilities, personal qualities and abilities, values, motives and evaluations.

Before starting the process of diagnosing the manager’s managerial competence, the components of managerial competence should be determined. Analysis of literary sources [5; 10; 30; 46; 64] showed that mainly scientists distinguish the following components in the structure of competence: cognitive – the formation of a set of scientific-theoretical and scientific-practical knowledge about managerial activity; operational – formation of a set of abilities and skills necessary for solving management tasks; motivational – formation of a set of needs,

interests, motives, attitudes, values and goals of managerial activity; reflexive – the formation of the ability to adequately assess oneself as an individual, professional, subject of managerial activity; personal – the formation of a set of personal qualities that must necessarily be inherent in a professionally competent manager.

In our opinion, when studying the structure of competence, the method of decomposition should be used, that is, subsystems of all levels available for analysis and their elements, which, according to the research objectives, are not divided into constituent parts should be singled out in it. This will simplify the system and facilitate its consideration and research (Fig. 1.2).

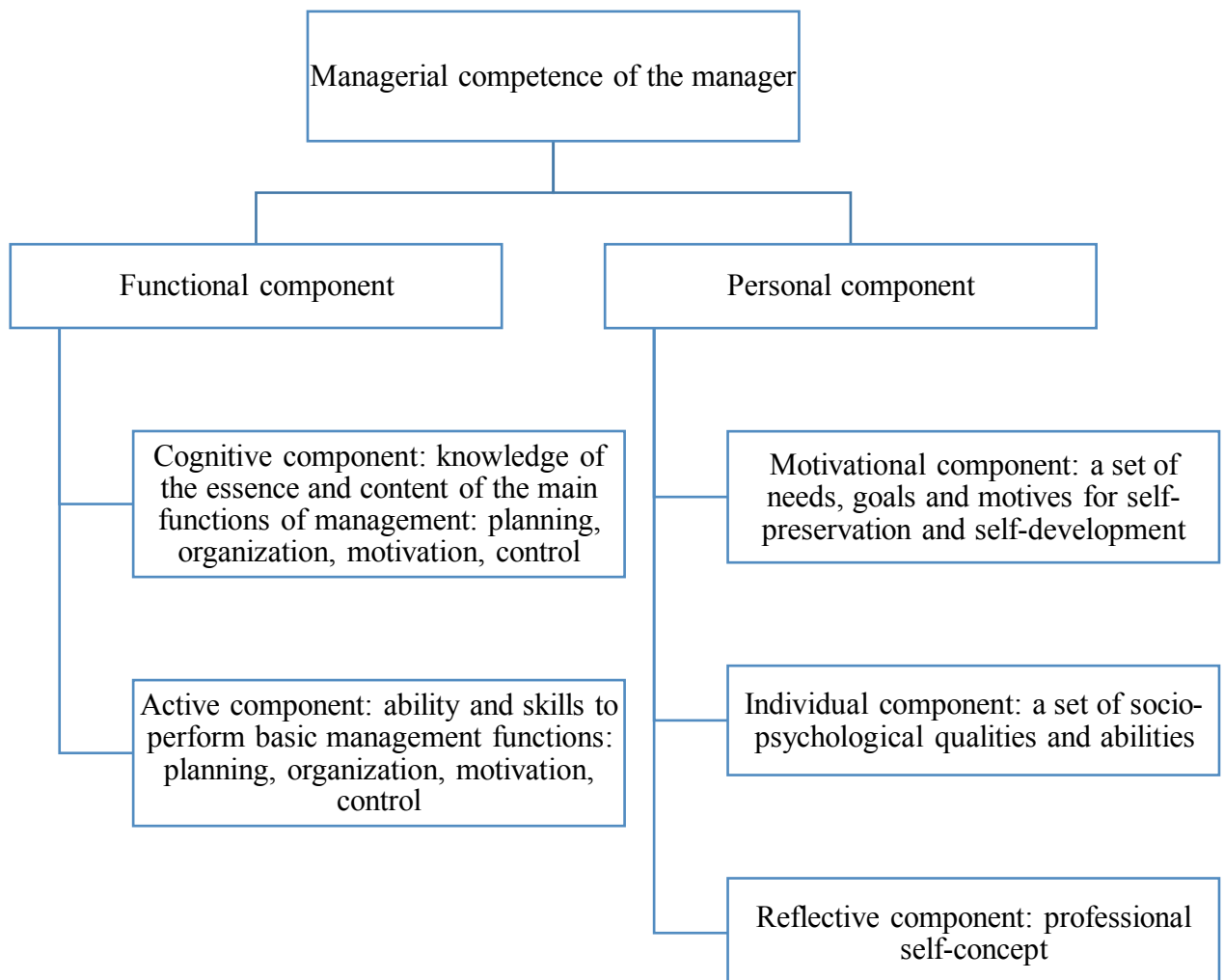


Figure 1.2 – The structure of the manager’s managerial competence (compiled by the author according to [63; 83; 90])

This approach to determining the structure of managerial competence allows combining the features of the functional-role (the main units of which are managerial functions, managerial roles, measurement of managerial behavior) and personal-activity (these are motives, goals, personal meaning and methods of their implementation, between which there are complex relationships “connections and transitions” of approaches to the study of managerial activity).

The expediency of such a grouping is due to the fact that the education system traditional for our society is focused on the development of the functional component of competence, that is, the acquisition of knowledge, the formation of abilities and skills, but at the same time the personal component is almost completely ignored.

To confirm the hypothesis about the uneven development of functional and personal components of managerial competence, a cluster analysis was conducted based on data collected by enterprise managers in the process of self-assessment of the elements of their own competence.

As can be seen from the above list of various definitions of the essence of managerial competence, they differ to a great extent and therefore require additional generalization of their essence. For this purpose, the authors decomposed the given definitions into main components according to the following features of comparison: the essential component of the concept; appointment. The results of the decomposition are given in the table 1.1.

Conventionally, all the given definitions can be divided into four groups: the first – the authors consider managerial competence as a set of human characteristics; the second – the authors believe that this is knowledge and skill; the third is the ability to perform one’s functions and duties; the fourth is a set of formed competencies.

The result of the creation (development of the conceptual scheme of the formation of a sociocultural paradigm for the diagnosis of the manager’s managerial competence) of the terminological system of the study is shown in fig. 1.3.

Table 1.1 – Morphological decomposition of the definition of the essence of managerial competence (compiled by the author according to [26; 55; 68])

Feature	Structural composition
The essential component of the concept	Inextricably linked characteristics of a person as an individual and his professional activity; personal professional quality, knowledge and ability to use them; the ability to find an effective solution; the specialist's ability to perform basic functions qualitatively and without error; a set of personal qualities and abilities; a set of personal qualities of the manager; complex individual professional education that integrates professional theoretical knowledge, practical skills, skills, professional personal values and qualities; integrated personal education of the teacher, which reflects the unity of his theoretical and practical readiness for the effective implementation of various management functions; set of formed competencies; his ability and willingness to comprehensively and deeply analyze, identify, accurately formulate the problems of an educational institution and find the most expedient and effective one from a large number of alternative approaches to their solution in relation to the specific situation of this institution; availability of professional knowledge and practical experience in the field of management; a set of measurable characteristics of a higher specialist, complex multi-component system qualities of a person, the result of his general professional training and special skills; the integrative property of the individual, which is expressed in the set of competencies in the managerial sphere and communicative abilities of behavior in the military environment of managerial competence
Assignment of managerial competence	Provide its owner with the opportunity to act independently and effectively; enable subordinates to participate in effective decision-making; to ensure qualified implementation of management activities and conscious choice of behavior models; control of business situations; maintain stability of service relations; transform circumstances in an innovative direction; to ensure the development of employees, to allow them to be effective in their professional activities; effectively plan and carry out management activities, as well as analyze their results

The creation of a terminology system for the study of the development of managerial competence of the head of the organization in the conditions of the professionalization of management allows solving several important problems.

These problems should include:

- unambiguous definition of the content of the terms that will be used in the research, which will simplify the dialogue between scientists;
- clarifying the connections between terms and, as a result, building a holistic picture of the entire study;

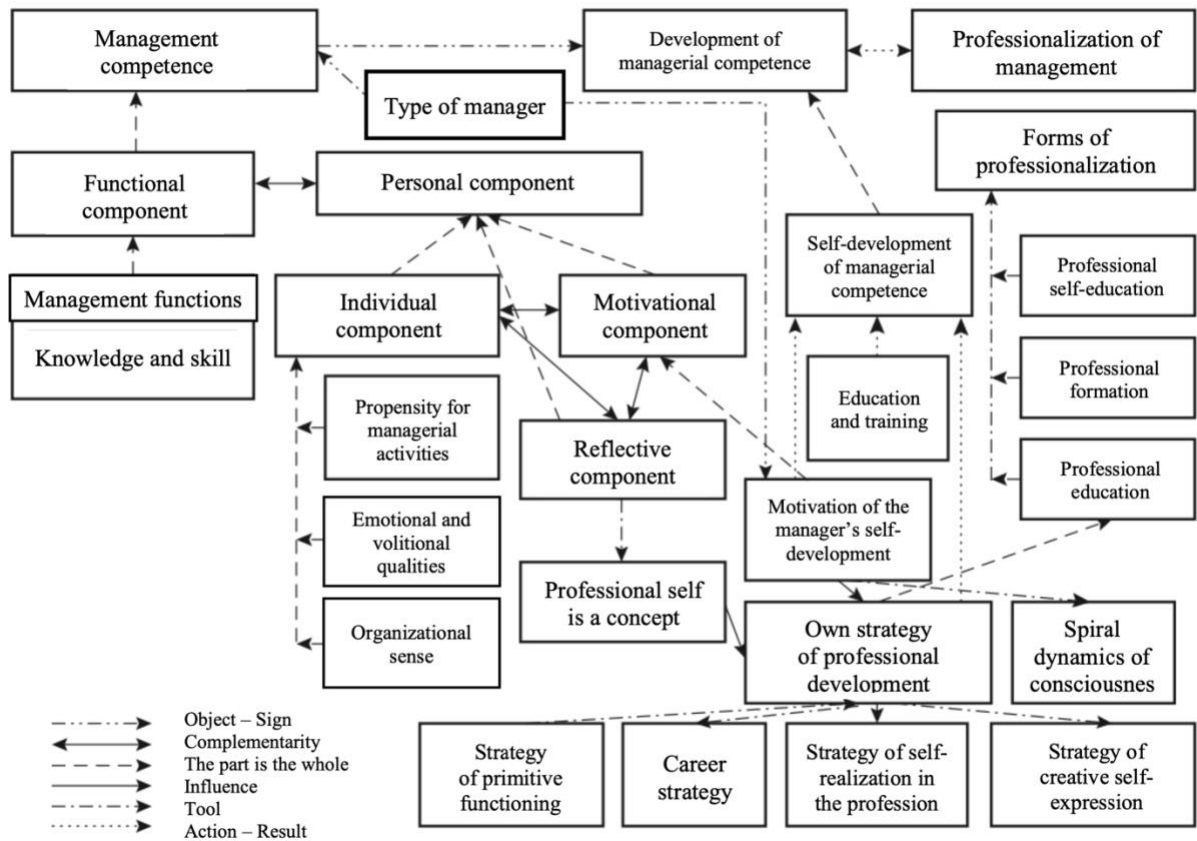


Figure 1.3 – Terminology of the research of the development of managerial competence of the manager (compiled by the author)

- identification of qualitatively new and problematic aspects for further research due to detailed study of connections between different parts of the study and identification of unexplored areas.

1.3 Methodical approaches to the assessment of managerial competence of heads of organizations

An important stage preceding the development of measures for the development of managerial competence is the assessment of its current state. Personnel evaluation, according to the opinion of Birknerová, Z., is one of the most important elements of the personnel management system of a production organization, which allows not only to plan personal transfers, to form a personnel

reserve, but also to evaluate the quality of personnel from the point of view of its compliance with business goals and enterprise strategy [21].

The analysis of scientific sources showed the presence of a significant number of approaches to the assessment or diagnosis of professional competence.

The work of Luu T. proposed the development of a metric model for assessing the level of professional competence based on the structural components of competence described in scientific studies [59].

Fortis E. proposes to evaluate the competencies of managers according to three groups: corporate, professional and behavioral. A four-level scale can be used for this: zero (negative) level of manifestation – 1–2 points; the first (basic) level – 3–5 points; second (strong) level – 6–8 points; the third (skill level) – 9–10 points. The selection of competencies, the establishment of their importance, levels of manifestation and point evaluation are the basis for the formation of a competency evaluation model [41].

Rami A. considers the assessment of employee competence to be a priority area of human resource management on the basis of coaching and suggests using the following clusters of competences for the “managers” category:

1. Professional. They are necessary for the employee to perform official duties; reveal the level of specialized knowledge and skills necessary to achieve goals; are components of processes and functions for which the employee is responsible.

2. Cognitive – involve the practical use of theories and concepts, as well as hidden knowledge gained on the basis of practical experience. These are competencies that reveal the ability of managers to work and control information flows, manage the processes of training and development of personnel.

3. Social – reflect the presence of communication skills and abilities, the ability to provide social and psychological assistance, create and maintain a positive moral and psychological climate in the team.

4. Personal – characterize the strong-willed and leadership qualities of managers, testify to the possibilities of adaptation to the changing external and

internal environment, ethics of behavior, communication style and attitude towards subordinates.

To evaluate the development of each competence listed, it is advisable to use a 100-point scale [165].

The conducted analysis of the existing methodical provision of competence assessment allows us to propose the main stages of this process. At the first stage, a special toolkit is formed, with the help of which it is possible to obtain the data necessary for evaluating the competence of enterprise managers.

On the second – recording, verification of the information obtained during the survey of the organization’s personnel, as well as the formation of the final array of data.

At the third stage, the received data is analyzed and its results are interpreted.

The objectivity of assessing the managerial competence of enterprise managers largely depends on the correct choice of assessment indicators and a correctly completed questionnaire.

When compiling the questionnaire, it is necessary to comply with the requirements for the content and sequence of questions, as well as to develop an evaluation scale. At the same time, there is a need to find out the indicators that will allow to characterize the state of managerial competence and are necessary prerequisites for its formation and development.

As noted by Zakoldaev D. and Shukalov A., “the structure of managerial competence allows you to use it as a diagnostic tool for the existing level of managerial competence” [89].

The analysis of literary sources showed that scientists distinguish the components listed in the table 1.2 in the structure of competence.

Information from the table 1.2 shows that there is no standard set of competence components. That is, for each study, it is necessary to determine its structure in advance. Most often, scientists consider such elements as:

- cognitive – formation of a set of scientific-theoretical and scientific-practical knowledge about managerial activity;

For the final determination of the structural components of competence, it is advisable to use the decomposition method. Decomposition, as a process of separation, allows you to consider any studied system as a complex unit that unites separate interconnected subsystems, which, in turn, can also be divided into parts.

Therefore, we believe that the most reasonable approach is the approach according to which the structure of competence is determined based on its essence. Managerial competence of a manager is an integrative unity of functional (knowledge, abilities and skills) and personal components (motivation, social-psychological qualities and abilities and self-concept). Based on the fact that the competence of the manager is a complex formation, a set of indicators should be determined, according to which the assessment will be carried out.

First of all, let's consider the indicators by which the functional component of the manager's managerial competence will be evaluated. In connection with the fact that management is considered as a set of functions that contribute to the achievement of the organization's goals, let us characterize their essence and content.

The economic encyclopedia defines the function of management as a certain type of activity, in the process of which the influence on the object of management is exerted, the set goals and objectives are resolved, and the desired goal is achieved [86]. According to Pessoa de Freitas, P., management functions are activities related to an object that are determined by cooperation and division of work performed among management personnel. Each function consists of a sequence of interrelated actions to fulfill the assigned management role [70].

Analysis and generalization of scientific developments of scientists and practitioners [6; 18; 36] showed that, as elements of the functional component of competence, it is appropriate to study the readiness and ability to perform four main management functions: planning, organization, motivation, and control. They, successively replacing each other, form a management cycle.

Each individual function has a general and specific purpose. The general goal coincides with the goal of management as a whole (ensuring optimal functioning and development of the socio-economic system). A specific goal is related to the tasks that the manager solves at a certain stage of the management cycle.

Planning involves the following actions: development and setting of activity goals and tasks with their reflection in plans (long-term, medium-term, current, operational); determination of ways and means of implementing plans to achieve goals based on the assessment of available resources and their rational use; prediction of possible changes in the socio-economic and scientific-technical situation [28]. By means of planning, the management of the company establishes the main directions of the management and decision-making process, which ensure the unity of goals and objectives for all participants in this process. The conditional model of the function can be represented as a chain: mission – general goal – goals – directions – goals – tasks – a set of measures – predicted results.

Organization as a management function consists in creating optimal structures of the management object (enterprise), establishing relationships between the structural elements of the system and their interaction. Another aspect of this function is the division of labor between people, the setting of tasks for each employee by delegating certain powers and the right to use resources, as well as the coordination of the efforts of many people by the manager to fulfill the set goals and tasks. Management organization achieves high efficiency based on the following principles: division of labor, specialization, proportionality, parallelism, continuity, rhythmicity, clarity of division of work, economy mode (exact execution of the plan with minimal costs) [69]. The essence of the organization as a specific management function consists in the organizational implementation of a decision, the creation of a network of organizational relationships that ensure the integrity and dynamism of the management system, and the organic, most effective interaction of its components. The main thing in organizational work is to determine the role of each unit, each person in achieving the goal; ensuring effective interaction of units and people united on the basis of unity of purpose and unity of organization, rational

distribution of rights, powers and duties, clearly fixing their correct ratio. This function allows you to integrate and coordinate all available resources: time, personnel, material and technical, financial, etc.

Motivation is another important area of the manager's activity. It involves motivating oneself and others to act in order to achieve goals. The motivation lies in the fact that employees perform their work in accordance with the duties delegated to them and the plans set. Motivation is a complex socio-psychological phenomenon that is studied by specialists of various sciences. Analysis of scientific works devoted to motivation [45; 62; 79], made it possible to justify such an approach to the study of motivation within the framework of this study. In addition to the functional and personal components of managers' managerial competence, motivation, firstly, is considered as the manager's ability to encourage subordinates to perform assigned tasks, and secondly, as a component of the manager's personality: a set of motives for his professional activity and life activities.

The next stage of management activity, aimed at ensuring the realization of the management goal, is control. Control is a type of management activity aimed at identifying deviations of the actual management results from the predicted ones, clarifying the reasons for the divergence of the goal and management results, determining the content of regulatory activities to minimize existing deviations [85].

The control function provides monitoring of the achievement of goals. The modern interpretation of the function is related to the monitoring of compliance with standards, norms, plans and the study of the real state of phenomena. Currently, control is losing its authoritarian-bureaucratic essence. It gets a new color: humanistic character, optimism, educational and methodical focus, openness and informational sufficiency. Inspections with quantitative assessments are taking a back seat and have been replaced by expert procedures and self-certification. More attention during control is now given to final results and their quality. Indicators of assessment of the functional component of the manager's managerial competence are given in the table 1.3.

Table 1.3 – Evaluation indicators of the functional component of the manager’s managerial competence (compiled by the author according to [7; 19; 75])

Indicator	Criteria
Knowledge, skills and abilities to perform the planning function	Knowledge of the essence of the current planning process (Plan 1)
	Knowledge of the essence of the tactical planning process (Plan 2)
	Knowledge of the essence of the strategic planning process (Plan 3)
	Ability and skills of setting goals and developing tasks (Plan 4)
	Ability and skills to develop strategies, plans and programs to achieve goals (Plan 5)
	The ability and skills of planning the necessary resources and their distribution according to goals and tasks (Plan 6)
	Ability and skills to bring plans to executors (Plan 7)
Knowledge, skills and abilities to perform the function of the organization	Knowledge of the organization of the work of the department (enterprise) (Org1)
	Knowledge of establishing interaction between departments and employees (Org2)
	Knowledge of informing (Org3)
	Knowledge of delegation (Org4)
	Ability and skills to implement the division of labor and ensure cooperation (Org5)
	Communication and coordination skills (Org6)
	Skills and abilities to delegate responsibilities and authority (Org7)
	Information skills and abilities (Org8)
Knowledge, skills and abilities to perform the function of motivation	Knowledge of the essence of the motivation process (Mot1)
	Knowledge of modern approaches to motivating personnel (Mot2)
	Knowledge of forms and methods of personnel motivation (Mot3)
	Knowledge of the peculiarities of motivation of different categories of personnel (Mot4)
	Knowledge about the specifics of material and non-material motivation (Mot5)
	Ability and skills of effective use of forms and methods of motivation in personnel management (Mot6)
	Skills and abilities to take into account the individual characteristics of employees to ensure the process of motivation (Mot7)
	Ability and skills to choose and apply in practice motivational methods for uniting teams (Mot8)
	Skills and abilities to use motivation as a tool for aligning the goals of the employee and the company (Mot9)
	Skills and abilities to determine the socio-economic efficiency of personnel motivation using various methods (Mot10)
Knowledge of the essence and tasks of preliminary control	Knowledge, skills and abilities to perform the function of control (Cont1)
	Knowledge of the essence and tasks of current control (Cont2)
	Knowledge of the essence and tasks of final control (Cont3)
	Skills and abilities to determine the effectiveness of the use of material, labor and financial resources (Cont4)
	Feedback skills and abilities (Cont5)

Indicator	Criteria
	Skills and abilities to identify problems and develop measures to solve them in the process of performing tasks (Cont6)
	Skills and abilities to evaluate the final results of the work (Cont7)

Next, we will consider in more detail the personal component of the manager's managerial competence. Its main elements are motivation, social and psychological properties of the individual, as well as self-concept, which are closely interconnected and interdependent. Motivation plays a key role in the structure of personal competence.

Chauhan C. believes that motivation is a set of all motives that influence human behavior [29]. According to Tarraga A., motivation is a set of motivating factors that determine the activity of an individual, i.e., it is all motives, needs, incentives, situational factors that encourage actions, activate human behavior [84]. Brunetto Y. defines motivation as the interaction of needs, interests, value orientations, which are transformed into the goal of activity [23].

An important element of personal competence is the set of professional qualities of a manager. The most common classifications illustrate a wide range of manifestation of the professional qualities of a manager [12; 17; 44]. Analysis of the works of domestic and foreign scientists showed that there is no single list of qualities of a successful manager. Some authors emphasize that a manager must necessarily be a leader [13; 61; 76]. Leadership is supremacy in stimulating, planning and organizing group activity. If we talk about groups of people, then behind the ability to lead are such integral characteristics as "attitude to danger", "management skills" and high "personal activity" [88].

In the works of most scientists, an attempt has been made to create a complete list of qualities and requirements for a manager or leader, as well as to determine the characteristics that they should be deprived of if they strive for success. It should also be noted that there is a fairly wide range of manifestation of these qualities separately for managers and leaders.

Zakoldaev D. offers the following list of abilities and qualities of a modern manager: organizational skills; the ability to manage oneself and others; ability to train and develop subordinates; the ability to form effective work groups; the ability to understand people; moral and communicative qualities; agitator qualities; initiative; the ability to rely on the team; flexibility [89].

M. Woodcock, D. Francis listed a number of skills and organizational abilities necessary for a manager, which should be constantly improved. These include: the ability to manage oneself; reasonable personal goals and values; focus on continuous personal growth and self-improvement; ability to innovate; high ability to interact with people and influence them; knowledge of modern management approaches; ability to train and develop subordinates; the ability to form effective work groups [47].

Onyebuchi O. and Olakunle M. believe that knowledge of the team and the ability to manage it are of particular importance in the work of a manager [66].

Quite often, scientists [20] refer to the classification of Demou E., who, together with his associates, proves that the personality of a capable manager differs from the personality of an incompetent manager by specific properties, which include organizational abilities or organizational sense (psychological selectivity, practical-psychological mind, psychological tact), emotional and volitional qualities (social influence, demandingness, criticality) and a tendency to organizational (management) activities. In this structure, the main role is played by organizational sense, which is based on emotional and volitional influence.

The properties of organizational sense can be outlined by the following characteristics:

1. Psychological selectivity – the ability to empathize, show high sensitivity and receptivity in describing and demonstrating psychological objects.
2. Practical-psychological intelligence as the ability to distribute the responsibilities of group activities taking into account the individual characteristics of people; quickly navigate situations that require the practical

application of knowledge in solving the problems of “cases – people”, “people – cases”.

3. Psychological tact. The peculiarity of this phenomenon is a sense of balance in relationships and when interacting with people, the absence of which overcomes the limits beyond which the optimal relationship between a manager and a subordinate is destroyed.

4. Social influence is an emotional influence that manifests itself in various emotional forms of speech: in phrase structure, intonation, in accents and pauses; in volitional impulse, which is realized in mime and pantomime forms (gestures, look, posture, facial expression).

5. Demandingness as the presence of a manager with high needs, requests and encouragement of subordinates to consistently implement decisions and achieve goals.

6. Criticality as the ability to analyze reality, specific cases. It manifests itself in the following aspects: critical observation (the ability to see and identify flaws); independence (reference to own evaluation observations) criticality; mobility of critical analysis, etc.

7. The property of organizational sense as a tendency to managerial activity is evidenced by the following characteristics of the manager: spontaneous, independent entry into organizational activity; assuming the role of organizer and responsibility for the work of other people in difficult and unfavorable conditions.

The properties described above constitute a unity, the violation of which makes it difficult, or even impossible, to master the skills of managerial activity, as well as their implementation in practice.

According to the formed self-images, the manager chooses his own strategy of professional development: primitive functioning, career ascent, actualization of himself in the profession or creative self-expression [28]. Let's consider these strategies in more detail.

The strategy of primitive functioning consists in the fact that the manager is active as necessary; performs work functions without going beyond their scope, does

not show creativity, initiative; focuses on the characteristics of the real image, does not determine the prospects for development and self-improvement.

The essence of the career strategy consists in the manager's orientation to the characteristics of the optimal method of activity, regardless of the existing level of abilities and opportunities; high activity is manifested in the absence of creative direction, individual self-expression, adequate self-esteem; such a leader does not need to change even if the capabilities are available, if the existing level corresponds to the situation.

The strategy of self-actualization in the profession consists in the fact that the manager focuses on the characteristics of the optimal way with a high need for their further transformation into the characteristics of the ideal image without taking into account and adequate assessment of the real image, that is, there is an orientation to the requirements of the profession.

The strategy of creative self-expression is based on the readiness and need of managers for self-improvement, in overcoming factors that prevent successful professional development, as well as in establishing the correspondence between adequately assessed characteristics of the real image, their development in the direction of the optimal image and further transformation into characteristics inherent in the ideal image.

In the analysis of the personal component of the manager's managerial competence, we will use the list of indicators given in the table. 1.4.

Table 1.4 – Evaluation indicators of the personal component of the manager's managerial competence (compiled by the author according to [29; 48; 71])

Indicator	Criteria
Providing motivation for self-preservation	Willingness to work overtime, perform any high-paying job to increase your earnings (M1)
	Interest in work with normal working conditions, convenient flexibility, even at the expense of lower pay or low job content (M2)
	Striving for strict structuring of work, order, planning, procedures are important, that is, a high level of organization (M3)
	The need for social contacts, communication, an effort to constantly be surrounded by other people (M4)

Indicator	Criteria
	The desire to work in a team where good relationships prevail, a favorable moral and psychological climate, trust (M6)
	The need for attention, evaluation of merits, achievements and successes, their recognition, approval from other people (M7)
Providing motivation for self-development	Striving for difficult and risky tasks, trying to define and achieve difficult and promising goals in one's work (M8)
	The desire to lead others, to influence others, a persistent need for competition and the exercise of power (M9)
	The need for constant changes, diversity of goals and tasks, new initiatives (M10)
	The desire to be creative, open to new ideas, engage in creative activities (M11)
	The desire for self-development, acquisition of new knowledge, abilities, skills, professional growth (M12)
	The desire for interesting, useful work, the need for work that is filled with content and meaning, is socially useful (M13)
Presence of socio-psychological qualities and abilities	The ability to determine the psychological characteristics and states of other people (SP1)
	Increased interest and attention to other people as comrades in joint activities (SP2)
	The tendency and ability to analyze the behavior and actions of other people (SP3)
	any faith in the strength, capabilities and abilities of the team (SP4)
	The ability to experience what other people are experiencing (emotional synchronicity) (SP5)
	The ability to distribute responsibilities, assignments taking into account the individual characteristics of people (SP6)
	The ability to interest people in the case, to find moral and material incentives for interest (SP7)
	Taking into account the relationships, personal likes and dislikes of people in order to unite to fulfill a common goal (SP8)
"I am Concept"	
Cognitive component	I know that my professional abilities and capabilities are at a high level (CogC1)
	I know that I have authority in my professional community (CogC2)
	I know that my colleagues respect me for my high professionalism (CogC3)
	I know that my personal qualities allow me to perform my functional duties at a high level (CogC4)
Emotional and evaluation component	I feel a close emotional connection with my colleagues (EEC1)
	I feel that I have reached my professional maturity (EEC2)
	I feel proud of my work (EEC3)
	I feel that I give 100% at work (EEC4)
Behavioral component	I decided on the style of my activity (BC1)
	I built my career strategy (BC2)
	I am constantly improving my professional status (BC3)
	I seek to establish professional contact with various partners for professional communication (BC4)

Thus, the need for continuous improvement of the quality of personnel potential, ensuring its compliance with the world level of scientific and technical development leads to the need for highly qualified personnel, experienced, competent managers with innovative thinking, capable of making responsible management decisions. Existing approaches to the development of management personnel can be summarized by certain trends, which are characterized by a human-centered approach to personnel development as a set of organizational and management measures for personnel training, business career planning, service and professional promotion, work with the personnel reserve, personnel adaptation and the formation of conditions for self-improvement, raising the professional level of employees in accordance with the enterprise's development strategy.

To determine the areas of improvement of the development of management personnel at the enterprise, a multifaceted approach is appropriate, which would create prerequisites for effective management activity and development of managers from the standpoint of economic, organizational, and social efficiency. The main basis of this concept is the requirement to create conditions for realizing the need for the development and self-development of personal, professional and business qualities of managers, their activation through the levers of motivational and personnel policy.

Conclusions to section 1

The results of a critical review of the theoretical and methodical foundations of the development of managerial competences of enterprise managers give grounds for drawing the following conclusions:

The management system is one of the complex modern spheres of human activity that require professional training. In the post-industrial society, in the conditions of the formation and development of the innovative economy, it is necessary to abandon the industrial psychological basis of perception of the basic

problems of the development of the professional management system as soon as possible. Today, development depends on the professional training of human resources, the system of innovative quality education in third-generation universities, and the development of fundamental science. All these processes have one important priority component – a high level of management support for the purpose of effective practical implementation and socio-economic development of society.

The results of the analysis of scientific sources made it possible to distinguish two main approaches to determine the components of professional competence: based on the functional criterion (decomposition of the manager's functional duties into separate business processes; identification of behavioral manifestations, abilities, personal qualities, level of readiness necessary for effective performance functional responsibilities for individual business processes); on the basis of a structural criterion (cognitive component – specific professional knowledge; activity component – professional abilities and skills; motivational – motivation of the individual to perform functional duties and professional development; value – professional attitudes, values); personal – professionally important personal qualities necessary for the effective performance of professional duties).

The criteria for the development of the professional competence of the managers of the enterprise and its structural divisions are defined as: motivational-value, intellectual-cognitive, operational-active, personal (professionally important qualities). In order to differentiate the developed criteria and indicators on the level of development, a traditional three-level scale of levels (basic, sufficient, high) relevant to the specifics of the object under study was used. The diagnostic toolkit includes assessment of completed tasks, self-assessment of the level of development of components of professional competence, expert assessment of the level of their development using the technology of assessment centers.

SECTION 2

RESEARCH OF PROCESSES OF DEVELOPMENT OF MANAGEMENT COMPETENCE OF ENTERPRISE MANAGERS

2.1 Assessment of managerial competence of enterprise managers

“Kernel-Trade” LLC is one of the largest enterprises of Ukraine in the agro-industrial sphere, which exports sunflower oil and grain crops to more than 80 countries of the world [3]. The most famous activity is the production and export of oil, but grain logistics and their sale take the largest share of the enterprise’s profit. Also, “Kernel-Trade” LLC is engaged in farming activities in 13 regions of Ukraine, which, although it is the smallest of all areas, brings profit.

In fig. 2.1 presents the main partners from around the world that import bottled oil, as well as the own brands of “Kernel-Trade” LLC, which can be found on the shelves of all Ukrainian supermarkets.



Figure 2.1 – The main buyers of finished oil around the world (a) and the own brands of “Kernel-Trade” LLC (b) (compiled by the author based on data [4])

Let's consider the geographical component of sunflower oil exports of "Kernel-Trade" LLC. In fig. 2.2 shows the main directions of bottled oil export, and fig. 2.3 – directions of wholesale oil export. As you can see, Europe is the largest importer of Ukrainian oil, but it is not the only successful direction, as the countries of the Middle East and Asia are also beginning to gain momentum. Unfortunately, in 2022, logistics became more difficult due to waterways, but we hope for an improvement in the situation.

But the main importer of unbottled oil from Ukraine is India, which has a 31% share of all exports of Kernel-Trade LLC.

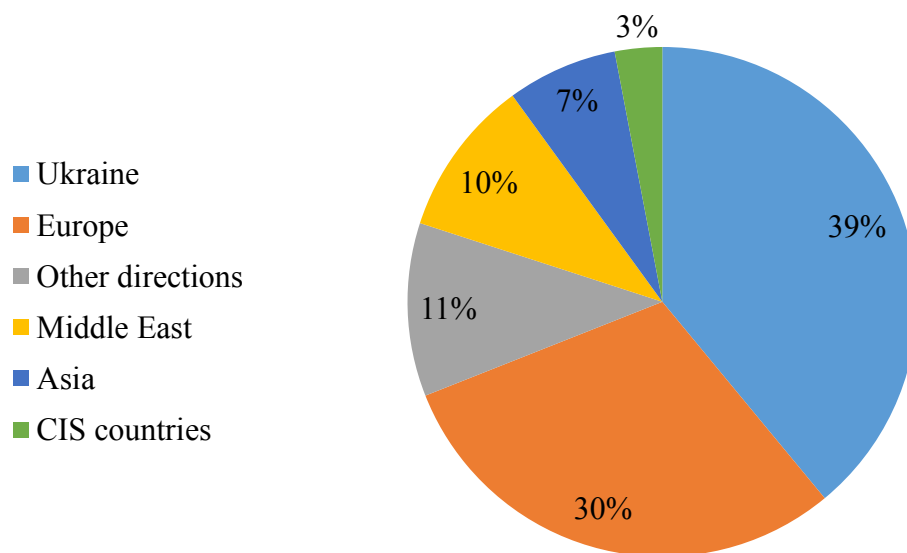


Figure 2.2 – Export directions of bottled oil (compiled by the author based on data [4])

The key financial indicators of Kernel-Trade LLC for 2022 are presented in the table 2.1.

As can be seen from the table 2.1, the main part of the profit, as well as the largest share of EBIDTA, is brought by "Kernel-Trade" LLC precisely from the sale of grain. Among the indicators that increased in 2022 are social spending (which includes environmental initiatives) and gross income, along with net debt.

Because of this, we propose to calculate such a financial indicator as Debt/EBITDA based on the data of this and previous years [4].

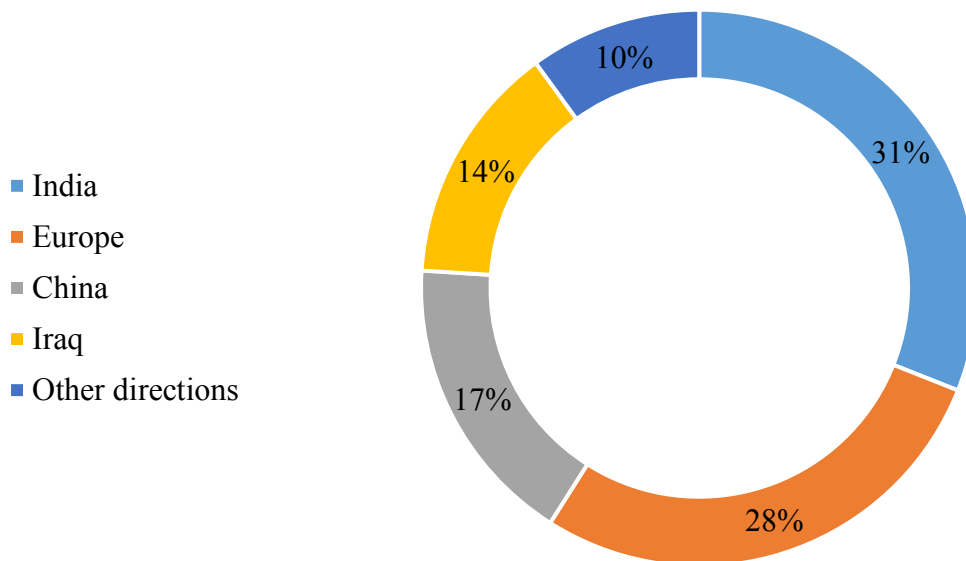


Figure 2.3 – Destinations of wholesale export of unbottled oil (compiled by the author based on data [4])

Table 2.1 – Key financial indicators of “Kernel-Trade” LLC, 2022 (compiled by the author based on data from [4])

Indicator	Amount, million dollars USA	Changes relative to 2021
Profit, of which:	5 332	-5%
- Oil production	1 681	-4%
- Sale of grain	4 535	-7%
- Farming	635	-3%
EBIDTA, of them	526	-73%
- Oil production	70	n/a
- Sale of grain	237	34%
- Farming	219	52%
Social costs	26.3	+6.7%
Net debt	285	+78%
Gross income	906	+28%
Debt/EBITDA	0.542	-3%

This ratio shows how long the company will be able to meet its obligations if all net cash flow is used to repay the debt. The higher the value of the indicator, the more time it will take, the average indicator is considered to be a value of about

3. As we can see, this indicator is 0.542 in “Kernel-Trade” LLC, and moreover, over the last year it has decreased by 3%, while the net the debt increased by 78%. This happened due to a change in the repayment term of obligations to foreign investors due to military actions on the territory of Ukraine.

As the agricultural financial year starts from July, the company managed to face record revenues in its first half and record losses after February 24, 2022.

In general, according to experts, thanks to the war, the company lost approximately 543 million dollars USA, to which we still need to add retained earnings and other financial indicators.

Farming was the most affected, since “Kernel-Trade” LLC had land, including in the occupied territories, as a result of which the cultivation of agricultural crops became impossible due to landmines or hostilities.

“Kernel-Trade” LLC in its activity report for 2022 [4] describes the areas of global sustainable development of the UN, to achieve which the company made efforts during the year.

Since “Kernel-Trade” LLC is considered a joint-stock company, the most important manager should be considered the main shareholder, who, by compatibility, is the founder and chairman of the board of directors – Andriy Verevskyi (Fig. 2.4).

In particular, “Kernel-Trade” LLC has a general director, financial director, director of production assets management, director of agribusiness, director of logistics, director of procurement and commercial activities, director of marketing and sales of packaged products, head of the grain trading department, chief trader of Oil and Meal, Head of Human Resources, Director of Legal Assurance, Director of Security, Director of Corporate Investments, as well as Head of Communications, PR and GR.

The practical verification of the methodical approaches to diagnosing the competence of managers described in the first section of the work was performed on the materials of “Kernel-Trade” LLC. The survey was conducted during July – August 2023. The total number of respondents is 24 senior and middle managers

of the enterprise. Estimates of the functional component of managerial competence of enterprise managers are shown in fig. 2.5, according to which certain conclusions can be drawn.

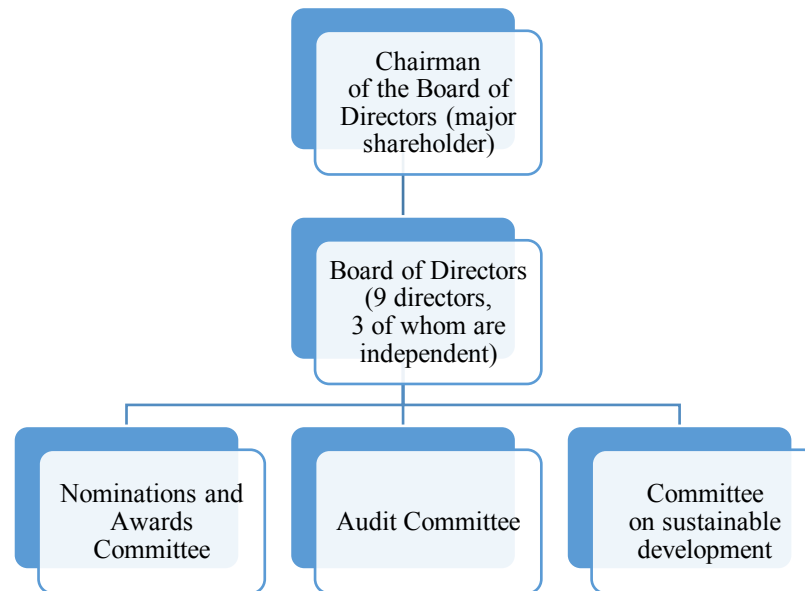


Figure 2.4 – Management structure of “Kernel-Trade” LLC (compiled by the author)

Managers of “Kernel-Trade” LLC should realize the need to undergo additional training in order to strengthen knowledge about the essence of the planning process, since the characteristics of Plan1, Plan3 received a rating of 3.4 points, and Plan2 – a rating of 3.1 points. It is possible that such ratings are related to personal overconfidence in the presence of their personal practical planning skills, which were rated above 4 points. Regarding the function of organization, Org5 and Org3 need attention. Its other components can be considered sufficiently developed. As for the function of motivation, company managers need to study the specifics of motivation of different categories of personnel (Mot4 – 3.1 points). It is also possible to additionally enrich the knowledge of modern approaches to motivation with the features of material and non-material motivation (Mot2, Mot5 – 3.6 points). As for skills, it would be desirable to conduct additional trainings to develop the ability to take into account the individual characteristics of subordinates in order to increase their motivation

(Mot7 – 3.2 points) in order to use the motivation of team cohesion (Mot8 – 3.4 points). In order to improve the performance indicators and skills of the control function, it is necessary to carry out additional measures on the issues of prompt resolution of problems in the process of performing tasks (Cont6 – 3.4 points).

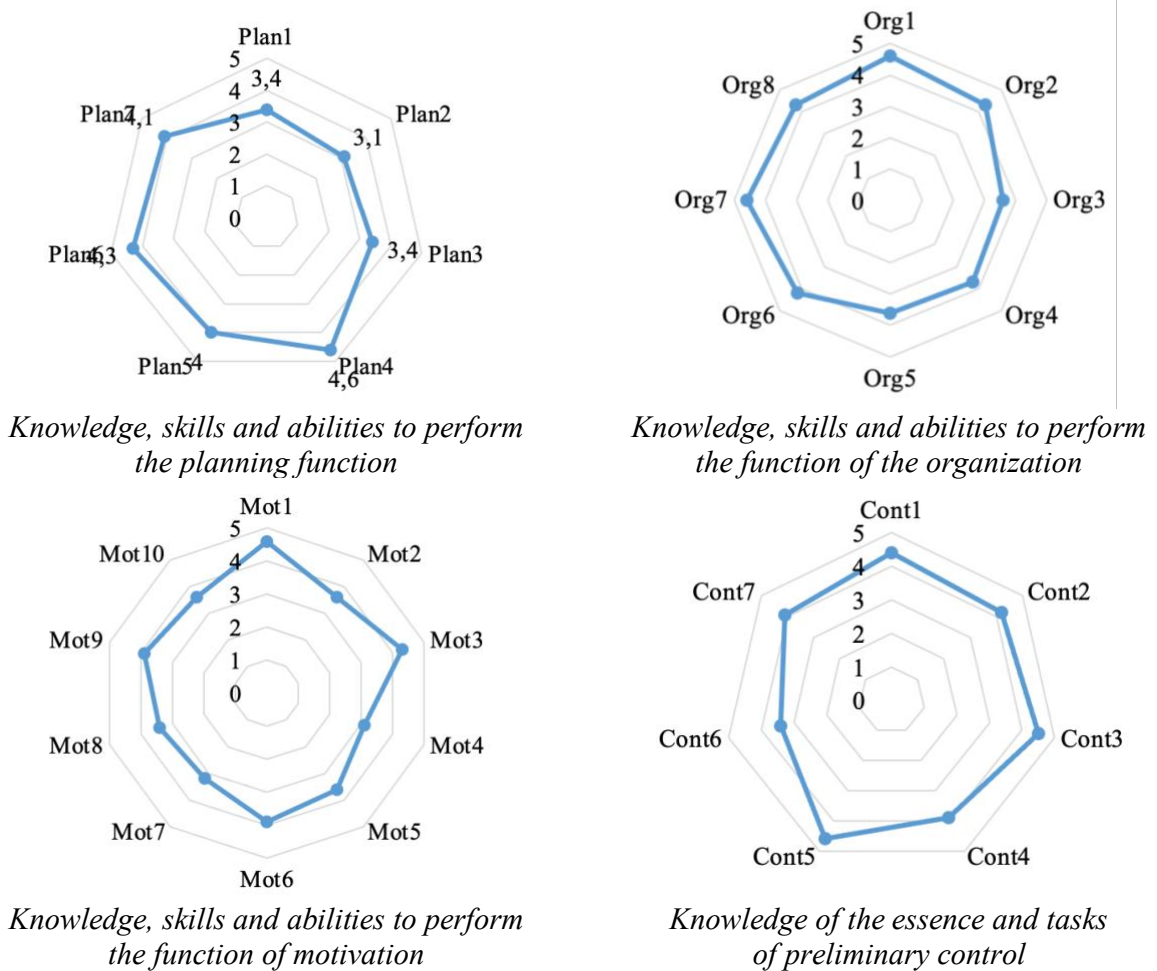


Figure 2.5 – Results of the assessment of the functional component of managerial competence of the managers of “Kernel-Trade” LLC (compiled by the author)

Next, we will consider in more detail the personal component of the manager’s managerial competence. Its main elements are motivation, social and psychological properties of the individual, as well as self-concept, which are closely interconnected and interdependent. Motivation plays a key role in the structure of personal competence.

In the analysis of the personal component of the manager’s managerial competence, we will use the list of indicators shown in fig. 2.6.

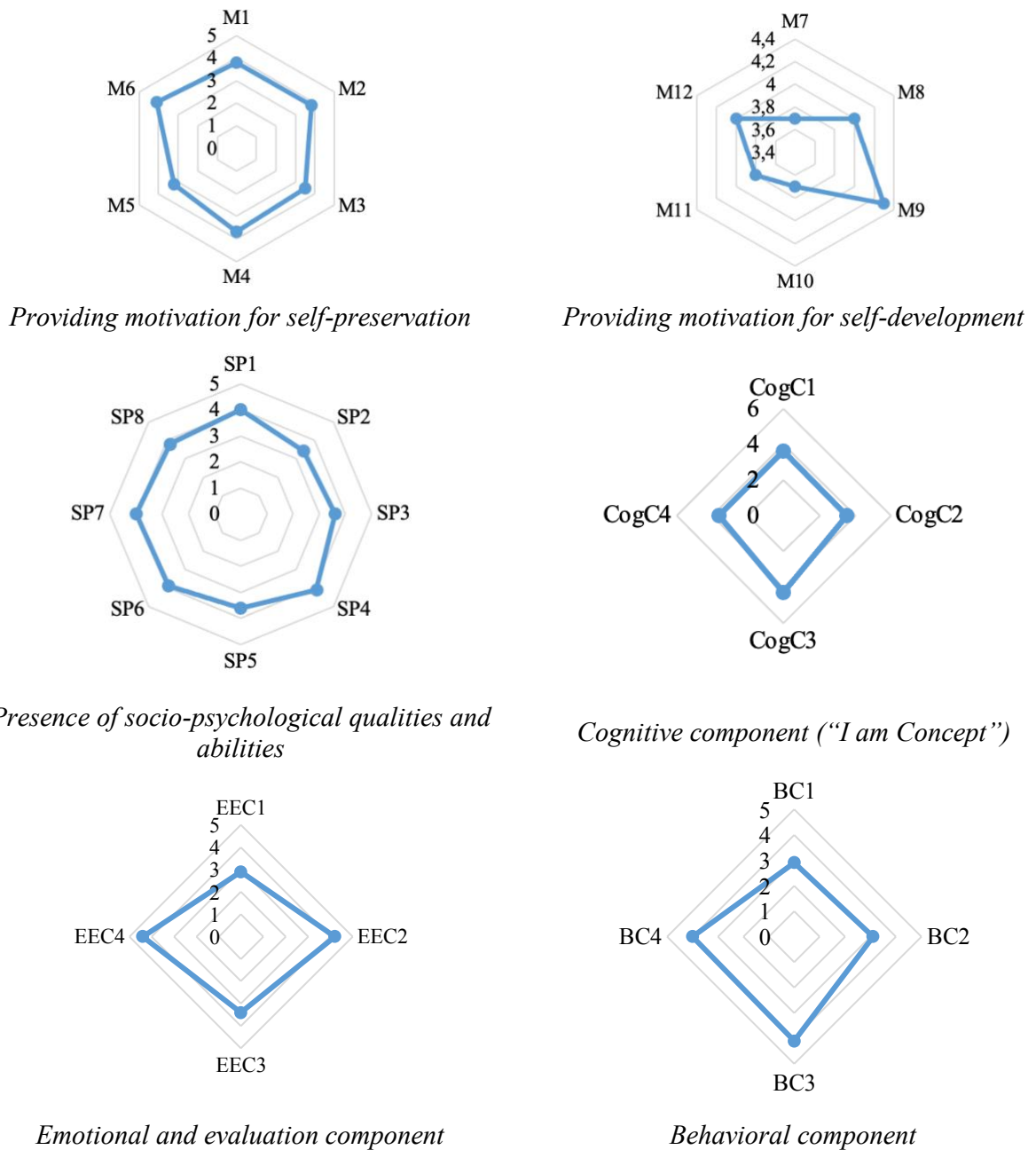


Figure 2.6 – Results of the assessment of the personal component of managerial competence of the managers of “Kernel-Trade” LLC (compiled by the author)

Information from fig. 2.6 shows that the managers of “Kernel-Trade” LLC should pay attention to the development of the desire to work in a team with a positive climate (M5 – 3.2 points), to the need to structure work (M3 – 3.5 points).

To motivate self-development, you can add trainings on the desire to complete complex tasks and openness to new ideas (M7 and M10 – 3.7 points).

For the development of social and psychological abilities, it is necessary to take care of the development of interest in colleagues (SP2 – 3.4 points), as well as the ability to analyze the behavior of colleagues and feel their emotions (SP3, SP5 – 3.6 points).

The analysis of the characteristics of the self-concept proved the absence of managers' perception of their authority (CogC2 – 3.5 points) among employees. The level of development of managers in their professional abilities and the ability to use them in practical activities is also worrying (CogC1, CogC4 – 3.6 points). Unfortunately, the managers of the enterprise do not feel their connection with colleagues and have not decided on the style of their activity (EEC1, BC1 – 2.9 points), and have not built their own career strategy (BC2 – 3.1 points).

Annex A lists the questionnaires, which were used to collect information for the analysis of professional and personal components of managerial competence of managers of “Kernel-Trade” LLC.

2.2 Diagnostics of professional mobility of management personnel

The current state of society requires increased attention to the filling of its economic subsystem with professional personnel capable of working effectively in conditions of increased risk. To solve this problem, it is necessary to move from considering a person as a mechanized workplace element of a complex rational system to perceiving him as an individual who has a unique perception of the world and reacts to its influence with non-standard actions. Such an evolution is especially relevant for personnel employed in the enterprise management system. It is the personal potential of staff professionalism that is able to create a powerful force of resistance to non-standard situations by forming and maintaining the ability of the enterprise team to adapt to the unpredictable changes that have recently filled the business environment. Effective use of the personal potential of management

personnel is impossible without a comprehensive assessment of its actual state and development reserves. Therefore, methodical provision of such assessment and its empirical approbation become relevant.

The problem of professional mobility of managers, that is, factors and conditions for the development of personal managerial potential, has already become the object of attention of modern scientists. Among the famous researchers of this phenomenon, it is worth noting Armstrong M., Lim C., Mehta B. [15; 57; 65] and others. In the works of these scientists, the content and essence of new concepts are determined, arguments are given regarding the need to develop research into the personal potential of a manager using an interdisciplinary approach, and proposals are made regarding the list of diagnostic characteristics of personal potential. However, despite the significant number of published works and their scientific value, methodical support for the formulation of new hypotheses and their empirical verification on the example of specific teams remains debatable and requires further scientific research and development.

In this regard, the examination of the possibilities of determining the unique reserves of the development of professional mobility and the quality of work life of employees of the enterprise management system, taking into account their personal potential, can be considered relevant.

Despite the sufficient attention of representatives of various sciences to the concept of professional mobility, there are still many problems that require analysis and justification. Among them, the objective qualitative-quantitative assessment of the personal potential of professional mobility requires special attention.

The latter is necessary in order to have an idea of the actual level of the potential of professional mobility in its components or as a whole, reserves of development, formation of appropriate programs for its improvement, adaptation to the goals and strategies of the enterprise.

Since management does not have standard tools for qualitative and quantitative assessment of professional mobility of personnel, it is advisable to use

the ideas of other disciplines. Among them is the conceptualization technology used by sociologists.

At the first stage, the essence and content of the central concepts related to the research topic are clarified. They should include: personal potential of professional mobility of personnel, social and psychological climate, level of trust, commitment. The professional mobility of personnel turns into a critical factor in ensuring the functioning and development of the organization in conditions of increased risks in the external and internal environment of the team.

At the second stage of diagnosis of professional mobility, the operationalization of concepts is implemented – the formation of a procedure for quantitative assessment of the personal potential of the professional mobility of the employee and its factors, which can be reflected in numbers or characteristics that can be observed and evaluated by the method of expertise.

The market environment of the functioning of enterprises requires timely diagnosis and practical use of reserves for the development of the personal potential of its managers. Review of relevant literature [37; 58; 70] provided grounds for determining the content of the research hypothesis, forming a list of characteristics of personal potential, professional mobility and quality of work life of managers, followed by experimental testing of the new hypothesis through questionnaires.

The content of the hypothesis is as follows: each team of subdivisions of the enterprise management system has unique reserves for the development of personal potential, professional mobility and quality of work life of its employees.

To test the hypothesis, a project of a data system with three subsystems was created based on the questionnaire. The first subsystem focuses on the characteristics of the employee's personal potential, which include assessments of respondents' entrepreneurship, their tolerance (commitment to the organization), trust in colleagues and managers of the unit in which they work. The second data subsystem combined assessments of the socio-psychological climate of the team, as well as assessments of the motives for the work activity of the management staff,

ways to activate their work behavior. In the third subsystem, the evaluations of the enterprise management system, professional mobility and quality of working life provided by employees are given.

The test of the constructability of the hypothesis was carried out on the example of “Kernel-Trade” LLC. The respondents were representatives of the middle and upper echelons of management. The survey included 24 respondents in the team.

All questionnaires provided for the use of a five-interval scale for evaluating characteristics, where 5 points determined the highest level of development. At the same time, the respondents were asked to give an assessment of the actual, desired state of the characteristic and the possibilities of achieving the desired state.

Next, in fig. 2.7–2.13 provide specific assessments of the characteristics of each group provided by the team (arithmetic mean values), and the results of their analysis. In fig. 2.6 gives estimates of managers’ entrepreneurship. Conventional designations in this table and in all the following ones: A – evaluation of the actual state; D – assessment of the desired state; P is an assessment of the possibilities of achieving the desired characteristic state.

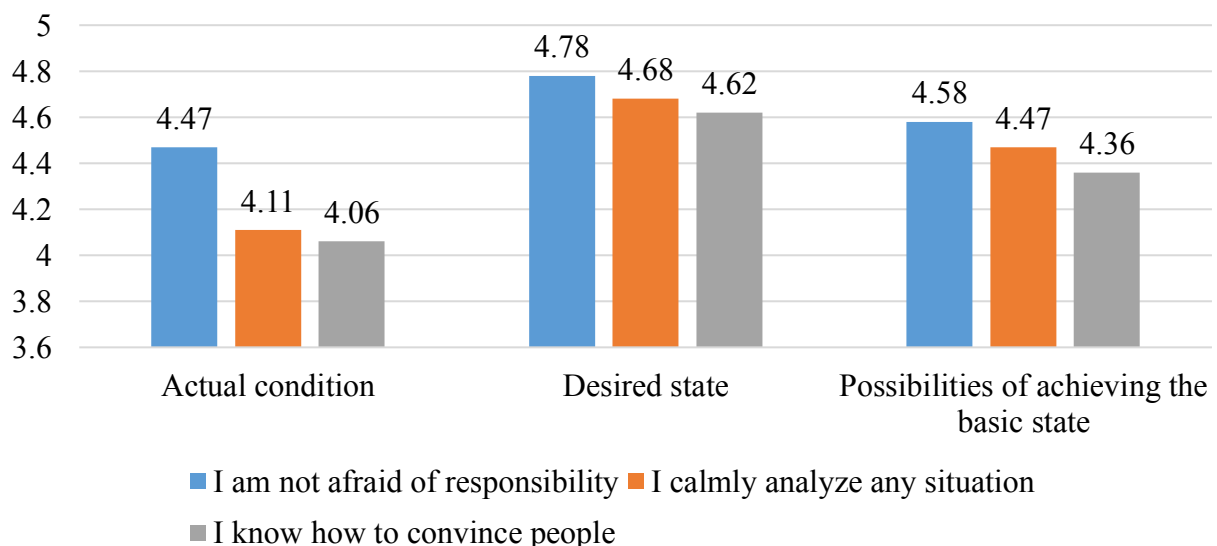


Figure 2.7 – Results of diagnosis of managers’ entrepreneurship of “Kernel-Trade” LLC (compiled by the author based on the results of a questionnaire)

The data of fig. 2.7 testify to the high level of entrepreneurship of employees of “Kernel-Trade” LLC, that is, they have an important potential reserve of unique response to unique crisis situations.

An important characteristic of the personal potential of employees of the management system is their tolerance (affiliation). This feature of managers largely guarantees their high-quality performance of duties in conditions of risk. Estimates of three levels of tolerance (forced, normative and emotional) are presented in fig. 2.8, show that the enterprise’s employees are actually oriented towards normative and slightly more towards emotional commitment.

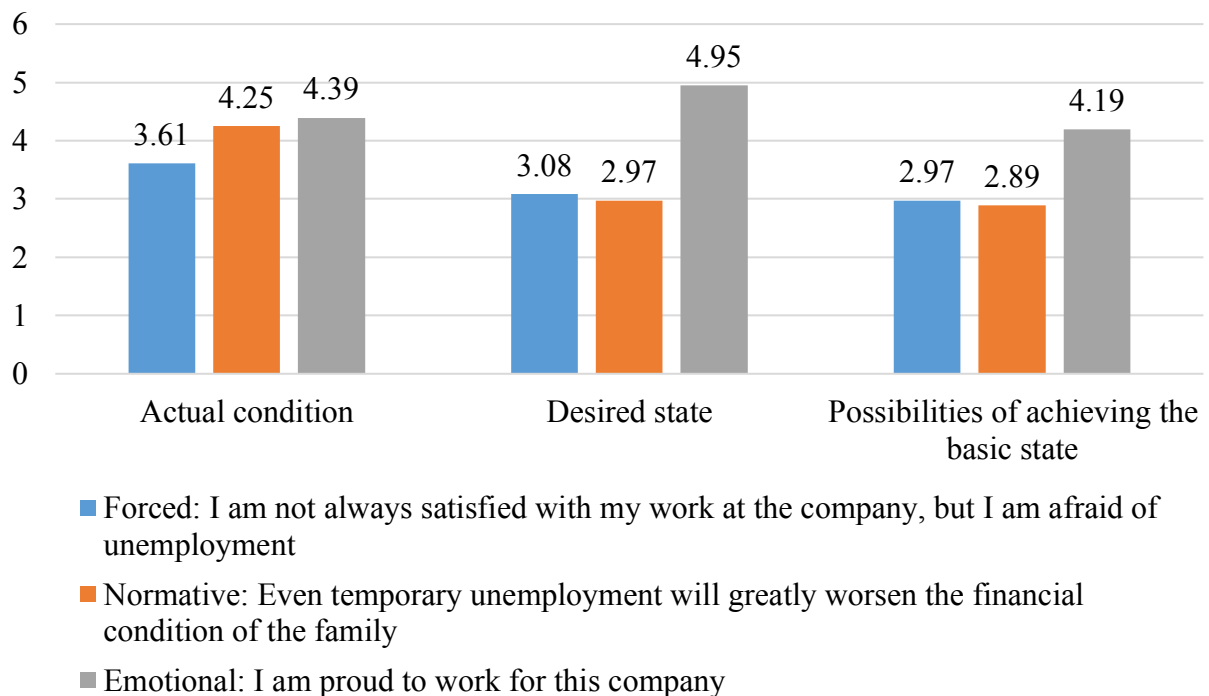


Figure 2.8 – Results of the diagnosis of staff tolerance of “Kernel-Trade” LLC (compiled by the author based on the results of a questionnaire)

In the process of diagnosing the personal potential of an employee of the management system, it is advisable to make an assessment of his tolerance (fig. 2.8) and his confidence (trust), which he feels regarding the prospects of realizing his abilities (fig. 2.9).

Analysis of the estimates presented in fig. 2.9, indicates the need to implement measures to strengthen the climate of trust at the enterprise. Employees believe that,

unfortunately, not everyone in the team fulfills their duties and promises with quality.

In the second group, the following characteristics of the personal potential of professional mobility of managers were diagnosed: socio-psychological climate of the team; the system of motives for labor activity of management personnel; ways to activate their work behavior.

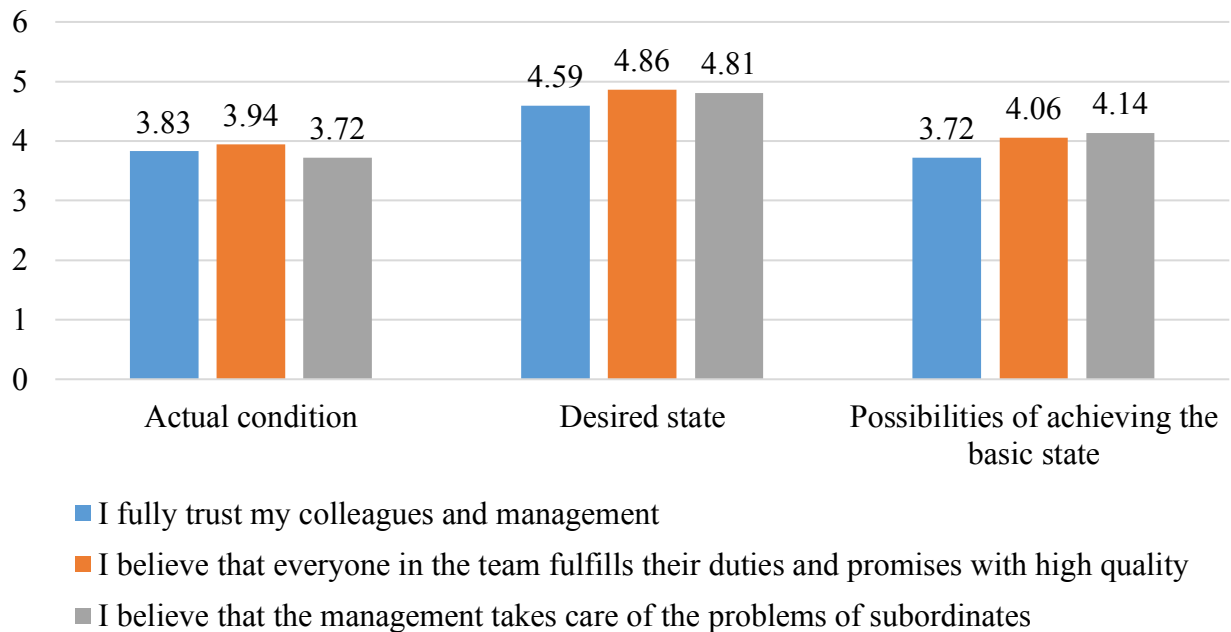


Figure 2.9 – Results of the diagnosis of trust in the team of “Kernel-Trade” LLC (compiled by the author based on the results of a questionnaire)

Comparison of data from fig. 2.10 shows that the enterprise’s employees feel part of the team. At the same time, they are concerned about the low level of recognition of personal contribution to work and limited contact with senior management.

In fig. 2.11 provides evaluations of eight options for motivating the work behavior of employees. Attention is drawn, firstly, to the low assessment of informal relations between the enterprise’s employees, and secondly, to the lack of desire to develop professional horizontal ties between divisions. This situation has a negative impact on team cohesion, the development of constructive business communications between departments of the organizational management structure.

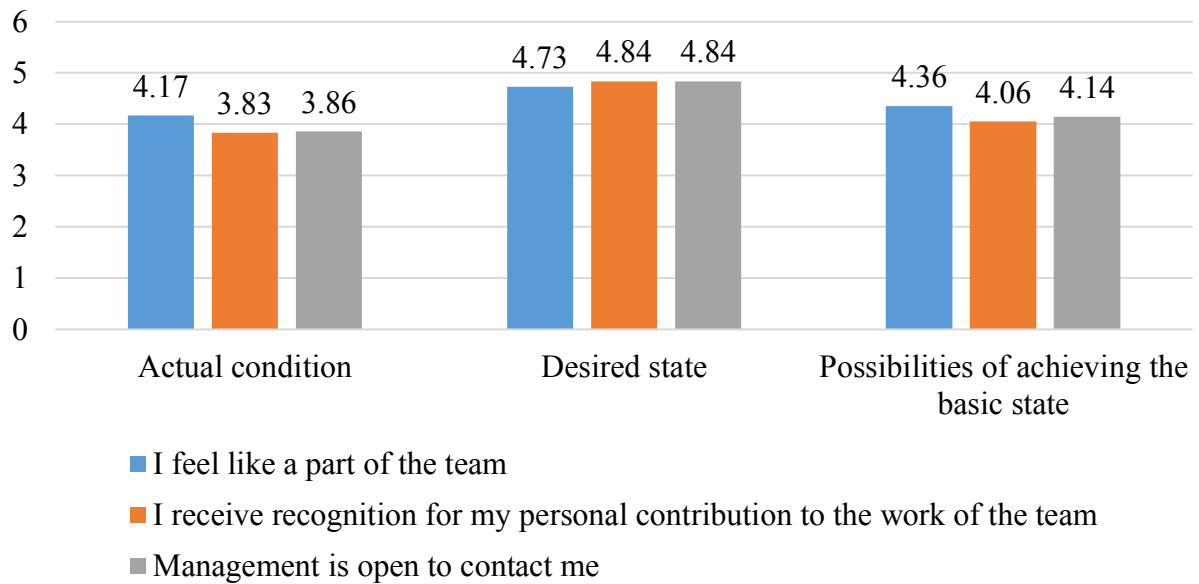


Figure 2.10 – Results of the diagnosis of the socio-psychological climate in the management staff of “Kernel-Trade” LLC (compiled by the author based on the results of a questionnaire)

Next, in fig. 2.12 and fig. 2.13 provides estimates of the third group of characteristics of the personal potential of management personnel of collectives: professional mobility and quality of working life, respectively.

Information from fig. 2.12 shows that the enterprise team needs a more detailed analysis of reserves for the development of professional mobility. First, the company has not created conditions for making creative decisions. This situation may be due to the content of the job instructions, which strictly require compliance with the list and content of the competencies presented in them. The management clearly standardizes the job instructions and believes that their conditions are sufficient in terms of content and quality for the staff to perform their professional functions in a timely and efficient manner. The results of the survey prove that difficult situations often occur in the work of the team, which require a creative approach and going beyond the instructions. And it is precisely such situations that require the provision of staff rights to use experience, and sometimes intuition, to overcome difficult crisis situations.

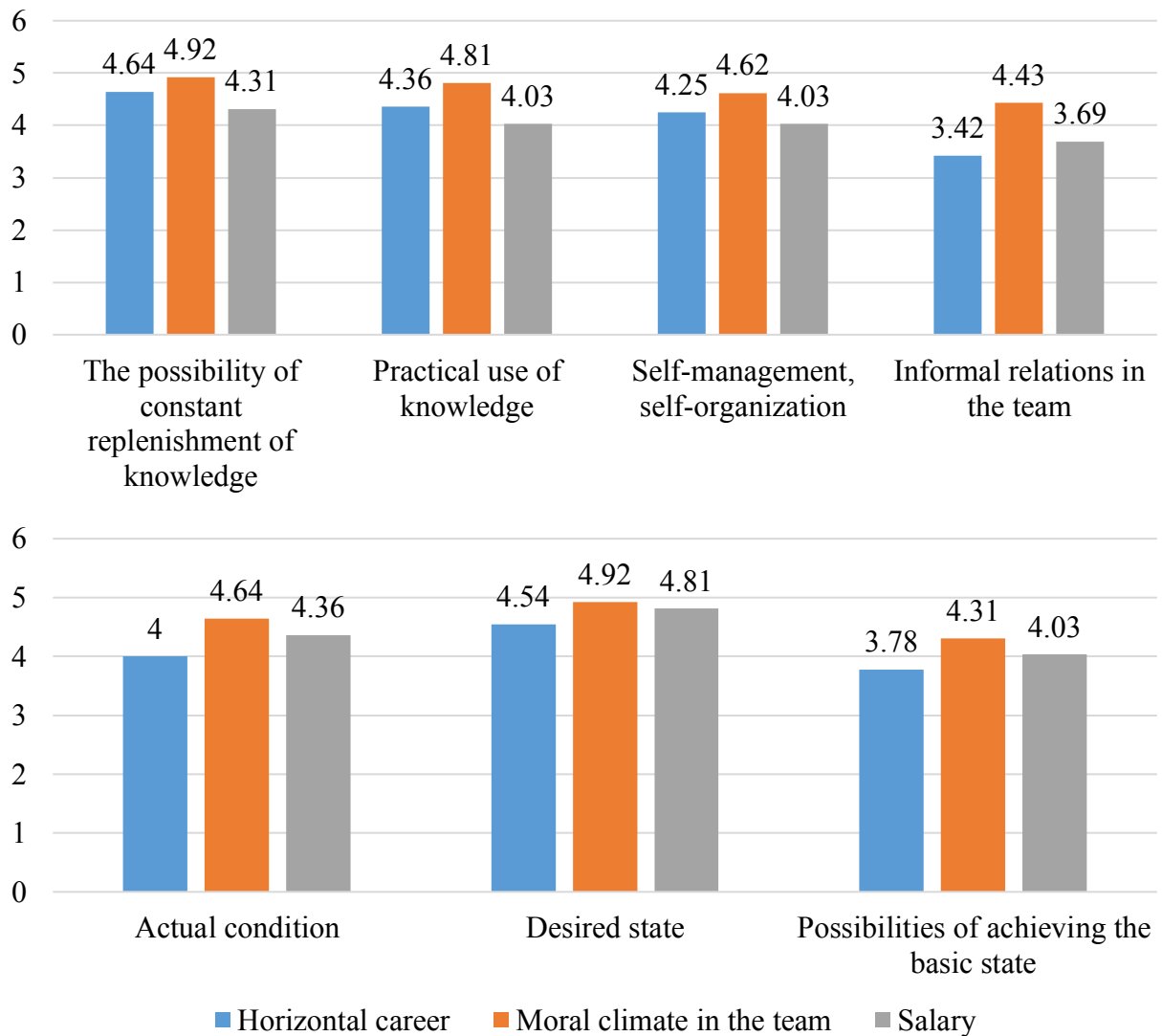


Figure 2.11 – Results of diagnostics of ways of motivating work behavior of management personnel of “Kernel-Trade” LLC (compiled by the author based on the results of a questionnaire)

The quality of working life is an important criterion and reserve for the activation of work behavior of information overloaded personnel employed in the “person-to-person” field (see fig. 2.13).

This characteristic of the workplace is still little used at the level of the enterprise and the team of individual divisions of the management system, and it does not officially have methodical support. For the practical use of assessments of the quality of the working life of employees, it is necessary to coordinate their list and content with the specifics of functional duties, work regime, age structure

of the team and other non-standard conditions for the performance of professional functions at workplaces.

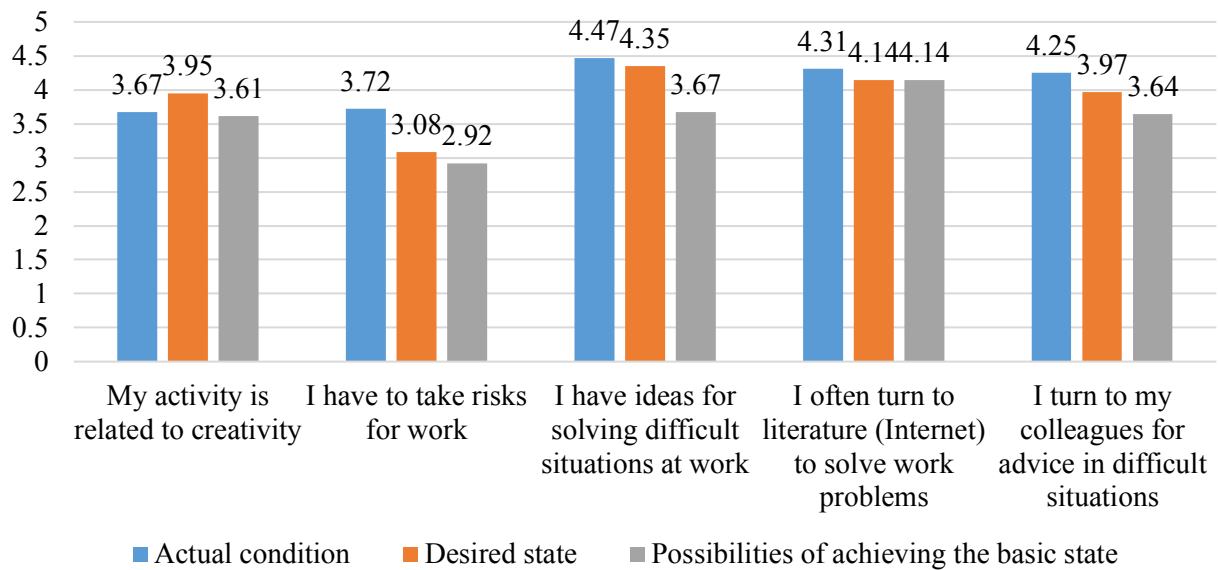


Figure 2.12 – Results of diagnosis of professional mobility of management personnel of “Kernel-Trade” LLC (compiled by the author based on the results of a questionnaire)

Data analysis of fig. 2.13 shows that the collective is not satisfied with the quality of social security and the activities of trade unions.

Office equipment used by employees has low technical characteristics. The management should pay attention to the fact that the staff considers it necessary to put into practice the mechanisms of encouragement for the development of the employees’ education.

According to the respondents, wages, the level of bonuses and additional payments do not meet the criteria of fair distribution. The fact that the team does not try to expand the content of the work is disconcerting. Attention should also be paid to creating conditions for self-development and self-realization at the enterprise.

A comparison of the development of professional mobility and the quality of the working life of the team allows us to draw the following conclusions. Reliability of the functioning of the production organization in the conditions

of increased risks of the business environment can be ensured due to the activation of professional mobility and improvement of the quality of work life of its managers.

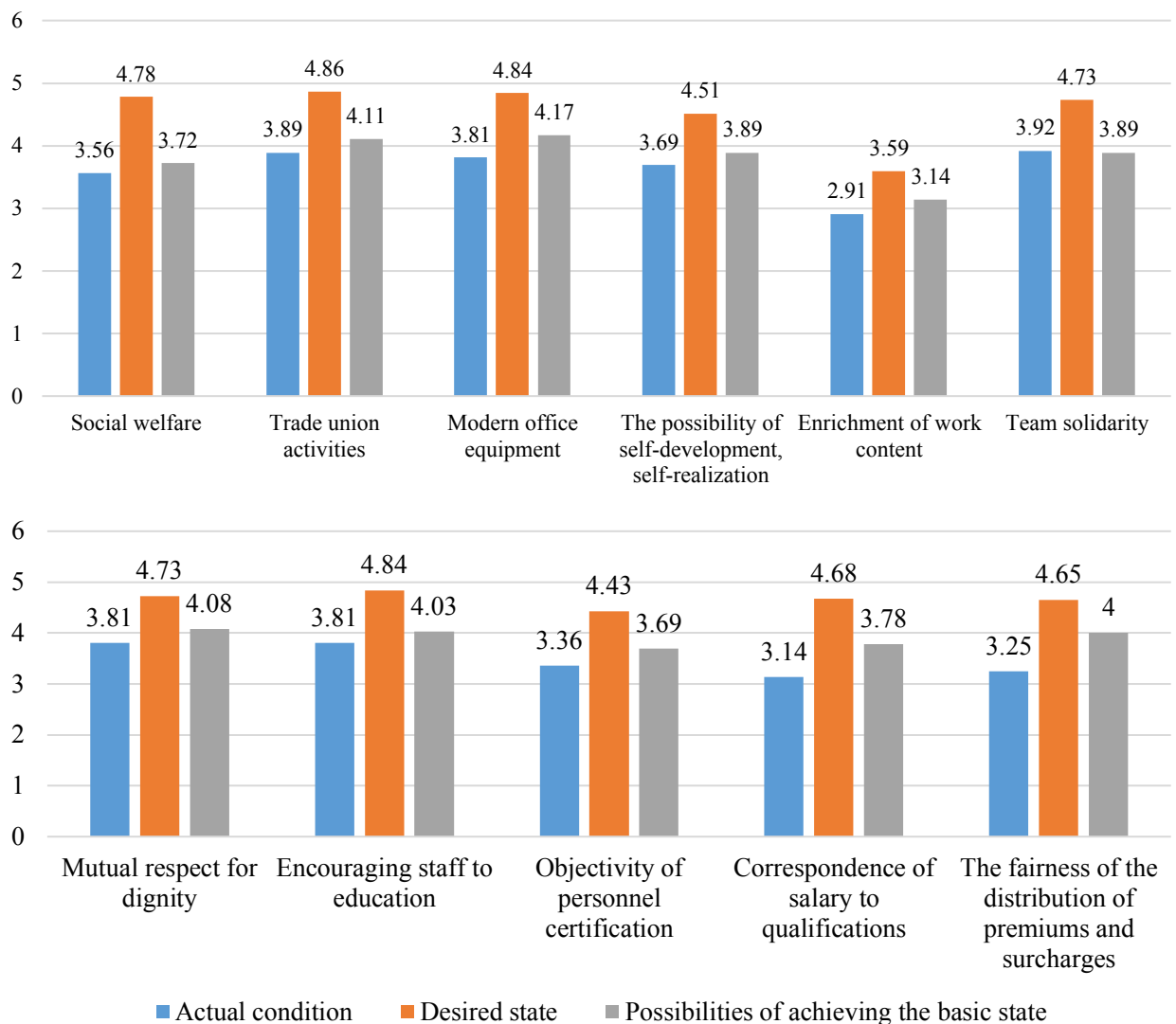


Figure 2.13 – Results of diagnostics of the quality of working life of management personnel of “Kernel-Trade” LLC (compiled by the author based on the results of a questionnaire)

The effectiveness of such measures is ensured by the diagnosis and practical use of reserves for the development of the personal potential of employees of the enterprise management system.

The practical value of the conducted research lies in the fact that the list of relevant characteristics of such potential and methods of their quantitative

measurement presented in the subsection creates a methodical basis for empirical research of collectives of other enterprises.

To maintain a high level of personal potential of employees of the management system, it is necessary to create an appropriate working group in the organization; to develop a concept of permanent development of the personal potential of employees of the management system; to create regulatory and methodical and information support for its practical implementation; to organize special educational events.

The team of any division of the enterprise management system can be perceived as a generalized employee with unique characteristics. In this case, it is important to specify the reserves for the development of his professional mobility and quality of working life.

2.3 Isolation of latent complex factors of professional development of management competence of managers

Research conducted in subsections 2.1 and 2.2 indicate that the managerial competence of enterprise managers needs significant attention and development. However, a significant number of factors do not allow rational use of the enterprise's resources. Therefore, the work proposes to determine the critical points of the development of managerial competence in the sequence shown in fig. 2.14.

It is proposed to determine the areas of further development of management competence of managers using an expert assessment. Expert (lat. *expertus* – experienced) evaluation (expertise) – a method of obtaining generalized information by evaluating a situation, event or phenomenon by a group of independent experts [9; 22; 32]. Analysis of scientific sources [25; 40; 59] showed that this method is appropriate to use in the following cases:

- the existence of the impossibility of accurately predicting the consequences of a decision;

- absence or incompleteness of statistical information on the basis of which a decision is made;
- the presence of factors that cannot be controlled by the person making the decision;
- non-repeatability and impossibility of experimental verification of the predicted course of events and results of problem-solving processes.

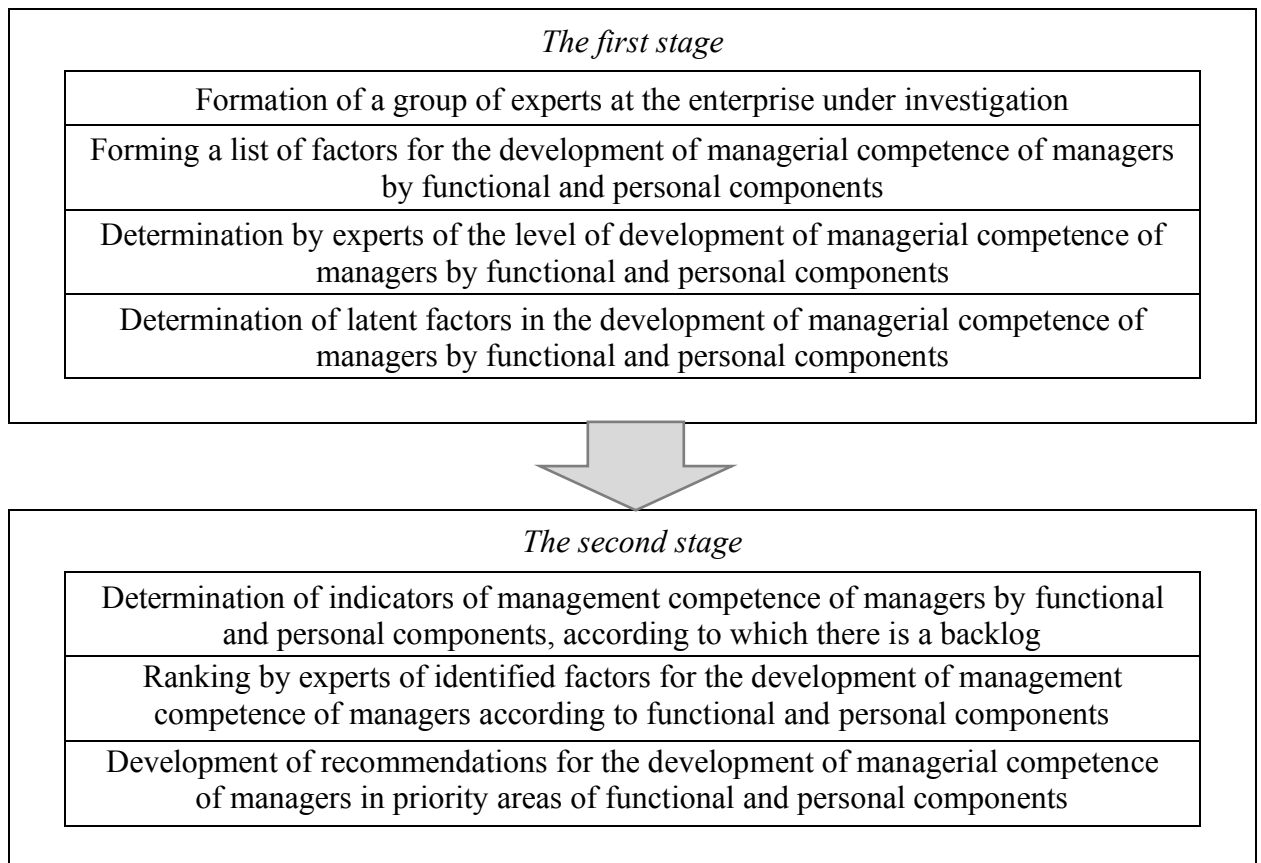


Figure 2.14 – Technology for determining areas of development of managerial competence (compiled by the author according to [23; 55; 78])

Lopez-Cabrales A. [60] believes that the basis of the use of expert methods lies in the deep knowledge of specialists, the ability to generalize their personal and global experience of research and development on a certain problem, the hypothesis that the expert has the so-called “practical wisdom” or foresight, which relate to a certain area of knowledge and practical activity.

Organizers of targeted analysis based on expert methods should be guided by the classic structure of expert research [47; 90], the main constituent stages of which are:

- making a decision on the necessity of an examination;
- formation of the main composition of the working group, on which the organization of the examination will rely;
- development of the technical task for the examination (where the terms of the examination, its financial, personnel and material support are determined);
- development of the scenario of conducting the examination (where the method of obtaining information from experts is determined, the corresponding support is created);
- formation of an expert commission;
- familiarization of experts with the examination scenario;
- direct assessment of examination objects by members of the expert commission in accordance with the accepted procedure and assessment system;
- analysis and interpretation of examination results.

When performing the stage of selection of experts, two issues appear to be significantly significant: the personal selection of experts and the formation of a representative group.

In the personal selection of experts, scientists recommend being guided by the following set of criteria [51]:

- competence – availability of knowledge and experience regarding the problem to be solved;
- creativity – the ability to solve creative tasks;
- nonconformism – unwillingness to be influenced by authorities or dominant opinion;
- constructive thinking – the ability to make practical meaningful decisions;

- collectivism – the ability to work in a team in accordance with generally recognized ethical norms of behavior;
- self-criticism – the ability to be critical of one’s own competence and judgments;
- availability of time to work in expert groups;
- interest – the presence of a desire to participate in solving this problem.

Regarding the size of the expert group, scientists do not have a single opinion, therefore, for the sake of the study, an expert group of 10 people was formed, which is justified by the Bernoulli formula.

In the research, an individual survey of experts was conducted using a set of questionnaires. On the basis of the theoretical generalization of scientific research, a list of factors for the development of managerial competence of managers by functional and personal components was formed.

Determination of latent factors in the development of management competence of managers was carried out using the modern package of statistical processing of information “STATISTICA”. As a result of applying the method of factor analysis, certain results were obtained.

The loading characteristics of indicators of the functional component of competence at “Kernel-Trade” LLC are given in the table. 2.2, where indicators that have a negative value are highlighted in gray. They reflect the feedback of this feature with the factor. Positive factor loadings correspond to those objects in which the degree of manifestation of qualities is above average, and negative factor loadings are below average. Thus, negative factor loadings indicate the fact that, according to managers, these qualities are less developed than those that have a positive value.

As a result of the analysis of the functional component of competence at “Kernel-Trade” LLC, three factors with the corresponding percentage of variance were identified: 58.6%; 26.6%; 13.0%.

The first factor of the functional component of competence (motivational reserves of implementation of plans by executors) includes the following indicators:

knowledge about the peculiarities of motivation of different categories of personnel; skills and abilities to bring plans to executors; skills and abilities regarding the effective use of forms and methods of motivation in personnel management.

Table 2.2 – Load characteristics of indicators of the functional component of competence at “Kernel-Trade” LLC (compiled by the author)

Indicator code	Load	Indicator content
Factor 1, variance 58.6%		
Mot4	- 0.89	Knowledge of the peculiarities of motivation of different categories of personnel
Plan7	0.94	Skills and abilities to bring plans to executors
Mot6	- 0.94	Skills and abilities regarding the effective use of forms and methods of motivation in personnel management
Factor 2, variance 26.6%		
Plan3	0.80	Knowledge of the essence of the strategic planning process
Org3	0.91	Knowledge of informing
Cont6	0.84	Skills and abilities to identify problems and develop measures to solve them in the process of performing tasks
Factor 3, variance 13.0%		
Plan4	0.83	Skills and abilities to delegate responsibilities and authority
Cont5	0.80	Feedback skills and abilities

The second factor (strategic planning implementation potential) includes the following indicators: knowledge about the essence of the strategic planning process; knowledge about informing; skills and abilities to identify problems and develop measures to solve them in the process of performing tasks.

The third factor (democratization of management) includes two indicators: skills and abilities to delegate responsibilities and powers; feedback skills and abilities.

In the analysis of the indicators of the personal component of competence, conducted at “Kernel-Trade” LLC, two factors were identified that have the corresponding percentage of variance: 43.3%; 13.3% (Table 2.3).

The first factor (collective workforce of the team) includes the following indicators: readiness to help others, sensitivity, attentiveness, compassion towards

people; perseverance in demandingness; emotional form of influence (“infects” others with his feelings, emotions); knowledge that professional abilities and opportunities are at a high level; the feeling of reaching professional maturity.

Table 2.3 – Load characteristics of indicators of the personal component of competence at “Kernel-Trade” LLC (compiled by the author)

Indicator code	Load	Indicator content
Factor 1, variance 43.3%		
SP3	0.85	Persistence in demandingness
SP8	0.87	Emotional form of influence (“infects” others with his feelings, emotions)
CogC1	0.81	Knowledge that professional abilities and capabilities are at a high level
EEC2	0.86	The feeling of reaching professional maturity
Factor 2, variance 13.3%		
SP5	0.85	Practically active form of influence (tends to influence by display, action)
M10	- 0.86	The desire to be creative, open to new ideas, engage in creative activities

The second factor (limitation of the creative nature of influence on subordinates) includes indicators: practical-active form of influence (tends to influence by showing, action); desire to be creative, open to new ideas, engage in creative activities.

Consider the procedures of the second stage of the proposed technology (see fig. 2.14).

Among the identified factors for the development of managerial competence of managers, those that are insufficiently developed deserve primary attention. In connection with the above, the question arises of choosing the criteria by which the manager should draw conclusions about the need to develop his own competence.

To justify such a criterion, we will use Chauhan C.’s conclusions on bringing the ordinal scale to absolute [29]. Based on empirical data, the author justified the approach according to which the distances between the alternatives are unequal, therefore, in the case of using a 5-interval scale, it should be assumed that

$$W = \frac{12S}{m^2(n^3 - n)}, \quad (2.2)$$

where S – the sum of the squares of the deviations of the sum of ranks from the average sum of ranks;

m – number of experts;

n – the number of evaluated qualities.

In the absence of concordance of the experts' opinions, the concordance coefficient is close to 0, in the case of complete concordance of the experts' opinions – up to 1. To assess the significance of the concordance coefficients, the Pearson's χ^2 consistency criterion was calculated [72]:

$$\chi^2 = m \cdot (n - 1) \cdot W = \frac{S}{\frac{1}{12} \min \cdot (n + 1)}, \quad (3.3)$$

where W – concordance coefficient;

S – the sum of the squares of the deviations of the sum of ranks from the average sum of ranks;

m – number of experts;

n – the number of evaluated qualities.

The results of the calculation of the concordance coefficient and the Pearson criterion at the investigated enterprise are shown in the table 2.4.

The obtained concordance coefficients, the value of which is close to 1, indicate the existence of coherence of experts' opinions on each individual enterprise. The calculated value of χ^2 exceeds the tabular value for the corresponding number of degrees of freedom, that is, the agreement of experts' conclusions is not random [14].

The conducted research allows us to determine the critical points of the development of managerial competence in terms of functional and personal components (table 2.5, table 2.6) according to the ranking results (Annex B).

Table 2.4 – Results of the calculation of the concordance coefficient and the Pearson test at “Kernel-Trade” LLC (compiled by the author)

Concordance coefficient		χ^2 criterion	
Functional component	Personal component	Functional component	Personal component
0.81	0.73	16,2 \geq tabular* (5.99)	14,6 \geq tabular (5.99)

Note: * is the tabular value of the Pearson test

Table 2.5 – Critical points of development of managerial competence by functional component of competence of managers of “Kernel-Trade” LLC

Rank	Indicator
1	Knowledge of the peculiarities of motivation of different categories of personnel
2	Skills and abilities to identify problems and develop measures to solve them in the process of performing tasks
3	Knowledge of the essence of the strategic planning process

Table 2.6 – Critical points of development of managerial competence by personal component of competence of managers of “Kernel-Trade” LLC

Rank	Indicator
1	Practically active form of influence (tends to influence by display, action)
2	Persistence in demandingness
3	Emotional form of influence (“infects” others with his feelings, emotions)

Thus, among the critical points in the development of managerial competence according to the functional component of the competence of managers of “Kernel-Trade” LLC, it is appropriate to single out: knowledge about the peculiarities of the motivation of different categories of personnel, skills and abilities to identify problems and develop measures to solve them in the process of performing tasks, knowledge about the essence of the strategic planning process. Critical points in the development of managerial competence according to the personal component of the competence of managers of “Kernel-Trade” LLC are a practical-active form

of influence (tends to influence by display, action), persistence in demandingness, an emotional form of influence (“infects” others with one’s feelings, emotions).

Conclusions to section 2

Having conducted a study of the development of managerial competence of the managers of “Kernel-Trade” LLC, the following conclusions were drawn:

Managers of “Kernel-Trade” LLC should realize the need to undergo additional training in order to strengthen knowledge about the essence of the planning process. As for the function of motivation, enterprise managers need to study the specifics of motivation of different categories of personnel. It is also possible to additionally enrich the knowledge of modern approaches to motivation with the features of material and non-material motivation. As for skills, it would be desirable to conduct additional trainings to develop the ability to take into account the individual characteristics of subordinates in order to increase their motivation in order to use the motivation of team cohesion. In order to improve the performance indicators and skills of the control function, it is necessary to carry out additional measures on the issues of prompt resolution of problems in the process of performing tasks.

In addition, the managers of “Kernel-Trade” LLC should pay attention to the development of the desire to work in a team with a positive climate, to the need to structure work. To motivate self-development, you can add trainings on the desire to complete complex tasks and openness to new ideas. To develop socio-psychological abilities, it is necessary to take care of the development of interest in colleagues, as well as the ability to analyze the behavior of colleagues and feel their emotions.

The analysis of the characteristics of the self-concept proved that managers lack an idea of their authority among employees. The level of development of managers in their professional abilities and the ability to use them in practical activities is also worrying. Unfortunately, the managers of the enterprise do not feel

their connection with colleagues and have not decided on the style of their activity, as well as have not built their own career strategy.

In general, the analysis of results from the comparison of assessments of professional mobility, conditions and factors that affect it, provided by the personnel of the enterprise, shows that each team should be perceived as a unique personal formation that needs original tools for regulating work behavior. When developing various measures to improve professional mobility, it is advisable to focus on a certain age of the staff.

As a result of the analysis of the functional component of competence at “Kernel-Trade” LLC, three factors with the corresponding percentage of variance were identified: 58.6%; 26.6%; 13.0%: motivational reserves for implementation of plans by executors, potential for implementation of strategic planning, democratization of management. In the analysis of the indicators of the personal component of competence, conducted at “Kernel-Trade” LLC, two factors were identified that have the corresponding percentage of variance: 43.3%; 13.3%: collective workforce and limited creative influence on subordinates.

SECTION 3

DEVELOPMENT OF RECOMMENDATIONS FOR IMPROVING THE MANAGEMENT COMPETENCE DEVELOPMENT SYSTEM OF ENTERPRISE MANAGERS

3.1 Development of methodical approaches to the development of managerial competence of managers

In the human sciences, various approaches to justifying the typology criterion were implemented depending on: the specifics of the science from the point of view of which a person is studied; peculiarities of the scientist's scientific position; specific research tasks [27]. In order to solve the tasks of this research, namely, to develop recommendations for the development of managerial competence, it is advisable to carry out a typology of managers depending on the level of development of functional and personal components of competence. Thus, we can distinguish four types of managers (table 3.1):

- self-actualized – a high level of development of functional and personal components of competence;
- temporarily competent – high level of functional component and low level of personal component;
- temporarily incompetent – low level of functional component and high level of personal component;
- problematic – low level of functional and personal components.

In fig. 3.1 provides a list of recommended measures for the development of managerial competence of managers of various types.

The conducted analysis showed that in modern conditions the most critical reserve for the development of managerial competence of any type of manager is the motivation for self-development. Its provision makes it possible to maintain a high level of knowledge, abilities and skills of the manager with the least

expenditure of resources by providing opportunities for self-education and self-development according to needs.

Table 3.1 – Typology of managers depending on the development of component competencies (compiled by the author according to [30; 56; 65])

Type of manager	Characteristics
Self-updated	Sufficient level of knowledge, abilities and skills of the manager in performing management functions is combined with a high level of motivation for self-development, an effort to maximally realize one's abilities and qualifications, adequate self-esteem
Temporarily competent	Sufficient level of knowledge, abilities and skills of the manager in the performance of management functions, however, there is no desire for self-development, increasing the level of professionalism, inadequate self-esteem, inconsistency of social and psychological qualities and abilities for a managerial position
Temporarily incompetent	The insufficient level of knowledge, abilities and skills of the manager in performing managerial functions is compensated by a high level of motivation for self-development, an effort to maximally realize one's abilities and qualifications, and adequate self-esteem
Problematic	Insufficient level of competence of the manager as a whole: lack of desire for self-development, increasing the level of professionalism, inadequate self-esteem, inadequacy of social and psychological qualities and abilities for a managerial position

The leading factor that determines the success of these processes is the continuous education of the individual. The study of the works of domestic and foreign scientists on continuing education shows that this problem is mainly considered at the “school-university” level and is largely related to the introduction of a competency-based approach to education and the improvement of staff qualifications. However, the issues of motivation of continuous education remain insufficiently researched, especially this concerns the training of management personnel, whose role in the conditions of the transition to a post-industrial society is constantly growing [86].

In the early 2000s, the modern version of continuous education was developed. The main idea is that every person in any period of his life should have the opportunity to participate in the educational process.

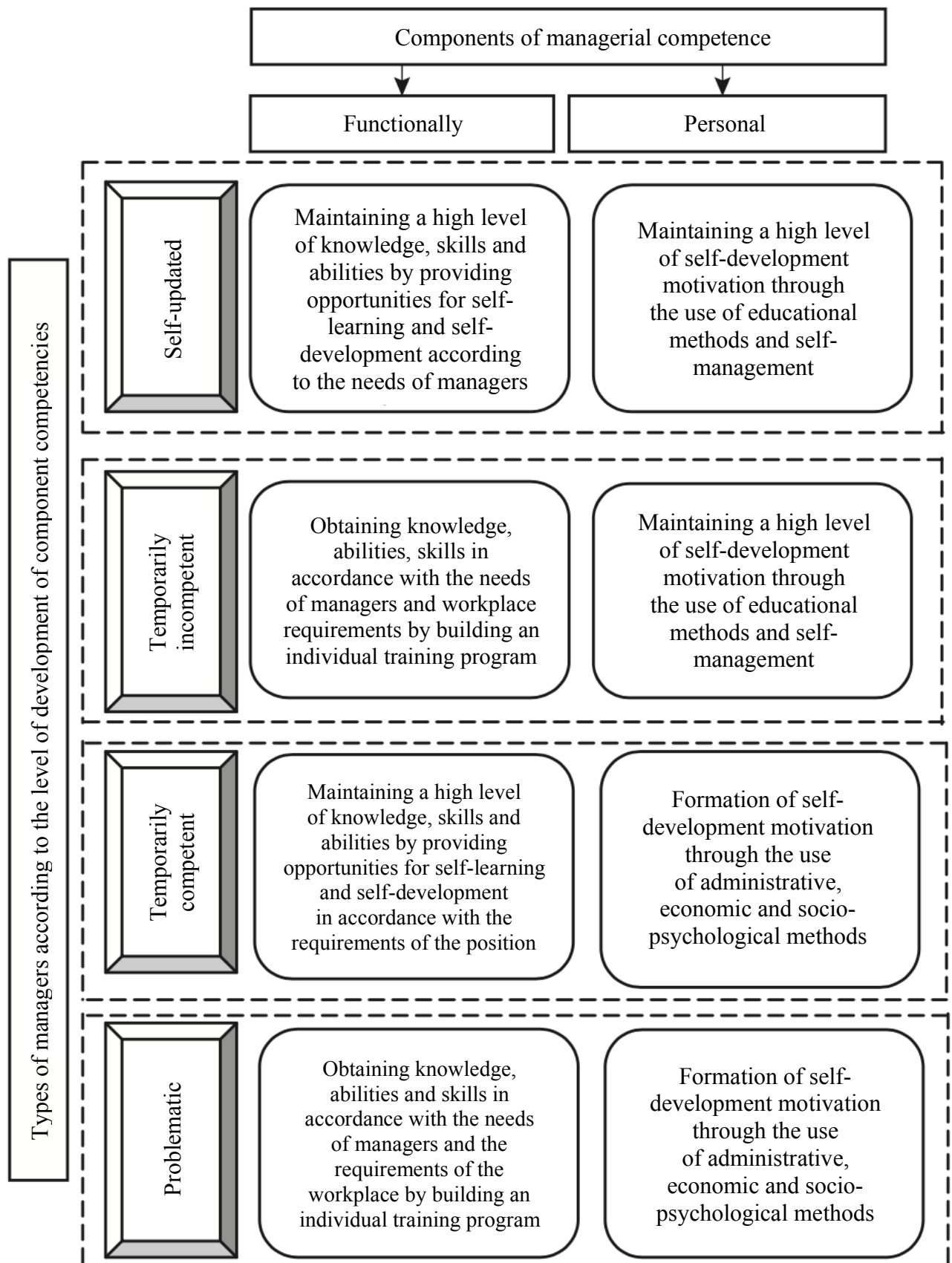


Figure 3.1 – Measures for the development of managerial competence of managers (compiled by the author according to [38; 56; 80])

Continuing education is especially relevant for management personnel, because modern managers are increasingly perceived as innovative leaders who must be competent to perform a significant number of management functions.

The formation of managerial competence of managers is facilitated by the application of appropriate didactic systems for the organization of the educational process. For this purpose, it is proposed to apply the modeling method.

Based on the analysis and systematization of scientific sources devoted to the development of pedagogical models [52; 54; 76], a model for the development of managerial competence of enterprise managers was developed, which combines the target, theoretical-methodical, motivational-volitional, diagnostic, methodical-technological, and effective blocks (Fig. 3.2, Fig. 3.3).

Let us dwell in more detail on the characteristics of the content of each component of the proposed model of development of managerial competence.

The target block of the model includes the goal and specific tasks of the method of developing the manager's managerial competence.

The goal, as a system-forming characteristic of any activity, is a prediction in the mind of an individual of the result to which his activity is aimed [31]. The purpose of the developed concept is theoretical-methodical and methodical-technological support for the development of managerial competence of enterprise managers. Let's clarify the main goal by highlighting sub-goals. In this case, these are: the development of the functional component of the manager's managerial competence and the development of the personal component of the manager's managerial competence.

The sub-goals of the first level are decomposed into the sub-goals of the second level. The development of the functional component of the manager's managerial competence involves the achievement of the following sub-goals: acquiring knowledge, skills and abilities to perform the functions of planning, organization, motivation and control. The development of the personal component of the manager's managerial competence involves the achievement of the following

sub-goals: formation of a high level of motivation for self-development; development of socio-psychological qualities necessary for high-quality performance of management functions; formation of a positive professional self-concept of managers.

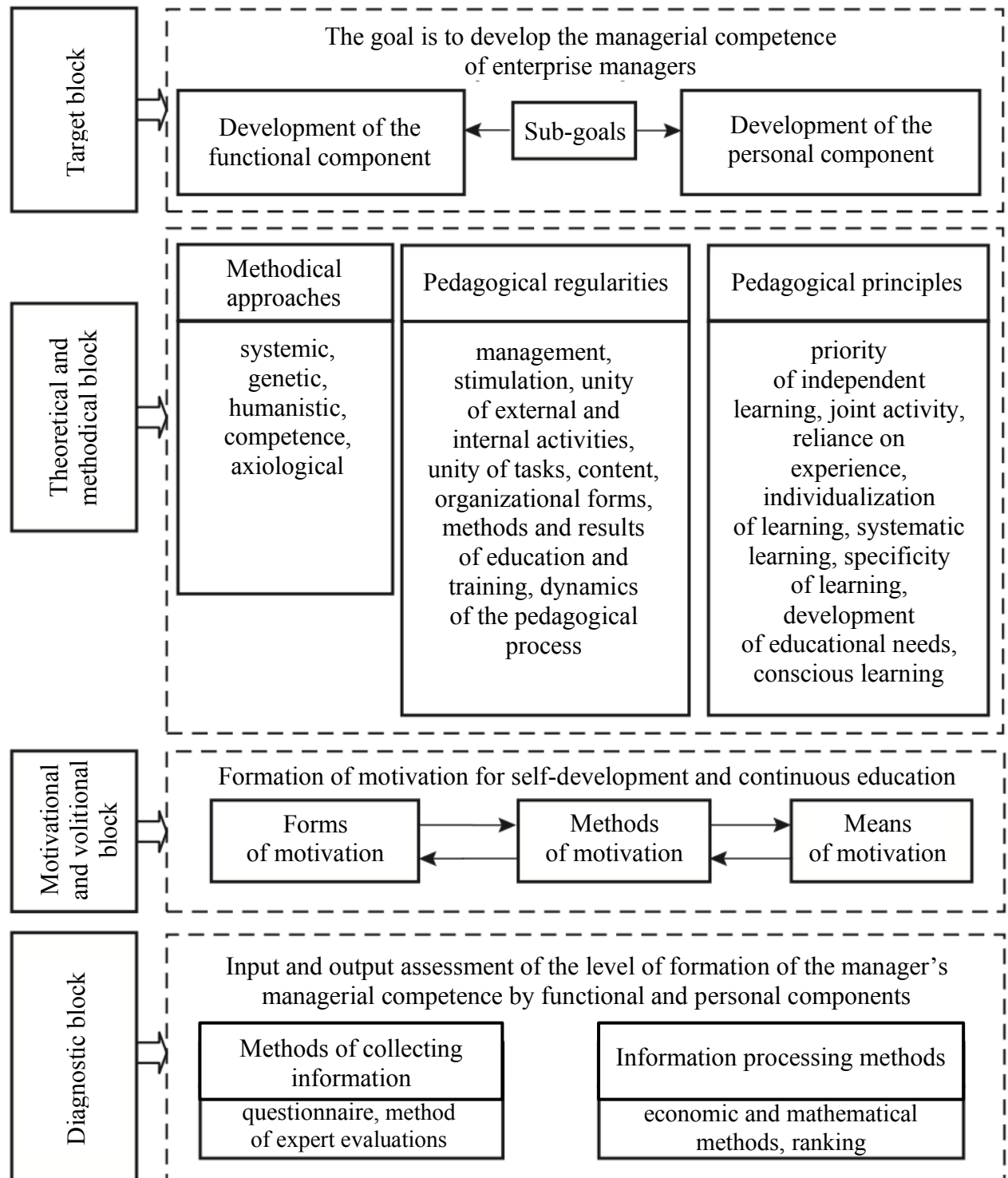


Figure 3.2 – Model of development of management competence of managers (beginning) (compiled by the author according to [5; 36; 79])

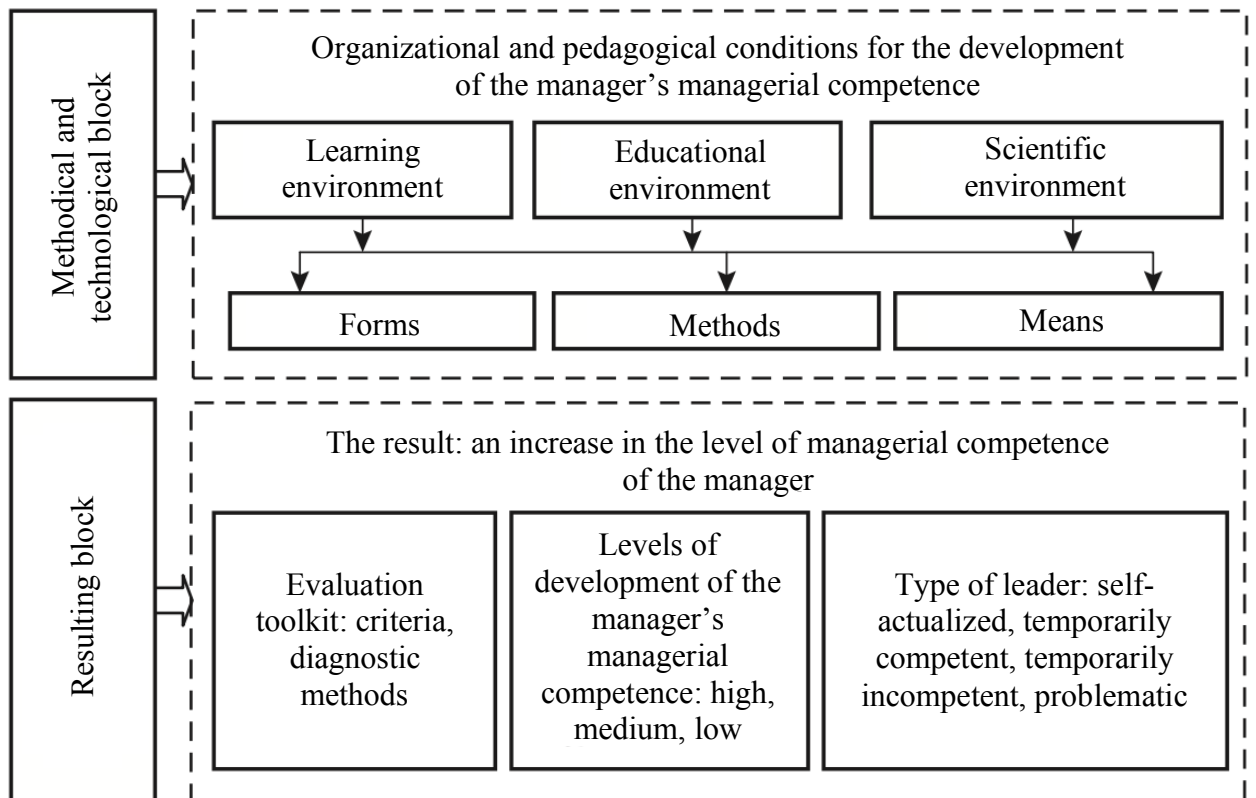


Figure 3.3 – Model of development of management competence of managers (end) (compiled by the author according to [5; 36; 79])

The goals of the second level are achieved by solving specific tasks, which are determined at the stage of diagnosing the level of formation of the manager's managerial competence according to functional and personal components.

As the analysis (Chapter 2) showed, various tasks should be solved at the enterprise under study to achieve the main goal. In fig. 3.4 shows the decomposition of the goals of development of managerial competence of managers of "Kernel-Trade" LLC.

The next block of the model is theoretical and methodical. The method gives an answer about which methodical approaches (paradigms, principles, ideas, values, etc.) should be followed in the process of organizing competence development.

As a result of the analysis of scientific sources [5; 34; 36; 79] it was determined that it is most expedient to comply with the requirements of systemic, genetic (dynamic), humanistic (people-centered), competence, subject-activity,

axiological, acmeological approaches to the development of managerial competence of enterprise managers.

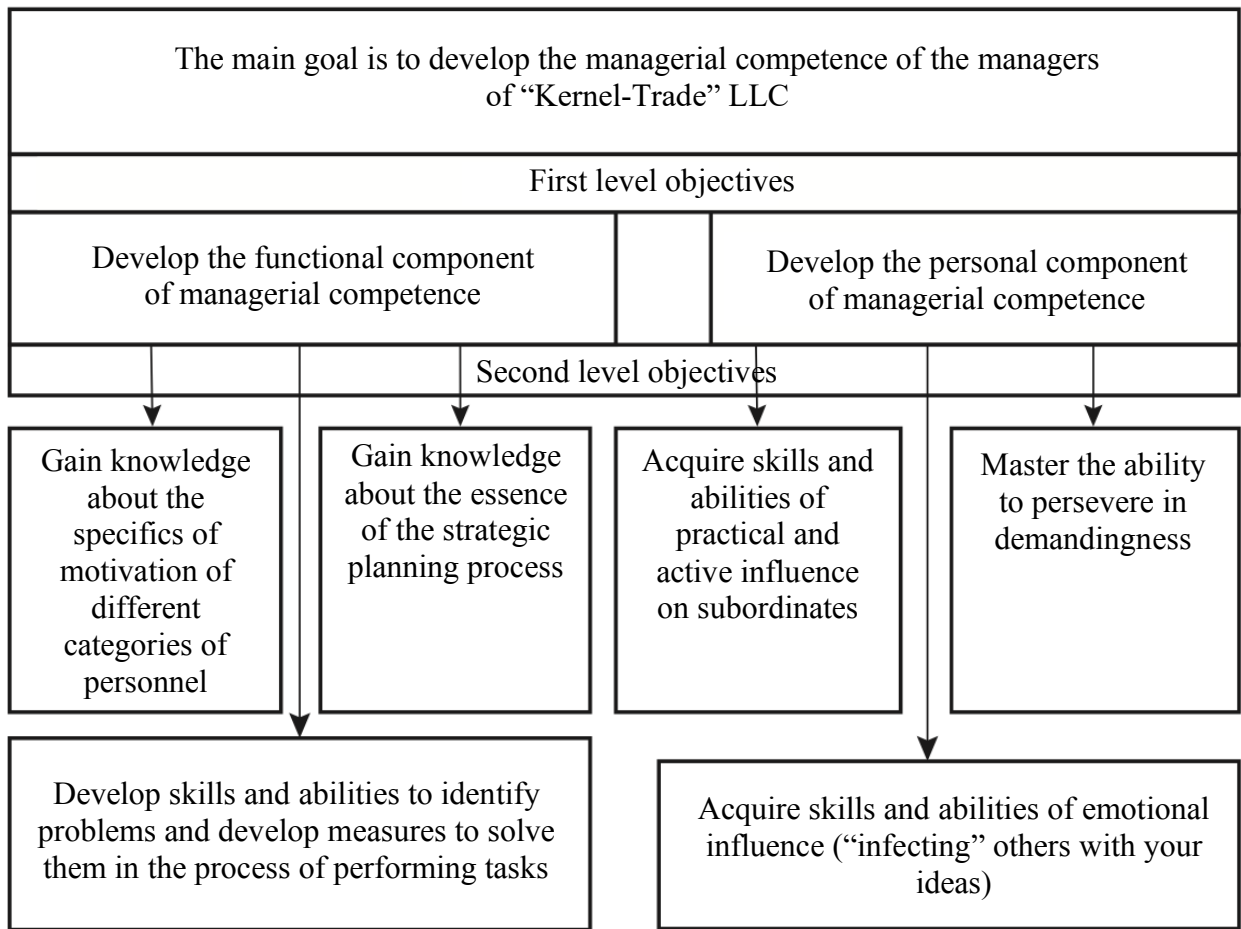


Figure 3.4 – Decomposition of goals for the development of management competence of managers of “Kernel-Trade” LLC (compiled by the author)

Pedagogical laws and principles are also the foundation of the manager’s managerial competence development.

When determining the principles that must be followed in the process of organizing the development of managerial competence of managers, one should, first of all, pay attention to the andragogic principles of learning – the most general principles of organizing the process of learning adults.

One of the most important elements of the model for the development of managerial competence of enterprise managers is the motivational and volitional block. Its significance is due to the fact that the requirements for management

personnel in today's competitive environment are radically different from what was before.

The motivation of continuous education and self-development of the manager is the process of encouraging the manager to purposefully creatively change his own characteristics for the most effective performance of management roles and performance of work functions. It is based on the motives of self-development, which provide an opportunity to realize one's own creative potential (to introduce new approaches in management, new forms and methods of learning, to make original, non-standard management decisions), the need to overcome difficulties associated with work, self-improvement, etc.

From a structural point of view, the motivation of continuous education of management personnel is a set of motives that encourage managers to acquire, update and expand knowledge. In the scientific literature, the following motivations for professional development are cited, which motivate personnel to continuous education (fig. 3.5) [21].

In accordance with the identified motives, the following areas of improvement of the motivation system of continuous education of managers can be proposed:

- education of cognitive interest in managers, striving for competence;
- optimization of the learning process.

That is, socio-psychological, educational and educational methods of motivation and methods of self-management should come to the fore.

The diagnostic block of the model includes measures to obtain complete and reliable information about the level of formation of the manager's managerial competence in terms of functional and personal components.

The methodical and technological block of the model includes the organizational and pedagogical conditions for the development of the manager's managerial competence. When organizing the training of managers, you need to take into account the three most important features of this category of listeners [44]. First of all, the training of managers is the training of adults who have already received

an education (usually technical or economic) and have extensive work experience, including in a managerial position.

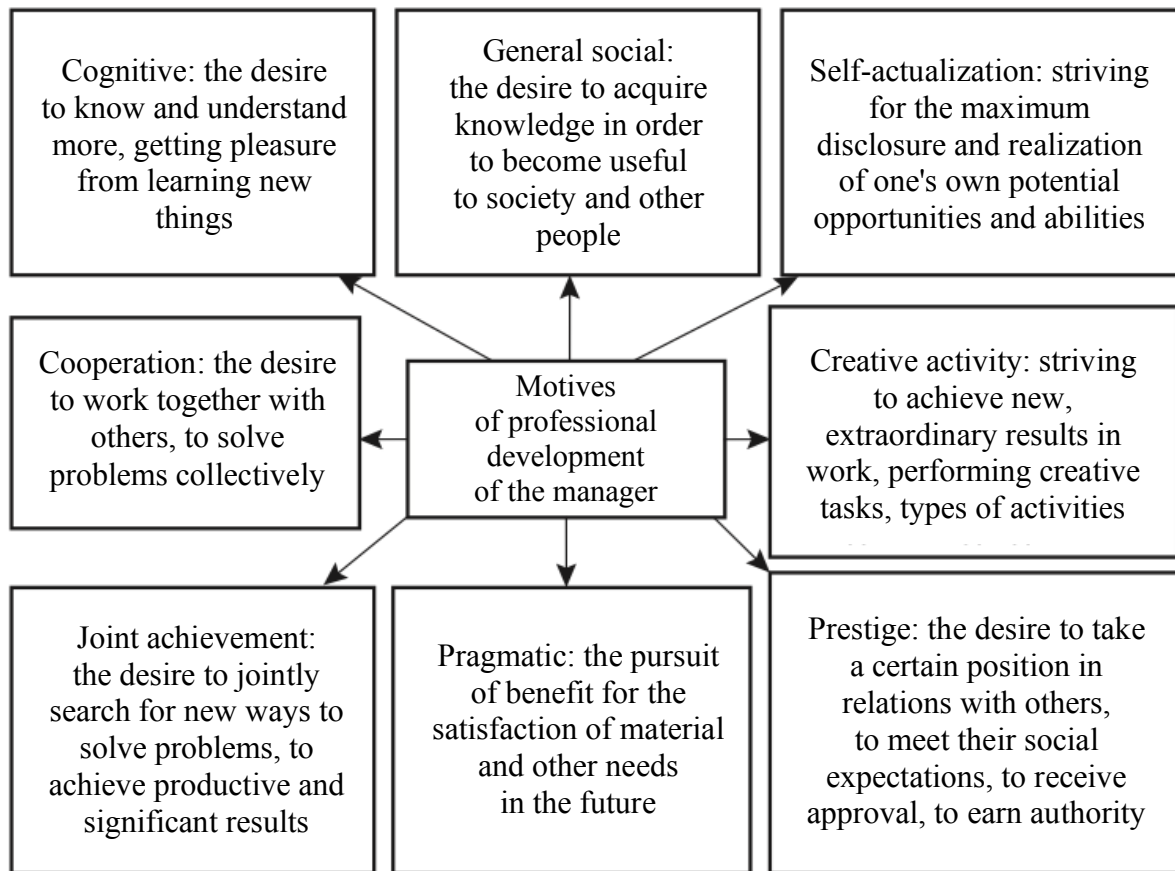


Figure 3.5 – Motives for professional development of enterprise managers (compiled by the author according to [11; 35])

As a rule, managers are already formed individuals with a certain range of professional knowledge, abilities and skills. Managers are leaders who have a high level of responsibility not only for their own actions, but also for the actions of their subordinates; they tend to make independent decisions and have a high level of independence. Managers are practitioners who are more focused on specific results, on practice, than on general considerations, principles and theories; these are often quite successful managers who have considerable life and professional experience.

The resulting block of the model reflects the requirements for the quality of managerial competence of managers. This component is related to the creation

of a diagnostic apparatus, which allows to determine the level of development of managerial competence of managers by functional and personal components (high, medium, low) and to carry out a typology of managers in order to adjust the method of development of managerial competence.

Thus, the proposed methodical recommendations for the development of the manager's managerial competence include a theoretical and practical typology of managers depending on the level of development of personal and functional components, the development of recommendations for each type of manager and the construction of a pedagogical model for the development of managerial competence.

3.2 Using the ideas of the spiral dynamics of consciousness to activate the work behavior of subordinates

The science and practice of management have recently been particularly active in the problems of humanization. The fact is that the significant successes of scientific and technical progress led to the acceleration and complication of the variability of all processes taking place in society. A person is bombarded with such a volume of information that he no longer has time to master and use productively. This causes significant mental stress, which provokes errors and loss of working capacity: according to the WHO, mental disorders reduce life expectancy by an average of 10 years and are the third most significant cause of disability. Bernatović I. notes in this regard: "In his normal state, a person may make errors in the estimation of spatial and temporal characteristics of objects in the range of 10-15% while performing official functions, and in a stressful state, the error may reach 50-70%" [20].

Managers who are in a state of stress are unable to perform their main professional function – forming the collective workforce of the team – in a high-quality manner. Many of the subordinates today do not want to feel like a cog

in an impersonal mechanism that has nothing to do with their feelings, mental state, needs to gain knowledge, and desires for self-realization at work. This leads to huge losses. According to the results of the analysis of work motivation in Germany, Matthews B. made the following conclusions: “The very professional, but uninterested attitude to work of 69% of the employed in Germany causes enormous damage to companies: according to research by the Gallup Institute, in 2002 the economic losses of companies amounted to 220 million euros, which can be compared with the annual budget of the whole of Germany (246.3 million euros) ... It is necessary, however, to add here the missed opportunities of firms, since unmotivated employees would introduce those innovations that would increase the profit of organizations” [62].

All these data indicate the need for an urgent revision of the tools and technologies for activating the labor behavior of subordinates, which should be used by a modern team leader. It is especially difficult to manage employees with unique knowledge, skills, and abilities. After all, it is necessary to encourage them not for results and not even for deep knowledge and ability to use them. Now, the ability of the staff to think outside the box, quickly formulate a problem and find ways to solve it collectively is turning into the main resource that ensures the effective work of the team.

Although many works of not only classics, but also modern scientists are devoted to critical analysis and generalization of sources of motivation of work behavior [26; 67], however, the field remains understudied, the understanding of which will allow the modern manager to find reserves for the formation of conscious solidarity, agreed behavior of subordinates. This sphere is the psyche, consciousness and will of a person.

The use of the provisions of the spiral dynamics of consciousness for the diagnosis of internal sources of activation of work behavior of team members, determination of the directions of unification of their desires into a common productive force are little-researched, but promising. As a result, understanding the mechanisms of the subordinates' consciousness will allow

the manager to form in them a commonality and depth of vision of the meaning of a complex problem, a constructive attitude towards it, and a joint willful effort to solve it.

In order to effectively use new tools of influence on subordinates, a modern manager needs to accumulate humanitarian knowledge. After all, even the cooperation of work related to the use of physical strength of people is impossible without the cooperation of their senses and perception, according to Triana M. To a large extent, it is precisely this that ensures the superiority of the capabilities of the group in relation to the capabilities of individuals [86]. Unfortunately, the idea of saturating higher school curricula with humanitarian disciplines, including those that reveal the regularities of the human psyche, consciousness, and will, remains unrealized. Therefore, before considering the possibilities of using the ideas of the spiral dynamics of consciousness by the head of the team, we will give an interpretation of such non-standard concepts for management as psyche, consciousness and will. They will create a logical conceptual basis for the construction of this unit.

Psyche is a function of the brain, which consists in reflecting objective reality in ideal images, on the basis of which the vital activity of the organism is regulated. Consciousness and will are the poles of the psyche.

Consciousness is the highest form of mental activity of a person, which is a set of mental, sensory, emotional and volitional processes that allow a person not only to know the world, but also to transform it in accordance with his subjective life goals.

3. Will is a person's conscious regulation of his behavior and activity, expressed in the ability to overcome internal and external difficulties in the implementation of purposeful actions.

Overcoming the mental problems that the employees of his team are currently experiencing by the manager is possible if he understands and uses the two poles of the psyche of his subordinates: consciousness and will. The ability to diagnose the state of consciousness of employees will allow the manager to determine which

values of each of them cause a desire to be in a team, to coexist, to interact with colleagues. To satisfy these goals and desires, they consciously use the opportunities for knowledge and transformation accumulated in life, both of the surrounding world as a whole, and of the conditions of a specific work process. Knowing the peculiarities of subordinates' conscious perception of work situations, the manager will be able to formulate and use their personal motives that influence work behavior. The leader's orientation to the real individual states of consciousness of subordinates and delegation to them of tasks that do not contradict their attitudes will create a reliable basis for activating their will, the desire to voluntarily change and improve work behavior.

The head of the collective must take into account the important fact that consciousness has not only an individual, but also a collective form. Life has proven that the progress of humanity is largely determined by the state and trends of the development of collective consciousness. As for science, all worldview systems are focused on the development and systematization of this resource. Collective consciousness is based on the innate properties of people to react equally not so much to surrounding objects as to certain ideas. That is, in the individual pictures of the world of a certain group of people, there are identical fragments of connections between life phenomena and their content. The most important feature of collective consciousness is that it is the resource of collective intelligence. The only information content of the worldview of a certain community of individuals creates the prerequisites for the fact that each of them feels this unifying unity and identifies with this community through the concept of "we".

Understanding the subordinate's state of mind and will allow the manager to convey to him the meaning of the problem in such a form and create such conditions under which he will not only want to perform the task qualitatively, but will also offer his unique way of solving the problem. Harmonization of the efforts of the manager and subordinate is possible if they are consciously aimed at creating a common sense of cooperation. Classical technologies of work motivation do not

solve this problem, because their representatives did not create a basis for building a system tool for organizing collective consciousness and behavior.

The American psychologist K. Graves drew attention to this and focused on the deep causes of the changing attitudes of a person's consciousness, which determine his behavior. To find out these reasons, he studied a huge amount of experimental and statistical data, analyzed the achievements of not only psychology, but also some other human sciences: anthropology, sociology, neuroscience. Developing the concept of A. Maslow, which allows diagnosing the critical needs of a person at a certain moment, K. Graves created a model of the evolution of human consciousness that reflects the dynamics of the system of needs (values) that activate and motivate his behavior. The ideas of this scientist were developed in the studies of D. Beck and K. Kovan, which formed the direction of sociopsychology, the subject of which was the evolution of motivational sources of human behavior. They named this new direction of science "spiral dynamics".

Currently, spiral dynamics is of great interest to everyone who is looking for a convenient tool for analyzing and solving many practical problems related to management and training [6; 48; 53]. The principles of spiral dynamics were successfully applied in the work of the administrations of B. Clinton and T. Blair, the London School of Economics, as well as a number of large American and European companies. Approbation of its provisions in the practice of Ukrainian management can be considered extremely relevant.

According to the theory of K. Graves, human consciousness activates its behavior and can be divided into many levels, each of which requires its own approach to management, development, and social adaptation. The development of consciousness is influenced by changes in living conditions and has a spiral character. In the process of adaptation to changes, people and society successively go through certain stages of this spiral. Each subsequent stage does not negate the previous one, but complements it with new components. Understanding the principles of the development of consciousness allows predicting the characteristics of new levels arising on the basis of previous ones.

A constructive element of spiral dynamics is a meme – an original way of thinking of a person, thoughts and values that directly affect his lifestyle and actions. The role of this element is extremely important. Initially formed in the consciousness of each individual person, determining the direction and process of formation of his beliefs, memes acquire such a vitality that they dominate whole groups of people and begin to structure their collective thinking, the general system of values.

To some extent, memes can be compared to genes. But at the same time, it should be borne in mind that the genes that determine the physical condition of a person develop rather slowly. Memes, which influence human behavior, are in constant motion, development and determine two types of orientation of consciousness: selfish – “I” and altruistic – “we”. At the “I” level, a person perceives himself as an independent being, an individual who has personal interests that he puts above the interests of the group. In the consciousness of “we”, a person’s perception of himself as part of a group and recognition of its goals are more important than personal goals prevails. To date, eight basic memes have been more or less clearly characterized and evidence has been obtained that a person gradually learns them throughout his life. As already mentioned, value attitudes of human consciousness change, are enriched under the influence of changes in living conditions, including working conditions. The dominant meme at a certain moment determines the possible sources of activation of the work behavior of its bearer.

Spiral dynamics allows you to diagnose, firstly, the structures of thinking that are most characteristic of both a specific person and a group of people; secondly, the consistency of the priority way of thinking and the conditions of existence of a person and a group; thirdly, it allows to predict how they will change and how to respond to changes. Practice has shown that the value system of team leaders determines the nature of the methods adopted by them to motivate subordinates, and the value system of their subordinates largely determines their reaction to these methods. The success of the team depends on the closeness of these systems.

Since the concept of spiral dynamics is not widely used yet, in table 3.2 we will describe the levels of consciousness development (memes) of the employee/team and the sources that motivate their activity at each level.

Table 3.2 – Characteristics of the level of spiral dynamics of consciousness [50]

The level of human consciousness and the conditions that shape it	Life purpose	Guidelines of behavior
Beige – extreme living conditions	Private survival	Similar to the instinctive landmarks of animals
Purple – the outside world is incomprehensible and frightening	Collective survival	Joining a pack for safety
Red is a world in which the strongest wins	Power, fame, priority of personal needs	Selfishness, ignoring the interests of others
Blue – discipline, law, the search for general order	Readiness for self-sacrifice in the name of the higher goal of society	Submission to a higher authority, belief in the presence of truth
Orange – competition of scientific ideas, business entrepreneurship	Mastering the world through understanding the unique laws of its development	Gaining benefits through practical intelligence
Green – humanism, tolerance, attention to the environment	Social harmony, justice, joint development	Solidarity, development of collectivism
Yellow – understanding and acceptance of people with different values	Building and mastering a systemic picture of the world based on the principles of reasonable egoism and trust	
Turquoise – the world as a single living entity	In the real chaos of events, the search for ways to harmonize traditions and constructively change the world	

In the table 3.2 shows the sequence of development of states of human consciousness revealed by K. Graves from egoistic self-expression of “I” to self-sacrifice in the name of the interests of the community in which it exists, that is, “we”. A new state of consciousness at the level of “we” creates prerequisites for the development of a new quality of consciousness at the next level of development of “I”. Warm tones indicate paradigms of self-expression, cold ones – paradigms of self-sacrifice.

Experts distinguish two stages in the spiral of development of human consciousness. The first combines five levels: from beige to green inclusive. Starting from the “yellow” level, the second stage of the development of the spiral

of consciousness takes place, its main difference is systematicity. Being at the yellow level of the second stage, a person already acquires the ability not only to make decisions at the level of all previous ones, but also to organically synthesize them in his model of the world. There is an understanding that the environment of life is too dynamic, the effectiveness of interaction with other people depends on recognizing the value of their vision of the world. Each level is important and relevant. Since the world is too complex a chaotic system, in order to be able to interact with others in it, it is necessary to be flexible.

The possibilities of evaluating the motivational mechanisms of human behavior at the workplace using the ideas of the spiral dynamics of consciousness were tested on the teams of “Kernel-Trade” LLC. The test (<https://sdtest.me/>) was used to assess the level of development of value orientations. According to the conditions of this test, each diagnosed characteristic has answer options, which are translated into quantitative indicators and, ultimately, determine the features of the respondent’s system of human values, the orientation of his consciousness at the level (memes) of spiral dynamics. When performing consciousness testing, it should be borne in mind that sometimes respondents give an assessment of not the actual, but the desired state of consciousness.

In the table 3.3 gives evaluations of the development of memes of members of the analyzed team in points, and in the table. 3.4 – the results of their ranking.

According to the table 3.3 the following generalizations can be made. The level of development of collective consciousness is quite high. The closest (with the exception of the fourth respondent) are the evaluations of the turquoise state, they are in the range of 65–85 points (a difference of 20 points). The evaluations of the green meme are in the range of 47–75 points (difference of 28 points), the yellow meme is in the range of 47–77 points (difference of 30 points). Based on these evaluations, it can be assumed that, as a whole, egoistic and collectivist values are balanced in the team. Employees are able to fully see the advantages and disadvantages of previous levels of consciousness, intend to integrate them into

a single whole. Half of the team evaluates the orange level of consciousness in the range of 54–63 points.

Table 3.3 – Results of diagnosis of memes of employees of “Kernel-Trade” LLC

Mem	Evaluation of memes by employees of the enterprise												Average score
	1	2	3	4	5	6	7	8	9	10	11	12	
Turquoise	72	82	82	55	82	70	85	77	80	65	77	67	75
Yellow	77	52	67	70	72	67	57	52	62	62	47	57	62
Green	75	65	62	60	62	60	47	60	65	60	55	72	61
orange	34	29	45	50	45	43	56	61	63	56	56	54	49
Blue	29	56	18	38	40	31	36	22	31	43	47	52	36
Red	25	14	25	10	3	21	28	28	0	17	17	14	17
Violet	36	55	52	47	52	38	19	41	36	16	58	36	41
Beige	50	32	42	64	10	57	67	60	50	57	28	28	47

Table 3.4 – Results of ranking memes of employees of “Kernel-Trade” LLC

Mem	Evaluation of memes by employees of the enterprise												SD	AE
	M													
	1	2	3	4	5	6	7	8	9	10	11	12		
Turquoise	3	1	1	4	1	1	1	1	1	1	1	2	1	1
Yellow	1	5	2	1	2	2	3	5	4	2	5	3	2	2
Green	2	2	3	3	5	3	5	3	2	3	4	1	3	3
orange	6	6	5	5	6	5	4	2	3	5	3	4	4	4
Blue	7	3	8	7	8	7	6	8	7	6	6	5	5	7
Red	8	8	7	8	3	8	7	7	8	7	8	8	6	8
Violet	5	5	4	6	4	6	8	6	6	8	2	6	7	6
Beige	4	4	6	2	7	4	2	4	5	4	7	8	8	5

SD – normative rank series of spiral dynamics, AE – rank series of average evaluation, M – ranks of memes of company managers

Employees are convinced that the world is full of resources and opportunities and can be improved. This testifies to the presence in the team of a culture of achieving success through innovation, justification of decisions, and the formation of a positive image. But there is no trend of diminishing role of low-level values of memes in shaping employee behavior: about 40% of employees have high evaluations of purple and two-thirds of beige memes.

It is noteworthy that the staff of the unit is not focused on the values of the red meme: it received an average rating of only 17 points. That is, the team does not justify rigid competitive strategies, the use of other people's resources, ignoring the personal potential of employees.

To strengthen the influence of the yellow meme of consciousness, the team leader needs to develop several scenarios for its development, create temporary creative groups for independent problem solving, and organize ongoing training to optimize processes. An individual orange meme focuses on achieving success through the introduction of new technologies, quantitative justification of any decision, maintaining the image of subordinates and increasing their incomes.

The results of the practical use of the ideas of spiral dynamics, firstly, confirmed that an adult is guided by a complex system of motivators that reflects all its levels, but still prefers two or three memes. It is the values of these levels that will be most active in shaping the employee's behavior in the team. Secondly, given the fact that the evaluation tables of motivational values of the team leader displayed in the first column do not always coincide with the evaluations of employees, he should develop and practically use an original system of influence on the formation of conscious cohesion of the team.

At first, high estimates of the beige level of consciousness development seem somewhat unexpected. But if we think from the standpoint of the current state of society, which is in a state of anemia and is unable to provide confidence to its citizens in the future, the consciousness of many (in this team – more than half) focuses on extreme conditions of the beige level. A person is looking for the opportunity to satisfy at least the simplest physiological needs, but also recognizes the value of the purple level – the need for survival to pay attention to the requirements of the immediate environment (a third of the respondents).

Undoubtedly, the persuasiveness of the conclusions will provide a quantitative measure of the development of the levels of spiral dynamics. For its evaluation, you can use rank correlation coefficients and their interpretation by A. Chaughary [28].

Coefficient of deviations:

$$p = 1 - \frac{6 \sum_{i=1}^n (x_{ij} - x_{ik})^2}{n(n^2 - 1)} = 1 - \frac{6 \sum_{i=1}^n d_i^2}{n(n^2 - 1)}, \quad (3.1)$$

where n – the number of features to be ranked (in our case, n memes);
 m – number of experts;
 x_{ij} – the rank assigned to the i -th characteristic by the j -th expert;
 x_{ik} – the rank given to the i -th characteristic by the k -th expert, or the rank in the reference ordering of the characteristics.

Coefficient of inversions:

$$t = \frac{2S}{n(n-1)}, \quad (3.2)$$

where $S = P - Q$;
 P – the total number of observations following the current observation with a higher value of Y ranks;
 Q – the total number of observations following the current observation with a lower value of Y ranks (same ranks are not counted!);
 n – the number of features to be ranked (in our case, n memes).

A generalizing criterion for consistency of experts' assessments:

$$K = \frac{(1+p) \cdot (1+t)}{4} \quad (3.3)$$

The values of coefficients p , t lie in the interval $+1$ and -1 . In the case of a complete coincidence of estimates, the coefficient is equal to one. The value of the coefficient minus one indicates the greatest disagreement of experts' opinions.

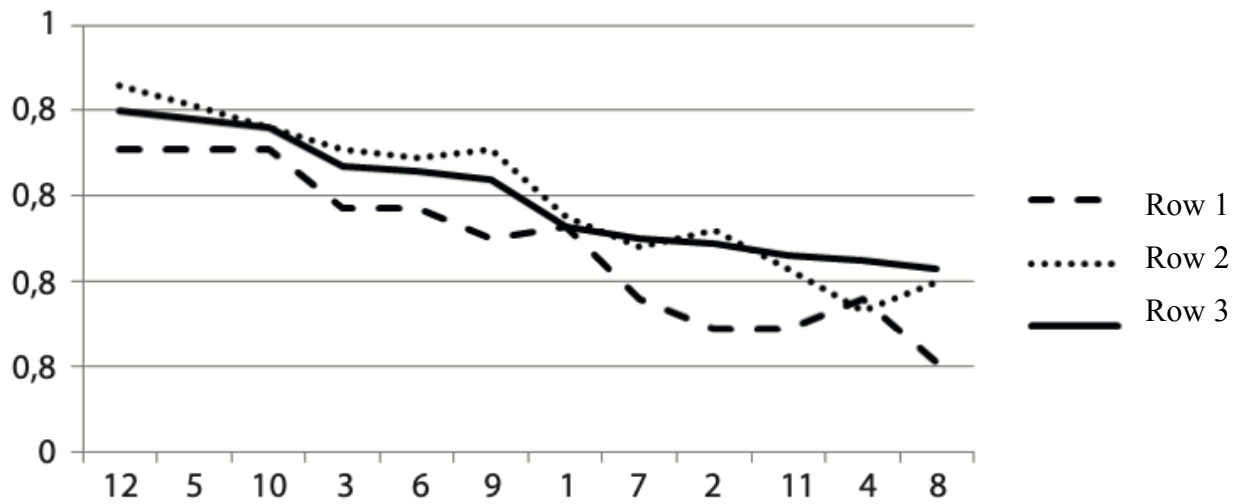
Before calculating the criteria, preliminary ranking of n objects (in our case, eight memes) is performed by experts. Its results are shown in table 3.4. As a result of ranking by the j -th expert (there are m of them in total), each meme receives

a score x_{ij} – the rank given to the i -th meme by the j -th expert. The values of x_{ij} are in the interval from 1 to n . The rank of the most significant meme is 1, the least significant is n .

In our example, for the calculation of the coefficients as a standard, you can choose either the arrangement that meets the standard of spiral dynamics, or the rank of the team leader. The use of the first benchmark will allow comparing the levels of consciousness development over time or the consciousness development of different collectives. The second standard allows you to assess the closeness of the models of consciousness and preferences of team members and the manager. It can be used to predict the reliability of the team leader's efforts to transfer the state of the motivators of the team's behavior to a new level, the need for which is caused by a change in the situation. The first and second coefficients are used in the calculation of the generalized assessment of the probability of the influence of the manager's efforts on the activity of subordinates.

In fig. 3.6 shows a graphic display of three coefficients that reflect the closeness of the individual rank ordering of memes of team members to the standard ordering adopted in the theory of spiral dynamics of consciousness. Under number 1, the results of the evaluation of the team leader's memes are presented. The overall coefficient of agreement of opinions W across the entire matrix of ranks was 0.6.

Those who have experience using the spiral dynamics of consciousness warn that its evaluations do not have an ethical orientation. That is, memes cannot be defined as bad or good. The fact is that various life circumstances can force a person whose consciousness is at a fairly high level of spiral dynamics to turn to the tools of influencing others in the coordinates of memes, which are at a lower level. For example, in a collective of creative people, whose consciousness is mainly on the yellow and turquoise levels, blue-level technologies are quite possible, which involves the creation of a certain standard of arrangement, instrumental coordination of actions.



Notations: vertically – scale of estimated coefficients; horizontally – the employee’s conditional number; lines in the figure: row 1 – coefficient of deviations – p; row 2 – coefficient of inversions – t; row 3 – the generalizing criterion for the agreement of experts’ assessments – K.

Figure 3.6 – Statistical estimates of the closeness of the ranks of team members to the normative arrangement of spiral dynamics

In fig. 3.7 shows a graphic display of three coefficients reflecting the closeness of individual ordering of memes to the ordering of memes by the team leader. The overall coefficient of agreement of opinions W across the entire matrix of ranks was 0.66.

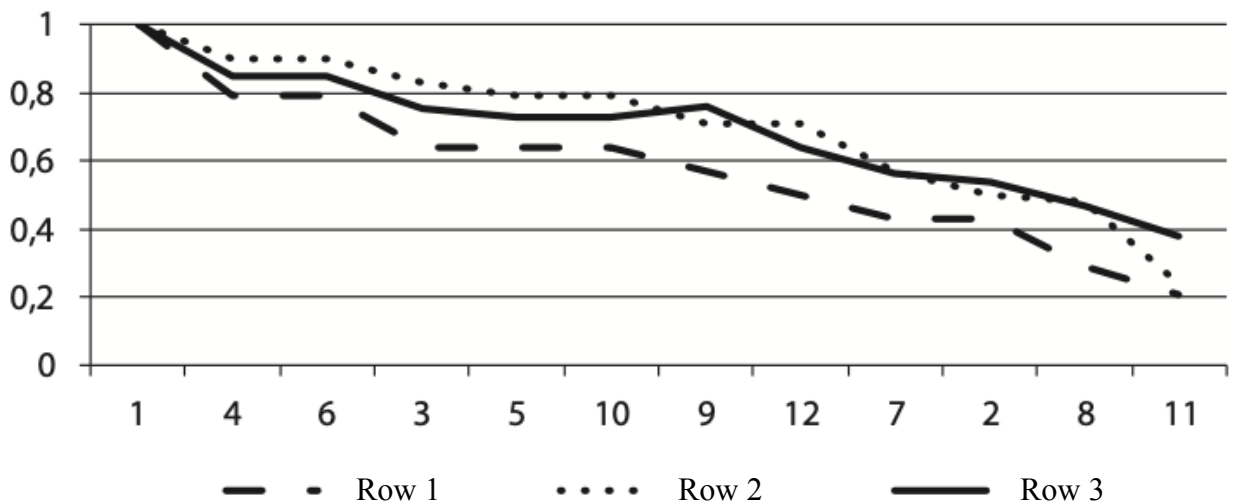


Figure 3.7 – Statistical estimates of the closeness of the ranks of team members to the ranks of the manager

A comparison of the coefficients obtained when using two benchmarks shows that in the second case there is clearly a higher consistency of the manager's and subordinates' assessments. Based on the results of this assessment, the manager has the opportunity to choose from the entire team to create an effective creative group of subordinates who have approximately the same structures of consciousness. According to the table, it is possible to recommend the following sequence of their introduction into the working group to solve the problem together with the manager: fourth, sixth, third, etc.

Using the example of the predicted interaction of the manager and the subordinate under number 4, we will present possible reserves for harmonizing their efforts in the joint search for a way out of the crisis situation. Additional analysis of estimates according to the table 3.5 shows that the coordination of the vision of the situation by the manager and this subordinate to some extent depends on overcoming the difference in the level of development of their red meme. It indicates the possible improper use of hard power techniques by the manager. This problem can be solved by using a higher development in the subordinate of the values of the orange meme, which orients its owner to business entrepreneurship and the use of practical intelligence. The final composition of the creative group should be determined by additionally analyzing the professional and qualification potential of the applicants.

In general, the following conclusions can be drawn from the above material. A person's work behavior is largely determined by the state of his consciousness to perceive the world and react to its changes. Informatization and intellectualization of work significantly complicate the manager's solution to the problem of forming the collective workforce of a creative team. The use of the provisions of the spiral dynamics of consciousness allows the manager to diagnose the consciousness of subordinates, internal sources of activation of their work behavior. On this basis, he gets the opportunity to develop constructive ways of developing conscious solidarity of the team, targeting the will of subordinates to overcome non-standard problem situations. The results of the analysis of the possibilities of using the ideas

of spiral dynamics can be narrowed down to build constructive educational programs that contribute to the development of collective intelligence and its capitalization.

Table 3.5 – Results of selection of groups of employees of “Kernel-Trade” LLC based on signs of closeness of labor behavior motives

	Employees											
	12	5	10	3	6	9	1	7	2	11	4	8
	Groups of employees with a close system of motivation for work behavior											
	First			Second			Third			Fourth		
	Color designation of the spiral dynamics of consciousness standard											
	Yellow			Green			Orange			Blue		
<i>p</i>	0.71	0.71	0.71	0.57	0.57	0.50	0.36	0.36	0.36	0.29	0.29	0.21
<i>t</i>	0.86	0.81	0.76	0.71	0.69	0.71	0.55	0.48	0.33	0.52	0.43	0.40
<i>K</i>	0.80	0.78	0.76	0.67	0.66	0.64	0.53	0.50	0.45	0.49	0.46	0.43

One of the biggest obstacles to the high-quality implementation of management functions is the low readiness of managers to influence the activity of subordinates, taking into account the individual characteristics of the motivation of their work behavior. The analysis of relevant literature proved the expediency of using the ideas of spiral dynamics of consciousness to determine the reserves of strengthening the influence of the team leader on the work behavior of subordinates. Diagnostics of the structure of the spiral dynamics of consciousness in each member of the team allows to unite them into work groups with high productivity of information exchange for quick decision-making in critical situations. Quantitative assessment of the consistency of the perception of the situation is possible using rank correlation coefficients.

In the table 3.2 recommendations are given on the use of motivational tools to increase the labor activity of personnel.

The first group of workers has the highest, compared to other groups, development of consciousness, and for it you can use all the levers of activation of behavior, namely: trust, appeals to solidarity; acceptable control, disciplinary standards. For the second group of workers, the influence of appeals to solidarity, acceptable control and disciplinary standards can be combined. A third group

of workers will consciously respond to fair work control and disciplinary standards. For the fourth group, it is advisable to decide on the rules of behavior at work, which must be strictly followed.

Conclusions to section 3

Having carried out the work on the development of recommendations for improving the system for the development of managerial competencies of the enterprise's managers, the following conclusions were drawn:

In the third section, four types of managers are distinguished: self-actualized – a high level of development of functional and personal components of competence; temporarily competent – a high level of the functional component and a low level of the personal component; temporarily incompetent – low level of functional component and high level of personal component; problematic – low level of functional and personal components.

A model for the development of managerial competence of enterprise managers has been developed, which combines target, theoretical-methodical, motivational-volitional, diagnostic, methodical-technological, and effective blocks. The target block of the model includes the goal and specific tasks of the method of developing the manager's managerial competence. The next block of the model is theoretical and methodical. The method gives an answer about which methodical approaches (paradigms, principles, ideas, values, etc.) should be followed in the process of organizing competence development. One of the most important elements of the model for the development of managerial competence of enterprise managers is the motivational and volitional block. Its significance is due to the fact that the requirements for management personnel in today's competitive environment are radically different from what was before. The diagnostic block of the model includes measures to obtain complete and reliable information about the level of formation of the manager's managerial competence in terms of functional and personal components. The methodical and technological block of the model includes

the organizational and pedagogical conditions for the development of the manager's managerial competence. The resulting block of the model reflects the requirements for the quality of managerial competence of managers.

Based on the systematization of the conclusions of K. Graves and his followers, a hypothesis was formulated about the expediency of using the ideas of spiral dynamics of consciousness to determine the reserves of strengthening the influence of the team leader on the work behavior of subordinates. The testing of the hypothesis showed that, in addition to diagnosing the driving sources of individual work behavior, the theory of spiral dynamics of consciousness allows to determine the reserves of the formation of collective consciousness and the collective workforce of the team. On this basis, the manager gets the opportunity to develop constructive ways of developing conscious solidarity of the team, targeting the will of subordinates to overcome non-standard problem situations. The results of the analysis of the possibilities of using the ideas of the spiral dynamics of consciousness can be used to build constructive educational programs that contribute to the development of collective intelligence and its capitalization.

CONCLUSIONS

Under the influence of increased unpredictability and acceleration of changes in the business environment, the problems of professionalization of management and development of managerial competence of enterprise managers have gained relevance. These trends determined the expediency of the quantitative and qualitative enrichment of the functional duties of managers, the development of their professional potential, taking into account the provisions of modern economic theory and management. There was an urgent need to supplement the traditional list of competencies of managers with duties and skills to develop their own ability and the ability of subordinates to generate creative ideas, to use the experience of making intuitively effective decisions, to develop, on the basis of additional specialized education, new competencies aimed at solving non-standard situations at work.

The terminology system proposed in the work allows creating a qualitatively new instrumental support for the study of the development of managerial competence in the conditions of professionalization of management. The central concept of the term system is the concept of “managerial competence of the manager”.

As a result of the synthesis of approaches to the definition of the concept of “competence”, the generalization of the meaningful characteristics of this concept and the substantiation of the key role of the individual in the implementation of managerial activities at work, the essence of the manager’s managerial competence, which is considered as a complex professional and personal formation that is actualized in the process of managerial activities, was clarified, ensures readiness and ability to perform it at a normative level and includes knowledge, abilities, skills, personal qualities and abilities, values, motives and assessments.

This improvement made it possible to clarify the structure of the manager’s managerial competence, with the functional and personal components of competence being singled out, which allows combining the features of functional-role (the main units of which are managerial functions, managerial roles,

measurement of managerial behavior) and personal-activity (motives, goals, personal meaning and methods of their implementation, between which there are complex relationships and transitions) of approaches to the study and improvement of managerial activity.

The new model of the managerial worker and the algorithm for diagnosing reserves of the development of his professional mobility provided clarification of the characteristics of the personal potential of the managerial staff (entrepreneurship, tolerance); socio-psychological parameters of the working environment (trust, socio-psychological climate); role functions of the manager (administrator, partner, coach); sources of activation of work behavior (external influence, conscious self-activation). In the analysis of both professional mobility and the conditions and factors of its development, the use of assessments of the actual, desired state of characteristics, as well as the possibilities of achieving the desired state of characteristics ensures a system-synergistic effect of the implementation of a practical program built on this basis for a specific team of management personnel.

The analysis of methodological approaches to the assessment of managerial competence proved the absence of a generally recognized list of its components. This became the basis for determining its structure in a combination of characteristics and indicators of functional and personal components. Indicators for evaluating the functional component of management competence were chosen: knowledge, skills and abilities to perform the main functions of management, namely: planning, organization, motivation and control. As characteristics for assessing the personal component of managerial competence of managers, it is proposed to use: motivation for self-preservation and self-development, socio-psychological qualities and abilities necessary for high-quality performance of managerial activities by a manager, the presence of a developed and adequate professional self-concept.

The diagnosis of managerial competence of managers by its components, carried out with the use of economic and mathematical methods, made it possible

to identify the key problems of the development of managerial competence of managers. One of the main ones is the uneven development of functional and personal components of competence among managers, which allows for their typology in order to develop recommendations for a specific type of manager.

In order to specify and generalize measures for the development of the functional and personal components of the competence of managers, their classification is given in the work and four types are distinguished: self-actualized, temporarily competent, temporarily incompetent, problematic. The first type has a high level of development of functional and personal components of competence. The second is a high level of the functional and low level of the personal component. A temporarily incompetent person has a low level of functional and a high level of personal component. Problematic has a low level of functional and personal components.

The classification and typology of enterprise managers based on the systematic use of functional and personal components enriches and specifies methods and technologies of constructive development of their managerial competence. The model of development of management competence of enterprise managers presented in the work combines target, theoretical-methodical, motivational-volitional, diagnostic, methodical-technological, effective blocks.

One of the biggest problems of high-quality implementation of management functions is the low preparedness of managers to manage unique employees, the lack of knowledge, skills and abilities to take into account individual characteristics in the motivation of their work behavior. Based on the systematization of the conclusions of K. Graves and his followers, a hypothesis was formulated about the expediency of using the ideas of spiral dynamics of consciousness to determine the reserves of strengthening the influence of the team leader on the work behavior of subordinates.

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ANNEXES

Annex A

Questionnaire for assessing the professional mobility of the management personnel of the enterprise

Instruction

When answering questionnaire questions, use points (interval 1–5), where 5 corresponds to the answer “yes”; 4 – answers “rather yes than no”; 3 – “rather no than yes”; 2 – “no”; 0 – “it’s difficult to answer or I don’t know”. In the “A – actual state” column, estimate the actual state at the current moment. In the column “D – the desired state” – what do you think about how it should be. In the column “P – possibilities” – evaluate the possibility of achieving the desired state.

Please indicate the department in which you work _____

Table A.1 – Potential for professional mobility (compiled by the author)

Characteristics of the potential	A	D	P
I fully trust my colleagues and management			
I believe that everyone in my team fulfills their duties			
I believe that the management cares about me and my colleagues			
I feel like a part of the team			
I receive recognition for my personal contribution to the work of the team			
Management is open to contact me			
I am not afraid to take responsibility			
I can calmly analyze any situation			
I know how to convince other people			
I'm not always happy with my job, but I'm afraid of losing it			
Even my temporary unemployment will affect my family			
I am proud to work in this team			

Table A.2 – Professional mobility (compiled by the author)

Characteristics of the potential	A	D	P
My work is related to creativity			
I am ready for increased responsibilities for an additional fee			
I happen to take risks in the course of my work			
I often look for solutions to work problems in literature (Internet)			
I have significantly improved my professionalism during my work			
I willingly teach new employees the basics of work			

Characteristics of the potential	A	D	P
I often face difficult situations at work			
I turn to colleagues for advice in difficult situations			
I turn to my supervisor for advice in difficult situations			
I have ideas about solving difficult situations			
I sometimes suggest a solution to the problem to the manager			

Table A.3 – Motivation for activity (compiled by the author)

Characteristics of the potential	A	D	P
The possibility of constant replenishment of knowledge at work			
Practical use of knowledge			
Self-management, self-organization			
Horizontal career (sometimes work in adjacent departments)			
Moral climate in the team			
Informal relations in the team			
Salary			
Work process control			

Table A.4 – Roles of the manager (compiled by the author)

Characteristics of the potential	A	D	P
Expansion of his powers and responsibilities			
Formation of the subordinate's desire to make a decision himself			
Respect for the subordinate's own dignity			
A personal example			
Improvement of organization and working conditions			
Joint decision-making with subordinates			
Information about the state of the work problem			
Setting clear and specific goals			
Conviction, clear reasoning of their assignments			
Promotion			
Punishment			
Fair control of work results			

Table A.5 – Quality of working life (compiled by the author)

Characteristics of the potential	A	D	P
Social welfare			
Trade union activities			
Workplace planning			
Modern office equipment			
Psychological climate			

Characteristics of the potential	A	D	P
Team solidarity			
Respect for the employee's dignity			
Devotion of the organization's personnel			
Encouraging staff education			
Objective attestation of personnel			
Correspondence of salary to qualifications			
Fairness of premiums and surcharges			
The possibility of self-development and self-expression			
The possibility of enriching the content of work			

Rank the statements from 1 – strongly agree to 8 – strongly disagree.

Table A.6 – Diagnostics of the state of spiral dynamics of consciousness
(compiled by the author)

In the team, everyone must take care of solving their own problems	
In order to survive, it is necessary to follow the rules of behavior in the team	
To satisfy personal needs, one must strive for power	
In order to maintain order in the team, it is necessary to strictly observe discipline	
Obtaining benefits in the team is ensured by the quick implementation of one's own unique ideas into practice	
The development of the team is facilitated by the desire of its employees for fair solidarity, collectivism	
The team can be saved by constantly updating the rules of relations in a timely manner	
To preserve the team, it is necessary to find ways to harmonize its relations with the immediate and distant environment	

Annex B

Table B.1 – Matrix of ranks of “Kernel-Trade” LLC (functional component)

Factors / Experts	1	2	3	4	5	6	7	8	9	10	Sum of ranks	d	d ²
X ₁	4	5	4	4	4	4	3	4	4	3	39	4	16
X ₂	6	6	5	6	6	5	6	5	5	5	55	20	400
X ₃	2	2	1	1	1	3	1	1	2	4	19	- 16	256
X ₄	1	1	2	3	3	2	2	2	1	2	17	- 18	324
X ₅	3	3	3	2	2	1	3	3	3	1	26	- 9	81
X ₆	5	4	6	5	5	6	6	6	6	6	54	19	361
Σ	21	21	21	21	21	21	21	21	21	21	210		1438

Table B.2 – Matrix of ranks of “Kernel-Trade” LLC (personal component)

Factors / Experts	1	2	3	4	5	6	7	8	9	10	Sum of ranks	d	d ²
X ₁	1	1	1	1	1	2	1	1	1	1	11	- 9	81
X ₂	2	2	2	3	2	1	2	2	2	2	20	0	0
X ₃	3	3	3	2	3	3	3	3	3	3	29	9	81
Σ	6	6	6	6	6	6	6	6	6	6	60		162

Annex C



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Каунаський університет прикладних наук
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Познанський університет економіки та бізнесу
Університет імені Григола Робахідзе
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ПРОБЛЕМИ ТА ПЕРСПЕКТИВИ ЗАБЕЗПЕЧЕННЯ СТІЙКОГО СОЦІАЛЬНО-ЕКОНОМІЧНОГО РОЗВИТКУ ТЕРИТОРІЙ

МАТЕРІАЛИ
Міжнародної науково-практичної інтернет-конференції
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У матеріалах конференції представлені авторські підходи до проблем інноваційного розвитку територій, питань кластерної співпраці, перспектив розвитку людського потенціалу в умовах післявоєнної відбудови України, питань узгодження інтересів стейкхолдерів територіального розвитку при формуванні ефективної взаємодії та підтримці конструктивного діалогу між ними, цифрового та зеленого переходів, зміни підходів до формування локальних точок економічного зростання.

Видання призначене для фахівців системи державного та регіонального управління, органів місцевого самоврядування, представників бізнесу, науковців, викладачів, здобувачів вищої освіти.

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others. Each approach is chosen according to the needs and objectives of the organisation.

Modern organisations emphasise leadership development amongst staff at all levels. This contributes to the creation of teams capable of making and implementing strategic decisions.

Diversity and inclusion have become an important part of modern human resource management. Providing equal opportunities and creating an inclusive environment fosters creativity and innovation within an organisation. After dropping in 2020 during the pandemic, employee engagement is on the rise again, reaching an all-time high of 23% in 2022, but despite this, combined with actively disengaged employees, low engagement costs the global economy \$8.8 trillion, or 9% of global GDP [1].

With advances in technology and changes in the working environment, many organisations have moved towards remote working. Human resource management now includes developing policies and tools for remote working and ensuring communication and collaboration in this context.

The use of data analytics for management decision making is becoming more common. It helps to evaluate the effectiveness of staff development programmes and make evidence-based decisions.

Modern approaches to HR management are focused on achieving the strategic goals of the organisation and take into account the new challenges and opportunities that arise in today's business environment.

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METHODICAL APPROACHES TO THE ASSESSMENT OF MANAGERIAL COMPETENCE OF HEADS OF ORGANIZATIONS

Personnel evaluation is one of the most important elements of the organization's personnel management system, which allows not only to plan personal transfers,

to form a personnel reserve, but also to evaluate the quality of personnel from the point of view of its compliance with business goals and the organization's strategy.

The analysis of scientific sources showed the presence of a significant number of approaches to the assessment or diagnosis of professional competence.

The work of Elrayah M. proposed the development of a qualitative model for assessing the level of professional competence based on the structural components of competence described in scientific studies [6].

Chen S. et. Al suggest evaluating the competencies of managers in three groups: corporate, professional and behavioral. A four-level scale can be used for this: zero (negative) level of manifestation – 1–2 points; the first (basic) level – 3–5 points; second (strong) level – 6–8 points; third (skill level) – 9–10 points. Selection of competencies, establishment of their weights, levels of manifestation and point evaluation are the basis for the formation of a competency evaluation model [5].

Suliman M. considers the assessment of employee competence to be a priority area of human resource management on the basis of coaching and suggests using the following clusters of competences for the “managers” category:

1. Professional. They are necessary for the employee to perform official duties; reveal the level of specialized knowledge and skills necessary to achieve goals; are components of processes and functions for which the employee is responsible.

2. Cognitive – involve the practical use of theories and concepts, as well as hidden knowledge gained on the basis of practical experience. These are competencies that reveal the ability of managers to work and control information flows, manage the processes of training and development of personnel.

3. Social – reflect the presence of communication skills and abilities, the ability to provide social and psychological assistance, create and maintain a positive moral and psychological climate in the team.

4. Personal – characterize the strong-willed and leadership qualities of managers, testify to the possibilities of adaptation to the changing external and internal environment, ethics of behavior, communication style and attitude towards subordinates.

To evaluate the development of each competence listed, it is advisable to use a 100-point scale.

The conducted analysis of the existing methodical provision of competence assessment allows us to propose the main stages of this process. At the first stage, a special toolkit is formed, with the help of which it is possible to obtain the data necessary for evaluating the competence of the heads of organizations. On the second – recording, verification of the information obtained during the survey of the organization's personnel, as well as the formation of the final array of data. At the third stage, the received data is analyzed and its results are interpreted.

The objectivity of assessing the managerial competence of the heads of organizations depends to a large extent on the correct choice of assessment indicators and a correctly completed questionnaire.

When compiling the questionnaire, it is necessary to comply with the requirements for the content and sequence of questions, as well as to develop an evaluation scale. At the same time, there is a need to find out the indicators that will allow to characterize the state of managerial competence and are necessary prerequisites for its formation and development.

The structure of managerial competence allows you to use it as a diagnostic tool for the existing level of managerial competence.

The analysis of literary sources showed that scientists distinguish the components listed in the table in the structure of competence.

Table – Structural components of competence in the research of scientists

Competence component	Akinola M. et al. [1]	Alberston A. et al. [2]	Anteby M. et al. [3]	Armstrong M. et al. [4]	Chen S. et al. [5]	Elrayah M. [6]	Li T. et al. [7]	Lisnerova R. et al. [8]	Suliehan M. [9]
Cognitive	+		+	+		+	+	+	+
Cognitive-operational					+				
Behavioral	+		+	+			+		
Social				+					
Emotional	+								
Personal and motivational					+				
Motivational	+	+	+					+	+
Motivational and valuable						+	+		
Reflective	+	+						+	+
Personal			+	+			+	+	
Organizational								+	
Communicative								+	
Affective and axiological									+
Praxeological									+

Information from the table. shows that there is no standard set of competence components. That is, for each study, it is necessary to determine its structure in advance. Most often, scientists consider such elements as:

- cognitive – formation of a set of scientific-theoretical and scientific-practical knowledge about managerial activity;
- operational – formation of a set of abilities and skills necessary for solving management tasks;
- motivational – formation of a set of needs, interests, motives, attitudes, values and goals of managerial activity;
- reflective – the formation of the ability to adequately assess oneself as an individual, professional, subject of managerial activity;
- personal – the formation of a set of personal qualities that must necessarily be inherent in a professionally competent manager.

For the final determination of the structural components of competence, it is advisable to use the decomposition method. Decomposition, as a separation process, allows you to consider any studied system as a complex unit that unites separate interconnected subsystems, which, in turn, can also be divided into parts.

Therefore, we believe that the most reasonable approach is the approach according to which the structure of competence is determined based on its essence. Managerial competence of a manager is an integrative unity of functional (knowledge, abilities and skills) and personal components (motivation, socio-psychological qualities and abilities and self-concept). Based on the fact that the competence of the manager is a complex complex formation, a set of indicators should be determined, according to which the assessment will be carried out.

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