

ACTIVE METHODS OF TEACHING AS THE BASIC TOOL TO IMPROVE THE QUALITY OF PROFESSIONAL MANAGERS TRAINING

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Abstract: The paper studies the active methods of teaching; it focuses on ways of improvement of the quality of managers' training through the active practical work.

Today there is a huge interest in training of management skills. Due to the efficiency in our practical life management has become essential in all spheres of activity. Interest in management, its popularization is an aspiration for the development and rise in the activity and the living standards as well.

These days integration of modern systems of quality demands new approaches to managers' training. These approaches should be based on active modeled practical work including economic subjects and the program of personal qualities development.

The subject of this article is the active method of training as the new approach to managers' preparation enabling to reveal and develop the leadership qualities and professional competence of modern managers. This practice will improve the quality of the educational process.

The Chinese proverb says «Give a person a fish and he will not be hungry one day, learn a person how to fish and he will not be hungry all life». It is impossible to become a good surgeon without holding a scalpel in the hands, it is impossible to learn swimming without make attempts to plunge in the water, it is impossible to become a good manager without receiving skills of decision-making in «laboratory conditions of training» [3].

The active modeled practical work includes case-situations, trainings, role-plays, situational and business games based on systematized situations from administrative practice and intended for the independent and collective analysis during the educational process.

Basically the idea of management training is a behavior, a skill instead of the theoretical knowledge, and the best way to develop these qualities is the modeled practical work providing the sharply increase in practical experience.

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The modeling is not an innovation. It is the old traditional method of training known for many years.

There are no faults, there are no wrong decisions, and there is only the experience as a basis of education. In general, administrative experience is “the sum of the accepted decisions”.

The decisions should be the property of the manager. Experience is the conditions of educational process which enable to simulate the other person’s experience and to develop your own experience as well as skills and abilities to receive this experience [3].

The worst part of the management practice is the lack of any decision. It is necessary to make many decisions in order to learn how to make «right decisions», instead of «correctly made decisions». So, the modeled practical work is the necessary skill to build up your own experience.

Students can build up this professional experience in painless conditions, which is competence. The analysis and discussion of certain situations provide an access to numerous approaches of decision-making. The most important part of the analysis of the modeled practical work involves teaching students to ask right questions, and it is an art of receiving satisfying answers. Basically it is the key of manager’s carrier success.

Studying management by using modeled practical work makes it possible to increase the manager’s competence by investigating the construction of the intermediate assumptions in the model.

The active practical work models people’s cooperation during the process of achievement of some purposes through group exercise in simulated conditions of the real situation [1].

Using the model and studying the considered episode, materials of many administrative disciplines get together, representing an opportunity to see a problem as a whole, developing more professional approaches to the problems of management (Tabl. 1).

In order to develop your own policy it is necessary for managers to possess skills of analysis of various situations which can possibly occur in the organization, and also potential, which can appear. Practical situations serve just for these purposes. On the one hand, it helps already working managers to generalize administrative experience and to exchange it with the colleagues; on the other hand it gives an opportunity to share this experience with those who are beginners in management. The situations from administrative practice can be unified, systematized and used as an artificial intellect of a manager.

One of kinds of active training is a case-technology, or a method of the situations’ analysis.

The technique of the case analysis (from Latin «casus», meaning the difficult or unusual situation) is the most comprehensible interactive technology for training managers. It is aimed at the development of knowledge and formation of new psychological qualities and skills.

The case-study technique is a business game in a miniature because it combines professional work with a game. The essence of the given technology is that the training material is presented to the students in the form of micro-problems (micro-situations), and the knowledge is acquired as the result of their active research and creative activity during making decisions.

Table 1

Development of professional managers' competence and leadership qualities by using active methods of training*

Discipline	Acquired competence / leadership qualities
Conflict management	Skills of quick and adequate reaction to the conflict situations; skills of finding a non-standard way out of the conflict situation; skills of avoiding a conflict / stability to stress; sense of humor; understanding; etc.
Management	Methodology of modern management, a manager and manager's function in organization; skills of giving orders, of managing other people's actions / ability to manage; interest in growth instead of personal career development; ability to extrapolation; etc.
Personnel management	Knowledge of standards in the field of work with the personnel; skills of creating the rallied personnel capable of promoting the company in the market; technologies and methods of work with the personnel / management of community; ability to make the rate on others; etc.
Creation of own business	The organizing abilities and the creative approach to solving professional problems; skills of defining the main characteristics of a target audience; skills of creating a brand and promoting the company image / ability to solve several problems at the same time; vigor; having the purpose; etc.
Management decisions	Skills of making managerial decisions; skills of analyzing and systematizing decisions; skills of adapting to professional sphere / integrity of a personal ideal; ability to understand colleagues; flexibility; etc.

* Case-study, trainings, role-play, situational and business games.

The purposes of the technique of the situation analysis:

- Development of the analytical skills and critical thinking;
- Link between the theory and practice;
- Representation of examples of accepted administrative decisions;
- Representation of consequences of accepted decisions;
- Demonstration of various positions and the points of view;
- Formation of the alternative options in conditions of uncertainty.

In addition to these the situations analysis reaches some other effects are.

Students:

- Receive communication skills: they learn to express ideas clearly and to listen to different points of view, providing good reasoning and counterarguments and etc.;
- Develop presentation skills;
- Come to conclusions, that in the majority of most real situations there is no only one right decision;
- Develop self-confidence and faith so that in a real practical situation they can professionally solve administrative problems;

- Form self steady skills of rational behavior in conditions of the incomplete information;
- Develop skills of effective behavior in the situation of solving complex, versatile problems;
- Form the interactive skills allowing effectively cooperate with colleagues and to make collective decisions;
- Get the expert skills necessary for the managers to estimate personnel activity;
- Expand the practical experience allowing to get to know better chosen profession and get involved in the administrative activity;
- Carry out self-assessment and self-correction of one's professional individual style;
- Develop business relationships and get skills of the business behavior;
- Learn to define independently the necessary knowledge to solve situational problem and to investigate algorithms of administrative decisions;
- Change motivation of training: students are more likely to attend these lectures and also show interest in it [4].

The main purpose of the given technology is motivation of the students, so as to make managers' training more effective, and create additional educational motivation by stimulating professional interest during educational process.

Competitiveness, personal and collective responsibility, personal values and skills of reputation management are formed during educational process.

The active situational training enables the students to get the facts (events) connected with some situation at a certain moment of time in the existing social-economic system. This activity is aimed at teaching students to make the rational administrative decision, both individually, and in a team through discussions of possible decisions, i.e. game interaction.

Training as one of the kinds of active practice is an effective method of development of professionally important managerial qualities for the following reasons:

1) training is one of the most accessible ways of the fast acceleration of training in a group that is reached by a strong emotional support and strengthening of a feedback; the feedback mechanism stimulates participants to more truthful both deep introspection and self-knowledge, the feedback also stimulates process of identification;

2) training gives the person an opportunity to learn how to think and work in favorable conditions when the cost of a mistake is not so high; also training enables participants to make use of the acquired experience;

3) training enables to increase intensity of appearing changes, as much as possible using opportunities of each participant; it stimulates analytical activity, gives tools of the analysis and evidently shows advantage of such approach;

4) training can be used at different stages of managers' preparation and during professional work [5].

Another kind of active training is a business game.

Business game is the form of a reconstruction of the subject and social maintenance of the future professional manager's work, modeling systems of relations which are necessary for this activity as a whole. Such reconstruction is reached due to models and the roles played by other people. The most important attributes of business games are: a model of operated system, a united game

complex; different roles; different purposes for different roles; cooperation of roles; collective purposes; multi-alternativeness of decisions; a system of group or individual assessment of game's participants activity; an operated emotional situation [6].

Using business games students imitate a professional activity, but this activity is educational by the results and the basic maintenance. However one simple fact cannot be denied, the imitating training model always simplifies a real situation due to the lack of dynamics and elements of development. The great efficiency of educational business games in comparison with more traditional forms of training (for example, a lecture) is reached not only due to fuller reconstruction of a real professional work conditions, but also due to fuller personal involvement in a game situation, an interpersonal dialogue, bright emotional experiences of success or failure. Compared to case-study and trainings, business games provide an opportunity to solve problems in the game form, which creates all significant elements of professional work. A business game is an effective way of leadership qualities development. These days various kinds of business games are used. Created game space is also the field of leadership as the main part of a business game [6].

Leadership is the necessary skill for the manager for effective performance of the activity. Development of leadership is the main purpose of a modeled practical work.

Nowadays employees develop leadership qualities, using their own experience which has been received during their working career. An active modeled practical work will allow students to develop in laboratory conditions leadership qualities in much smaller time during educational process that will provide increasing of educational and also working processes in the future.

Modern methods of development of the leadership qualities during the working process include:

1. An opportunity for students to try themselves in various directions of professional growth.
2. A challenging project.
3. A new job which requires absolutely different skills or an early promotion with more powers and responsibility.
4. Interesting, but very serious project.
5. An opportunity to show the talents and knowledge.
6. Team work.
7. The internal competition.
8. Direct influence of the high-ranking employees on the newcomers.
9. Encouragement of the employees who help to train new staff.

The main disadvantage of these methods of leadership qualities development is that it is a time-consuming process. Compared with these methods the active modeled practical work represents qualitatively new educational system creating conditions for the development of leadership qualities in a short time, thus providing the companies with available leaders. Active practical work is the cooperation of "equal" participants. It helps to avoid psychological pressure and provides effective understanding of the material.

The active modeled practical work is created according to the development of all components of leader's behavior. The American psychologists Joseph Kendzhemi and Kazimir Kovalski have defined a group of leadership qualities that are typical of all successful managers (Tabl. 2).

Table 2

The main components of leadership behavior and leadership qualities

The main components of leadership behavior	Leadership qualities
Features of thinking	Ability to extrapolation Ability to solve several problems at the same time Stability in uncertain situation The high susceptibility and the developed intuition
Ability to manage aggression	Ability to manage and take responsibility Self-confidence Ability to work in a team Initiative Vigor
Management of emotions	Ability to make the rate on others Ability to understand colleagues
Leadership in concrete areas	Identification of yourself within the business Ability to sympathize Interest in organization's growth instead of personal career development Independence Management of community
The Personal ideal	Having the purpose Sense of humor Flexibility Stability to stress Integrity of a personal ideal

Active methods of education are created through the scientific research into different spheres of socio-economic environment. According to the opinion of psychologists, D. Kendzhemi and K. Kovalski, the modeled practical work helps to develop all the above-mentioned qualities of a modern leader.

The main purpose of an active practical work is development of independent way of thinking, enabling to create your own model of the leadership flexible behavior. This flexibility depends on some factors: the structures, the purposes and the problems solved by the organization; an official position of the leader; the existing features of cooperation between the leader and team; personal qualities of the leader. The active practical work allows to develop the necessary skills of effective leadership – the structured system of the ideas based on the knowledge and system of values which are formed by the leader and completely and are accepted by followers without any difficulties.

Solving professional problems during educational process is the best way to develop independence in decision-making. The adaptation to professional work, readiness to use skills and competence during the process of professional problem-solving depends on the level of student's professional independence.

Functions of active practice consist of training to take and select the facts, to make conclusions, to analyze the obtained results and to make the decision. It prepares managers to use their professional skills for the successful organization of their activity and for making competent decisions.

So, the result of using active methods of education during educational process is a social and psychological development. These methods of education help to create innovative systems «the head – the subordinate», which are necessary for creation of effective teams of managers.

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Активные методы обучения как основной инструмент повышения качества подготовки профессиональных менеджеров

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Аннотация: Исследованы активные методы обучения; рассмотрены особенности повышения качества подготовки менеджеров при использовании активного практикума

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