

THE INFLUENCE OF A LEADER IN THE PROCESS OF SHAPING WORK CULTURE IN FUTURE MANAGERS

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Abstract:

This article explores the role and influence of a leader in the process of shaping work culture in future managers. The study analyzes the concept of work culture, its components, and its significance in managerial activities. It also examines how a leader's management style, communicative culture, personal example, and socio-cultural competencies impact the professional development of future managers. The article substantiates that, in modern management conditions, a leader's pedagogical and psychological approaches are a crucial factor in fostering responsibility, discipline, teamwork, and adherence to ethical standards among future managers.

Keywords: Future manager, work culture, leader's influence, management style, socio-cultural competence, professional development, managerial activity, team management.

Introduction

Today, the effective functioning of any organization is directly linked to the work culture promoted by its manager. A manager's professional competence and work style play a crucial role not only in the team's efficiency but also in shaping employees' motivation, their attitude toward work, and the overall organizational culture.

The concept of work culture is broad, encompassing interpersonal relationships among employees, labor discipline, moral values, and professional standards. A manager's role in shaping work culture is manifested not only in leadership decisions and practices but also in communication style, motivation methods, and pedagogical approaches. Therefore, a manager's knowledge and skills in work culture, as well as their influence on future managers, are considered a key factor for success in modern enterprises and organizations.

Socio-cultural competence refers to a set of complex skills that enable a person to function effectively, flexibly, and responsibly in society and across different

cultural environments. It is based on an individual's understanding and respect for social relationships and cultural values, as well as the ability to apply them in practical activities.

Socio-cultural competence involves understanding the role and place of work culture within the system of general and professional culture; recognizing the influence of civilization factors and national traditions on the development of the business environment; understanding the tasks of intercultural business relations; determining one's own path, and shaping and developing oneself as a participant in business interactions; and demonstrating an active civic stance while adhering to principles of civic responsibility, professional ethics, and personal values without violating them.

In addition to social factors, it is also necessary to take into account the general problems of management, which, in our view, should be reflected in the process of shaping work culture in future managers.

Value-moral competence manifests itself in the conscious motivation and rationale of current or future professional activity in the field of business and management, and is expressed through the individual's preference for certain values, norms, and ideals when choosing the methods and means of performing their work.

Social creativity competence is manifested in the ability to apply acquired knowledge and educational experience in new situations of business cooperation and communication; in establishing new types of business relationships; in creatively accepting one's role in transforming the world and oneself; in initiative, creativity, independence, and originality of thinking; in engaging others in activities; and in generating constructive emotions to achieve set goals. Business interaction competence is expressed in the ability to resolve issues of business interaction under conditions of strong competition; to develop and adopt general norms and standards of entrepreneurial activity while considering socio-cultural and environmental factors and changes; to uphold principles of tolerance and respect for representatives of other cultures; and to focus on team leadership and the ethical framework of relationships with society, the team, partners, competitors, and other stakeholders in business cooperation.

Business communication competence encompasses a wide range of oral and written communicative forms: from interactive speech to the dialogue of cultural meanings (techniques of intercultural communication); studying traditions,

ceremonies, and ethical norms for the purpose of intercultural communication; creating and perceiving cultural texts; and developing symbolic (metaphorical) thinking that contributes to the formation of a universal business language.

Personal and professional growth competence refers to the “skill of self-improvement,” which includes continuously clarifying and deepening personal perspectives, focusing one’s energy, developing patience and the ability to view things objectively; understanding one’s role and purpose in the world; and, as a subject of professional activity in business and management, engaging in self-improvement, self-development, and self-management.

We need to consider stratifying the content of work culture competencies by levels. Two content levels combined into blocks can be distinguished.

The first block represents the general cultural competencies of work culture, which can be called universal (core) competencies. This block of general cultural competencies is expressed through three types of work culture competencies: socio-cultural competence, value–moral competence, and social creativity competence.

The second block reflects professional competencies that correspond to the specific characteristics of managerial activity. This block of professional competencies, in turn, is expressed through three types of work culture competencies for future managers: business interaction competence (from an ethics perspective), business communication competence (from a communication perspective), and personal and professional growth competence. The content of each work culture competency is expressed through knowledge (cognitive aspect – having knowledge about the content of work culture), attitude (value–moral aspect – the relationship to the content of work culture presented in categories such as “attitude,” “readiness,” and “ability”), behavior (behavioral aspect – experience in shaping work culture in various and non-standard situations), and personal traits (character aspect – formation of professional and personal qualities considering the individual characteristics of the future manager).

This interpretation allows establishing the alignment between the characteristics of competencies and the content of work culture for future managers.

Taking into account the connection between a person’s general culture and professional culture enables their proper definition. General culture of an individual refers to the socially determined mode of life activity, while

professional competence represents the projection of this mode onto a specific field or sphere of activity.

The integration of general cultural and professional components provides the necessary coherence to the content of an individual's work culture.

Thus, the theoretical and methodological approaches to shaping work culture in future managers at higher education institutions have been identified. These include a culturological approach, which forms the core of work culture content, and a competence-based approach, which represents a specific projection of this content onto the professional training process of future managers in higher education institutions. The integration of the culturological approach with the competence-based approach allows for effectively addressing the task of developing a model for the process of shaping work culture in future managers at higher education institutions.

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