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**THE DEVELOPMENT OF A MANAGER'S LEADERSHIP QUALITIES
AS A PEDAGOGICAL ISSUE**

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Abstract

The issue of leadership has always raised interest among scientists and ordinary company staff. In connection with the global changes of the late 20th and early 21st centuries, the demand for leadership as a personal ability to unite people in order to reach goals rose dramatically. It is especially true for the manufacturing management, whose main purpose is in a rational management for the sake of maximal revenue. We can state that in modern conditions, there is an urgent need of companies in the development of leadership qualities and leadership behavior. Depending on the company goals, the sphere of its activity and on the situation inside and outside the company, the activity at similar management positions will significantly vary. In some key points, the requirements to the manager's knowledge, skills and personal qualities, as well as to managerial methods and tasks, will be different. Much depends on such situational factors as the level of the group development, its members' expectations, and task specifics. Alongside this, the universal significance of such leadership qualities as independence, initiative, adaptivity and motivation rises. It seems relevant to study such a phenomenon of a manager's "leadership qualities" as a complex social and psychological phenomenon which combines individual and group factors that ensure a successful achievement of joint goals. The modern society needs specialists who can not only prove their professional skills and competence, but also show positive personal characteristics facilitating the development of their professional and social activity.

Keywords

Leadership qualities – Modern manager – Company CEO – Professional activity

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Introduction

A person as an individual is characterized by the ability to be aware of the surrounding world, properly evaluate it, and must have a certain attitude to each event and a need in self-expression and self-development. A society's main mission is to provide a person with possibilities to develop such qualities as humanity and democracy. It is normal for man to influence the changes in the world around them including the influence on the social attitude because man is the main driving force of social development. However, modern professional education is more likely to overlap with scientific and technical progress. The main factors determining a person's professional development have a material character while moral and cultural basics have fallen by the wayside. The desire for technological development in manufacturing is not always based on culture, morality or human relationships¹. Decisions in the technical and economic spheres are more oriented on the formation and development of a person's professional qualities, rather than on the development of the personality based on his/her moral values and creative abilities. Speaking about the importance of professional competence, it should be remembered that only a specialist who combines both professional and personal qualities is competent. In this connection, the university's task is to develop a student's desire for self-development and self-realization, both economists and managers need these skills.

Literature review

Scientific research customarily relies on the following theories of leadership. The Great Man theory developed by T. Carlyle² gave an impetus to the search of features and qualities which an effective leader must have. The theory of leadership qualities describes a leader as a person who has particular individual qualities which determine his/her success. The group, as an object of leadership influence, and its characteristics have also been studied in a number of research as a very important component of leadership success. It brought about the theory of leadership as a group function, where the leader is seen as a person who most meets the social expectations of the group members and most consistently adheres to the group norms and values. There is also a long-standing tradition to study different channels and possibilities of the so-called exchange between leaders and their followers. Many scientists³ define leadership as interpersonal interaction which shows itself

¹ M. Sergeeva; N. Bondarenko; T. Shebzuhova; A. Vartumyan y S. Lesnikova, "Scientific substantiation of the conception of continuous economic education development" Turkish online journal of design art and communication (TOJDAC), num 8 (2018): 178–185.

² New philosophical encyclopedia (Moscow: Mysl, 2010).

³ K. T. Bazarova, "The phenomenon of distributed leadership: social and psychological reflection of a new situation", *New in psychology*, (2006): 48-61; J. Bírová; P. Kružlík; A. Kalimullin; N. Sokolova; Z. Haroun; R. Králik y D. Vasbieva, "Mathematical and Statistical Bibliometric Indicators for Scholars in the Field of Romance Languages and Linguistics", *EURASIA: Journal of Mathematics, Science and Technology Education*, Vol: 14 num 12 (2018); S. Blinova; T. Dugina y A. Zabolotskikh, Teaching mixed nationality groups (on the example of students from the Northern Caucasus region) (Spain. Valencia: INTED2018: Proceedings of the 12th International Technology, Education and Development Conference (pp. 7977-7982), 2018); I. Y. Dergaleva, "Dynamic characteristics of the manager's professional potential development, *Siberian Pedagogical Journal*, num 12 Vol: 63 (2008): 44-50; P. Gorev; N. Telegina; L. Karavanova y S. Feshina, "Puzzles as a didactic tool for development of mathematical abilities of junior schoolchildren in basic and additional mathematical education", *EURASIA: Journal of Mathematics, Science and Technology Education*, Vol: 14 num 10 (2018): 178-185; V.V. Kolchina y M. G. Sergeeva, The formation of innovative entrepreneurial competence in university students – future managers (Kursk: Regional Financial Economic Institute, 2016) y V.

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in a certain situation with the help of a communicative process and aims at the achievement of a specific goal. According to the theory of functional leadership, the nomination of leaders is a natural process. Leaders arise in response to a group necessity in solving certain tasks, which require the ability of the group members to do it. Opposed to the theory of features and the functional theory, there is an idea in scientific literature which views leadership as a situation product.

The theory was initiated by F. Fiedler⁴, who proposed the contingency model of leadership. The author combined individual or style characteristics of a leader (focus on the task or on relations) with the characteristics of a group situation (position of the leader's power, the degree of task structuring, relations between the leader and his/her followers). Later on, the contingency approach was embraced by many researchers, including those who developed solely applied aspects of the problem.

One of the most well-known applied leadership models is the situation theory developed by Paul Hersey and Ken Blanchard⁵. This theory makes an emphasis on followers, or those who are led. This is due to the fact that they are the ones who make up the environment which either accepts or rejects the leader. According to this theory, the leader's success depends on the adequate choice of the leadership style, which should match the maturity of the group members. In the late 1970s, the new term 'transformational leadership' was coined. This term denoted the opposition to the traditional leadership theory, which was nominated as 'transactional'. The transactional leader interacts with followers by means of prescriptions and control of their fulfillment. J. Burns⁶ defined transformational leadership as a process where the leader and followers use their mutual motives of achieving a planned change in order to achieve collective goals.

Research methodology

The training of a Master degree in Management is based on a personality who is able to combine professional characteristics, culture, social responsibility, modern economic thinking, skills of work in management and development⁷.

Educational institutions of basic professional education have been setting questions connected with the development of Master degree students' personal characteristics (pic. 1).

Utemov; R. Khusainova; M. Sergeeva y V. Shestak, "Full Packaged Learning Solutions for Studying Mathematics at School", Eurasia Journal of Mathematics, Science and Technology Education, Vol: 14 num 12 (2018).

⁴ F.E. Fiedler, *Leader Attitudes and Group Effectiveness* (IL: Urbana. University of Illinois Press, 1958).

⁵ P. Hersey y K.H. Blanchard, *Management of Organizational Behavior* (1972).

⁶ J.M. Burns, *Leadership* (New York: Harper & Row, 1978).

⁷ M. G. Sergeeva; V. Yu. Flyagina; I. V. Taranenko; E. V. Krasnova y A. V. Vilkova, "The interaction of labor market and educational services market considering social partnership mechanism and specificity of the regional educational policy", *Ponte*, Vol: 73 num 12 (2017).

How to identify the student's potential? How to develop the level of the person's responsibility?

How to organize work on the formation of personal qualities of future specialists in the sphere of economy?

How to use the patterns of human activity formation?

Fig. 1
Questions of personal characteristics development

The study of a person's psychological specifics and the process of formation and development of personal qualities of Master students in Management is one of significant theoretical and actual practical questions of pedagogical activity.

The modern society needs specialists who can not only prove their professional skills and competence, but also show positive personal characteristics facilitating the development of their professional and social activity. Table 1 shows the list of personality factors for managers⁸.

We will consider each point with more detail.

A Master in Management should have⁹:

- analytical mind so that they can forecast short-term and long-term perspectives of their activity and find creative solutions to arising problems.
- The ability to express oneself clearly, sociability, literate speech and writing so that they can communicate with colleagues and partners while discussing joint decisions;
- the ability to advocate one's point of view, activity, independence, initiative and creative attitude so that they can ensure efficient operation of both the collective and the whole company;
- punctuality, diligence and readiness for learning so that they can ensure effective organized work and influence both their personal and the company's image;
- entrepreneurial and creative abilities so that they can effectively present the company and its performance on the market.

⁸ M. G. Sergeeva; N. G. Bondarenko; T. A. Shebzuhova; B. A. Solovyov; D. V. Parinov; L. A. Shvedov y A. P. Ovchinnikov, "Verification of management-support of professional and educational trajectory of students in the socio-cultural educational environment of the university", Amazonia Investiga, num 8 Vol: 18 (2019): 5-14; M. G. Sergeeva; S. V. Gubarkov; K. Yu. Zhigalov; I. I. Kurmaeva y A. V. Tolmachev, "Quality management of services of the higher education", Ponte, Vol: 74 num 1 (2018): 34-47 y M. G. Sergeeva; T. M. Stepanyan; A. A. Spector; M. S. Komov; N. A. Latysheva; I. V. Okhotnikov y L. A. Shvedov, "Formation of economic competence of the head of the educational organization in terms of professional development", Revista San Gregorio, num 30 (2019).

⁹ V. V. Kolchina, "The formation of a manager's readiness for innovative entrepreneurial activity as a pedagogical issue", Professional education and labor market, num 3 (2017): 28-34.

Factors	Characteristic	Economist	Manager
Intelligence	Analytical mind	Yes	Yes
	High level of creativity	No	Yes
Communication	Literate speech and writing	Yes	Yes
	Ability to express oneself clearly	Yes	Yes
	Ability to work in the social sphere	Yes	Yes
	Sociability	Yes	Yes
	Artistry	No	Yes
Innovations	Ability to advocate one's point of view	Yes	Yes
	Activity	No	Yes
	Independence	Yes	Yes
	Initiative	Yes	Yes
	Creative attitude to work	No	Yes
Attitude to work	Readiness to work overtime	Yes	No
	Punctuality	Yes	Yes
	Diligence	Yes	Yes
	Readiness for learning	Yes	Yes
Additional	Entrepreneurial skills	No	Yes
	Creative abilities	No	Yes

Table 1
Personal factors of managers

Students should also have such qualities as responsiveness, self-confidence, kindness, self-balance, decency, etc. These qualities are as much valued as intelligence and entrepreneurship, which were spoken about earlier. Personal qualities are formed and developed in the process of professional activity. Each professional activity has an organizational culture, which includes organizational goals, motives principles, etc. However, it is the collective where the student learns, the quality of teaching, supervision, tutoring work and the society's morals that greatly influence the formation of personal qualities in the process of study¹⁰.

It is possible to single out four basic types of activity which form personal qualities of Master students in Economy and Management (see pic. 2).

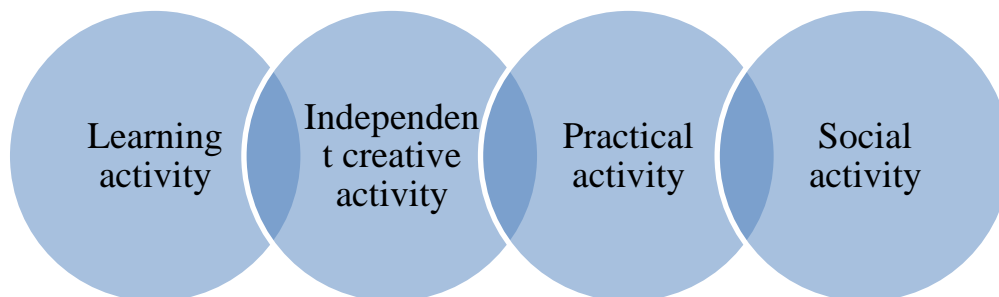


Fig. 1
Types of activity

¹⁰ I. Y. Dergaleva, "Increasing the quality of business education programs for managers", Vestnik of Kostroma State University: Humanitarian sciences, num 4 (2008): 58-65.

Learning activity comprises goals, motives and cognitive processes. It starts with the perception of information and results in the most difficult creative processes. Based on the experience of pedagogical practice we can suggest that transformation of traditional learning into a creative process can develop the students' emotional and volitional potential, sharpen their memory and attention, create a sense of joy and satisfaction and raise interest in cognitive activity¹¹.

Learning activity is a leading one in the educational process. The assessments of academic progress are the indicator of learning activity. They are combined with the assessment of independent work skills, which reflect ways and techniques of mental activity and are able to characterize the system of students' self-organization. Self-education is a distinctive specific of learning activity, which is later on reflected in the specialist's intellectual activity¹². After graduating from a higher education institution, specialists have to actualize his/her knowledge on their own and adapt to the constantly changing flow of information. Therefore, students' independent work in the process of professional learning is a relevant pedagogical goal, which should result in a proper self-esteem.

Result analysis

In the process of self-education a student acquire and develop such personal qualities as responsibility, entrepreneurship, activity, persistence, initiative, purposefulness, will, structural thinking, mental independence, self-esteem, self-control, creativity, self-analysis. These are the qualities which the process of Master degree professional training aims at¹³. Pedagogical practice and the interaction 'teacher-student' allow us to single out several principles which, combined, facilitate developing students' personal qualities (see Table 2).

Principles	Characteristics
Principle of active commitment	Comprehensive development of a personality and personal qualities is an active process of self-guided, creative construction of one's own personality, its self-upbringing and self-perfecting. The principle of active commitment in this context suggests not passive, but active acquisition of a norm by students.
Principle of activity	Personality development should be understood as an organized 'student-teacher' activity rather than as just a complex multifaceted activity.

¹¹ E. Dolzhich y S. Dmitrichenkova, Computer science terminology (a case study of the Spanish language). (Spain. Valencia: INTED2018: Proceedings of the 12th International Technology, Education and Development Conference. 2018; Y. Volkova y N. Panchenko, "Discourse variation of the concepts of destructive emotions. Vestnik Rossiiskogo Universiteta Druzhby Narodov", Russian journal of linguistics, Vol: 22 num 1 (2018): 175-194 y S. Wang; N. Gorbunova; A. Masalimova; J. Bírová y M. Sergeeva, "Formation of academic mobility of future foreign language teachers by means of media education technologies", Eurasia Journal of Mathematics, Science and Technology Education, Vol: 14 num 3 (2018): 959-976.

¹² S. Sharonova; N. Trubnikova y N. Sokolova, "Interpreting religious symbols as basic component of social value formation", European Journal of Science and Theology, Vol: 14 num 3 (2018): 117-129.

¹³ S. Neverkovich; I. Bubnova; N. Kosarenko; R. Sakhieva; Zh. Sizova; V. Zakharova y M. Sergeeva, "Students' internet addiction: study and prevention", Eurasia Journal of Mathematics, Science and Technology Education, Vol: 14 num 4 (2018): 1483-1495 y M. Sergeeva; A. Shumeyko; A. Serebrennikova; A. Denisov; N. Bondarenko y E. Getmanova, "Innovative pedagogical experience in practice of modern education modernization", Modern Journal of Language Teaching Methods, num 8 Vol: 11 (2018): 814-823.

Principle of collectiveness	The level of personality development much depends on the level of interpersonal relations development inside the group.
Principle of individual approach	Students' individual and psychological specifics should be taken into consideration. It means considering each student's distinctive peculiarities in the organization of work.

Table 2
Principles of personal qualities development

The formation of personal qualities goes combined with cognition, communication and practice, which is reflected in many diverse forms of human relations. In this connection, personal qualities become the basis for the development of professional qualities. In the system of professional training, a personality is also a certain social system. In order to influence it purposefully it is necessary to define the integrating property of this system, its system-building element, that is a person's key quality which in the process of its development facilitates the involvement in activity and the development of all personal and professional abilities. We go with M.N. Burnakin that management culture is more of a practical character rather than of theoretical. Its specifics are in the fact that it is a practical system of measures and methods directly connected with practice. Consequently, it is necessary to determine functions of management culture¹⁴ (see Table 3).

Function	Characteristics
1. Content function	Positive influence on the formation of a company's image. Management culture is reflected in the values inside the company. The values accepted by the society and the targeted consumer are also recommended to be supported.
2. Tutoring function	Response to the manager's activity, evaluation of his/her behavior in accordance with management culture, accepted values and fundamental propositions. It demonstrates to the young generation who apply for work vacancies positive and negative management experience showing its different aspects: moral and ethical, strategic, economic, etc.
3. Motivating function	Management culture should be adequate and objective in relation to the requirements for managers, business, management, which in its turn, with the fairness of management, has a positive impact on the staff's motivation.
4. Selective function	Managers and CEOs are subject to natural selection in the process of interaction between a personal and management cultures.
5. Communicative function	People and companies with similar cultural elements are interconnected with each other, which facilitates troubleshooting problems of both internal and external communication.
6. Guiding and supervising function	It forms and controls norms and principles of collective behavior, which should be clear for and accepted by each staffer. It ensures proper assessment of a collective's readiness for a comfortable management.
7. Integrating and reflective function	It forms a specialist who is able to assess the quality of his/her work, understands the ways of improving this quality, is interested in his/her development and the rise of his/her qualification in accordance with the humanistic approach and the company values.

Table 3
Functions of management culture

¹⁴ M. G. Sergeeva y M. N. Burnakin, "The role of personal qualities in professional and learning activity of Master degree students in Economy and Management", Kazan pedagogical journal, num 1 (2019): 16-19.

Conclusion

The questions of modelling the future manager's process of innovative activity imply the usage of the following scientific and practical approaches: *the system-based approach* (as the general theoretical basis), *the activity-based approach* (as a methodological basis) and *the competence-based approach* (aimed at a practical realization of the goal through solving particular tasks).

The system-based approach focuses on the analysis of general provisions connected with the study of a system character, which ensure correctness and clarity of a scientific problem formulation in terms of its content. In this connection, we chose the system-based approach as the theoretical basis for building students' innovative entrepreneurial competence. In the framework of the system-based approach, this process implies defining its basic components, identifying the links between them and revealing the functional potential of the whole system.

The activity-based approach relies on the thesis about an inseparable connection between an individual's psyche and activity and interprets the latter as a comprehended activity which is represented through the type and level of the individual's interaction with the outer world, which is reflected in the quality of life. According to this approach, learning aims more at acquiring practical knowledge and applied skills based on theoretical knowledge rather than at receiving and accumulating information.

The competence-based approach shows itself in defining tasks and planning results of the educational process as an indicator of the future manager's level of training. The educational result is presented in a complex form as a formed innovative entrepreneurial competence of a university graduate.

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