

УДК 378.018.46 + 377.4/5 + 005.963

## **System of Methods, Techniques and Means as a Condition of Success for Vocational Training of Manager Personality**

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Received 30.06.2014, received in revised form 02.07.2014, accepted 17.09.2014

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*The subject of this study is a systematic analysis of methods, techniques and means of retraining the manager personality. The problem indicated in the article, concerns the social order of society for training specialists who meet new market demands. It required educational institutions to start training on the profile that is quite different from what a few years ago had their graduates. In particular, a need to retrain personnel managers who have knowledge and skills in the field of personnel management process, motivation, organizational culture, socio-psychological atmosphere, organizational behavior, organizational diagnosis and management processes, with special attention to the formation of leadership skills of the manager personality, his/her personal and professional qualities, team activities, etc. In the experimental part of the study the process of retraining of the manager personality in the course of the additional professional education program Personnel Management was examined. The expert evaluation was given to the program, according to the results of which the retraining has a high potential for management training of senior and middle levels.*

*Keywords: HR Manager, professional retraining, additional educational programs, expert evaluation.*

*Research area: 08.00.00 – economics.*

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### **Introduction**

For the effective implementation of professional activity in modern society there are demanded specialists with not only knowledge and some experience but also skills that enable to adapt to modern technology, to successfully move from one activity to another, ready to educate themselves. This position is confirmed by the *Concept of the Federal Target Program of Education for 2011-2015 years*. It stresses that the developing society needs educated,

moral, enterprising people who can make their own management decisions in a choice situation, predicting the possible consequences, the ability to cooperate, differing mobility, dynamism, constructive, having a strong sense of responsibility for the future of the country.

However, Russian society is important to continue to improve the acquired knowledge and skills, as well as build and develop the necessary personal and professional qualities, allowing to carry out professional activities

more effectively. In this regard, relevant to talk about retraining managers of various levels of management to acquire additional knowledge and skills in educational programs, providing for the study of individual disciplines, sub-disciplines. Professional retraining is also carried out to expand the skills of professionals with a view to adapting to new economic and social conditions.

The above mentioned requirements of modern society are associated with the economic instability and nonlinearity of the processes occurring in it and reflected in all development institutions. Government and commercial organizations of any ownership are interested in the full use of labor potential, overshadowing improving information, material and technical equipment and other technical features of organizations. In this regard, a significant role in any organization is given to the expert, to Human Resource Manager.

**Features of retraining  
at an additional educational program  
*Human Resources Management***

The educational system is designed to realize the function of education of the individual in order to ensure its progressive development. Part of the general education advocates further professional education, "the demand for which is 'updating and enriching' the already established educational potential of the individual compensation of possible gaps in training, education and development" [2; p. 5].

Professional retraining is one of the areas of additional vocational training. According to the definition A.G. Kazakova, retraining is "getting additional knowledge and skills by managers or professionals" [2; p. 146], the development of the necessary qualities to perform professional work in the new environment. The professional retraining program *Personnel Management* is conducted in the High School of Business,

Management and Psychology (HSBMP) at the Siberian State Technological University.

Implementing the retraining program *Personnel Management* its developers seek to achieve the following objectives:

1. Development of leadership qualities of the manager personality.
2. Enhanced vision of business strategy.
3. Development of innovative and entrepreneurial skills.
4. Developing the ability to apply the old and newly acquired knowledge and experience in a variety of business situations.
5. Incitement to desire for learning throughout life and personal growth.
6. Developing communication skills and teamwork skills.
7. Organizing knowledge obtained on the basis of professional management experience.

The program is built on five pillars: the system, pragmatist, modular, monitoring and synergetic. Let us consider each of them in detail.

Systemic principle is in indissoluble connection of Sciences and Humanities, the formation of interdisciplinary connections, joining theory and practice, identifying new patterns in business management and staff organizations.

The essence of the pragmatist principle is that the active implementation of the managerial abilities of the individual occurs during the formation of the group and team activities that occur in the process of retraining through active learning methods.

The modular principle is the basis of the program. Module is a logical chain of cycles studied discipline, which is a formed body of knowledge and skills necessary for effective learning.

The principle of monitoring is the measurement and analysis of the theoretical and

practical knowledge through professional tests and independent examination.

Synergistic principle is that the management is a system integrated all the subsystems of the organization in the interaction with the environment and getting a new synergy effect. This principle is fundamental to the understanding of economic development processes.

Note that the retraining program *Human Resources Management* is designed for a specific target audience. A number of requirements exists for potential listeners:

- voting age from 25 to 45 years;
- higher education of any form of learning;
- management experience of at least 2 years;
- opportunity and ability to perform intensive curricula;
- motivation for learning.

In addition, prospective students are in the process of competitive selection, which consists of three stages. The first stage involves an interview, i.e. familiarity with the candidate. List of topics discussed: chain decision on admission to the program, motivation; business objectives in the near future; view of the future group; time-management; ability to work in a team; participation in business programs, reading business books; actions in case of failure in reception, etc.

The second stage is the definition of existing knowledge in the field of economics, management and psychology, as well as organizational and managerial skills acquired in practical activities that allow you to build an effective learning group and adjust to develop additional professional educational program.

Third stage includes psychodiagnostics of a candidate with drawing characteristics reflecting his personal and business qualities. Psychodiagnostics of a candidate performed using psycho-geometrical test, color test procedure by

Luscher and multiple personality questionnaire by R. Cattell 16 PF (version A).

The result of competitive selection of candidates is the formed study group of listeners, consisting of representatives of senior and middle management levels, who acquired management experience in an unstable economy, mastering many of the processes not in a classroom environment, but participating in the activities of the organizations.

The process of retraining is based on additional professional education program, and intellectual innovations of teachers.

Now we describe these structural elements of the process of retraining.

Additional professional education program is a "document defining the content of education and enables in learning tasks set for retraining" [2; p. 146]. As noted earlier, additional professional education program *Personnel Management* has a modular training. Each module is relatively independent:

Module 1 – *Management*

Module 2 – *Psychology*

Module 3 – *Quality*.

The central figure in the educational process is the teacher. The key competences of the modern business school teacher are expressed as follows: "the balance of academic preparation, high real business knowledge and skills, based on a wealth of teaching experience and a serious methodological training" [1; p. 572]. Teachers involved in the process of retraining are *creative* teachers. They do not just *have some degree* of professors and associate professors of universities having a large enough experience of scientific and pedagogical work, but people who have knowledge of management disciplines and teaching experience combined with real practical experience as a part-time residence in management positions, consulting or applied research.

Particular interest is I the educational technologies that are used by teachers involved in the process of retraining. Among them it is worth noting the traditional learning technology in conjunction with the persona-oriented learning technology.

Among the existing traditional technologies the preference is given to a lecture form, accompanied by presentations; practical exercises aimed at developing personal and business qualities of listeners and the qualifying paper workout.

Among the persona-oriented learning technologies there is widely used cooperative learning, method of case study, discussions, role and business games. Thus, teachers use forms of group work. This method of persona-oriented learning technology is aimed at direct regulation characteristics of the educational process, where the main task is to increase the level of knowledge and skills to make decisions independently and take responsibility for them. Mastering the material is not passive, but on the basis of active and exploratory learning methods. These technologies make it possible in the first place, to identify the qualities of students as emotional involvement, activity, creativity, the ability to analyze quickly large amounts of information, decision-making under stress and uncertainty; and the second: if there is the absence or incomplete implementation of these qualities, so to develop them. Moreover, interaction with teachers and group-mates gives a synergistic effect and creates an efficient system of knowledge and practical skills. There is the formation of a cohesive team of people working in different areas of business, occupying the position of the heads of individual directions up to CEOs and business owners. Collaborative learning allows to expand business contacts and helps to solve many business issues.

Despite the many advantages of group work methods, there is particular focusing on the individual work of students, which is expressed in the development of individual projects (business plan, presentation, organizational culture research, diagnosis motivational sphere, etc.) and their defense.

The field training *Team Building* is of particular interest, it aims to exploring modalities for establishing a functioning, cohesive team. During the training, participants learn to:

- 1) understand: what is the team, how it works, and who is the team leader;
- 2) be aware of: the resources of personal influence, the need to motivate the team members need to distribute the functions of a team;
- 3) create a team to solve specific problems.

There are successfully applied methodological innovation, particularly fiction and poetry. Using literary works for the discussion of the management problems there is some advantage: they accept some *human* features and let go beyond dry *technical* discussions. Appealing to folklore (fairy tales, legends) allows students to understand the Russian business much better.

The additional professional education program is completed by writing and defending of a thesis on topical issues of personnel management in modern organizations. As a result, students receive a diploma of vocational retraining in the Siberian State Technological University on Program *Human Resources Management*, certifying the right (the qualifications) for professional activity in this area.

**Expert evaluation  
of the additional professional  
education program  
*Personnel Management effectiveness***

Having considered a system of methods, techniques and means of professional retraining

program *Human Resources Management*, there is held its expert evaluation to identify the ability and effectiveness of the program in the Russian conditions to prepare the administrative staff of higher and middle managers who are able to solve the problems of the present level in the management of organizations, their structural units.

To improve the objectivity of the expert assessment it is carried out in a quantitative form (score) for the twelve scales:

1. Characteristic of the issued diplomas (licensing and accreditation).
2. Number of courses on MBA program.
3. Number of MBA programs gradulators.
4. Number of issues of programs counterparts.
5. Number of graduates of the programs counterparts.
6. Scientific and methodological level of the curriculum.
7. The level of lectures and professors in the educational process.
8. Material and technical resources and educational-methodical base.
9. Foreign partners.
10. Participation in Presidential program.
11. Financing of the MBA programs (programs counterparts).
12. Promoting the careers of graduates.

Each five-point scale provides an assessment of various characteristics of the program. "Each point corresponds to a certain level of program features. The highest score (5) is the maximum level of performance, the lowest score (1) is

minimum. On the basis of the ratings the summary output characteristic readiness of the educational institutions to implement programs MBA by summing the scoring. The marks on the scales 2, 3 and 12 are multiplied by a factor of 2, and the characteristics of the programs counterparts (scale 4, 5) are multiplied by a factor of 1.5. If the educational institution provides both types of programs, in this case either MBA program (scale 2 and 3), or programs counterparts (scale 4 and 5) are taken into consideration to determine an average mark. The maximum score that can be got by an educational institution is 65 points" [1; Pp. 248-252].

The results of the expert evaluation of retraining program *Human Resources Management* are given in Table 1.

The expert evaluation of retraining program *Human Resources Management* in HSBMP at SibSTU was 43 points out of 65 possible. This result suggests that retraining has a high potential for training senior and middle levels of management.

Expert assessment has identified positive trends in the development of the program and also a number of problems. The existing HSBMP retraining program *Human Resources Management* is a program created in an educational institution, on its own initiative, having experience of practical implementation for the past ten years. Graduates mention its highest level, both in content and in the final result, which is undoubtedly a great achievement.

It is important that training in the study program is possible after higher education (and

Table 1. Expert evaluation of retraining program *Human Resources Management* in the HSBMP at the SibSTU

Scale	1	2	3	4	5	6	7	8	9	10	11	12
Assessment (score)	4	1	1	7,5	7,5	2	5	5	1	1	5	3

not under it) with a diploma of supplementary (Higher) Education, which involves getting a second skill – the skill of personnel manager, claimed in modern Russia.

The annual intake of students tends to be relatively small, which creates a framework for the implementation of individual approach and application of active learning methods.

Professional retraining is breakeven financially. Through its implementing there is the process of extra budgetary funds from Russian business in the sphere of education, which beneficially affects the activities of an educational institution.

The most important task of the program is maintaining a high quality of professional training. The performance of educational institutions in liaison with employers' organizations, including on the basis of the creation of effective forms of employment and career development of graduates retraining should be improved. In order to eliminate shortcomings in administration of High School of Business, Management and Psychology it is necessary to organize work closely with alumni *Human Resources Management*. In this case we are talking about the creation of the Alumni Association of HSBMP SibSTU that will contribute to:

- interaction between alumni and students;

- participate in the creation and continuous updating of the knowledge base of the HSBMP graduates;
- development of linkages with domestic public and educational organizations.

It is advisable to revise the system of recruitment to vocational retraining program, to prevent unscrupulous marketing, distorting the actual situation in the educational institution, to introduce more stringent form of entrance examinations.

In general, professional retraining program *Human Resources Management* is performed at a high level of educational methods. On the basis of some refinement and correction, subject to obtaining international accreditation (AACSB, efmd, AMBA) with the aim of integrating the Russian business education in the world of business and educational space High School of Business, Management and Psychology at the Siberian State Technological University is ready to implement the program of MBA (Master of Business Administration).

The program has real value because it is realized at a highly professional level, which virtually guarantees the person entering the business elite or professional elite at the expense of acquiring new knowledge and skills, the development of key personal and business qualities.

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## **Система методов, приемов и средств как условие успеха профессиональной переподготовки личности менеджера**

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*Предметом исследования является системный анализ методов, приемов и средств профессиональной переподготовки личности менеджера. В статье обозначена проблема, выражающаяся в социальном заказе общества на подготовку специалистов, отвечающих новым требованиям современного рынка. Это потребовало от учебных заведений начать подготовку кадров по профилю, существенно отличному от того, каким еще несколько лет назад обладали их выпускники. В частности, возникла необходимость в переподготовке менеджеров по персоналу, имеющих знания, умения и навыки в области организации процесса управления персоналом, мотивации, организационной культуры, социально-психологической атмосферы, организационного поведения, диагностики организационно-управленческих процессов, где особое внимание уделяется формированию лидерских способностей личности менеджера, его личностным и деловым качествам, командной деятельности и др. В экспериментальной части статьи проанализирован процесс профессиональной переподготовки личности менеджера по дополнительной профессиональной образовательной программе "Управление персоналом". Дана экспертная оценка исследуемой программе, из результатов которой следует, что профессиональная переподготовка имеет высокий потенциал для подготовки управленческих кадров высшего и среднего звеньев.*

*Ключевые слова: менеджер по управлению персоналом, профессиональная переподготовка, дополнительная образовательная программа, экспертная оценка.*

*Научная специальность: 08.00.00 – экономика.*

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