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MODELING OF "SOFT SKILLS" IN THE SYSTEM OF MANAGERIAL COMPETENCE

МОДЕЛЮВАННЯ «SOFT SKILLS» У СИСТЕМІ УПРАВЛІНСЬКОЇ КОМПЕТЕНТНОСТІ

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Abstract. The article discusses soft skills and their role in the activities of future managers, since possession of academic skills alone is not sufficient for successful management and career growth. The concept of flexible skills is defined, their importance and formation in the higher education system is emphasized. A comparative analysis of the development of "soft skills" models by foreign scientists is made, identifying the structural components according to the direction of professional activity.

Keywords: competencies, soft skills, competency model.

Анотація. У статті розглянуто «soft skills» (гнучкі навички), їх роль в діяльності майбутніх управлінців, оскільки володіння лише академічними навичками є недостатнім для успішної управлінської діяльності та кар'єрного зростання. Визначено поняття гнучких навичок, підкреслена їх важливість та формування в системі вищої освіти. Зроблено порівняльний аналіз розробки моделей «soft skills» зарубіжними вченими, виявлення структурних компонентів відповідно напрямку професійної діяльності.

Ключові слова: компетенції, soft skills (гнучкі навички), модель компетенцій.

Introduction. The digital transformation of almost all spheres of life, access to the global information space, and the expansion of business communication require innovations in the higher education system, the development of innovative competencies in the context of training future managers and economic specialists. The purpose of our study is to analyze different approaches to modeling "soft skills" as an integrative education, to identify the most important skills and abilities of a specialist in accordance with the requirements of the modern economy.

Main text. The analysis of the development of the national education system reveals certain trends, in particular: integration processes of the education system into the European and world educational spaces; dynamic processes of educational migration of young people (especially in the context of military events in Ukraine); focus on the harmonious development of the individual on the principles of the development of the value system of humanity, humanism and human freedom; creation of an open social and professional environment, etc.

The problem of forming flexible competencies attracts the attention of many foreign (Nanus Barth, J. Batsler, Bennis Warren, R. Boyatzis, R. Daft, G. Saliman, Lyle M. Spencer, Sain M. Spencer, B. Lucas, J. Raven, and others) and domestic scholars (Bazhenova, I. Bekh, S. Bondar, M. Glushchenko, L. Danylenko, H. Yelnikova, I. Ziaziun, M. Smyrnova, I. Hryshyna, L. Vashchenko, and others). Particularly noteworthy are the works in which the authors consider them in the form of competence models, which are considered as a set of characteristic features that ensure the performance of functions of the position and level of management (A. Grusheva, O. Pilevych, M. Melnyk, Y. Nikitin, S. Nikshych). O. Yevdokimova, M. Smyrnova, O. Temchenko and others).

The concept of competences proposed in the European "TUNING Project" (2006) is revealed by the following positions:

"knowledge and understanding" (theoretical knowledge of the academic field, the ability to know and understand)

"knowledge of how to act" (practical and operational application of knowledge to specific situations);

"knowledge of how to be" (values as an integral part of the way of perceiving and living with others in a social context) [8]. This project became the basis for modeling the qualification characteristics of specialists in various fields. A common approach to defining the concept of "competence" is a system of characteristic properties that an individual manifests in an appropriate way to achieve successful performance in a particular type of activity in an organization.

The analysis of the problem of development of managerial competencies, flexible soft skills, and their role as a component of managerial culture has revealed different approaches to their modeling. The "soft skills" model should be considered as a set of universal, invariant competencies for most professions and specialties aimed at solving professional problems, contributing to the improvement of labor efficiency and teamwork, and achieving the strategic goals of an enterprise (company). We analyzed the "soft skills" models of foreign authors, identified the structural components and features of each of them (Table 1).

While there are some differences in the structural components, most scholars include the following key competencies: the ability to think strategically, critically and creatively; the ability to influence the development of the enterprise; the ability to generate ideas and implement them in the organization's activities; information management skills; the desire for career growth of each member of the workforce; the ability to objectively assess the level of organizational culture of the enterprise; the ability to ensure effective communication in the team.

Table 1 - Models of "soft skills" (foreign experience)

Authors of the models	Structural components of the model
The B. Lucas model	<ul style="list-style-type: none"> • curiosity - an interest and desire to learn more about the world around us; independent search for information on questions that arise. • creating and producing new original ideas. • development of the proposed ideas (analyzing them from different perspectives, searching for strengths and weaknesses in order to improve them)
J. Raven's model	<ul style="list-style-type: none"> • ability to take initiative and take responsibility; • ability to notice problems in the work team, analyze non-standard situations and choose effective ways to solve them; • independence, originality, critical thinking, generation of new ideas and innovations and readiness to use them to achieve the goal; • ability to work in a team in a cooperative and conflict-free manner; • ability to encourage people to interact, • listening to others and taking into account the individual judgments of team members
R. Daft's model of manager	<ul style="list-style-type: none"> • conceptual skills; • human skills; • technical skills
Y Catelly, A. Berglund, F. Heinz A model of the future engineer	<ul style="list-style-type: none"> • critical thinking; • leadership; • awareness of responsibility for human resource management and management decision-making; • entrepreneurship and professional communication skills, teamwork.

Author's development

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