

Problems of the Development of Personnel and Human Potential in New Russia: Direct Threats and Risks

Astakhov Yu.

Belgorod State Technological University named after
V.G. Shukhov
Belgorod, Russia
astahov@imrst.ru

Konev I.

Institute of economics and management
Belgorod State National Research University
Belgorod, Russia
konev@bsu.edu.ru

Nadutkina I.

Institute of economics and management
Belgorod State National Research University
Belgorod, Russia
nadutkina@bsu.edu.ru

Lugovskaya M.

Institute of economics and management
Belgorod State National Research University
Belgorod, Russia
lugovskaya@bsu.edu.ru

Kompaniec S.

Institute of economics and management
Belgorod State National Research University
Belgorod, Russia
shovgenya@bsu.edu.ru

Abstract – In the current context of XXI century the immediate challenge in activities of state and local governments, the business community is training and retraining of specialists engaged in representative (legislative), executive and administrative authorities (in territorial subject of the Russian Federation and in municipal entities), in business communities. Meanwhile, it is emphasized that in higher education is happening today a blind copying or non-creative applying not cutting-edge knowledge from western textbooks in educational process. It is clear that students, postgraduates and other consumers of knowledge will prefer to study in western universities, i.e. at the source of traditional managerial subjects. The question that, rightly, is going to be asked is, what will happen to national universities, when Russia is already covered by foreign distance education networks with training in Russian language, or when here will be established branches of western universities. Curricula in the main world languages are already provided with a view to ensuring the attractiveness of European universities. It is clear that no national borders, language barriers will not save our universities, higher education from competition in the domestic or global educational market. A little solace can be only our computer backwardness, but it can be quite quickly overcome. Very regrettably, there is no much concern in this regard to authorities or to the educational community, not to mention development of strategies a programme of action aimed at increasing competitiveness of Russian science and education, particularly higher education. Instead of being the great scientific and educational power, the only thing we can be is “the great energy power”. Frankly, it is a very questioned role in the realities of the XXI century – the

century where knowledge and education come to the fore. It is noted that in order to adequately respond to the challenges of the present and future, in Russian higher education and science should take place radical changes aimed at increasing their competitiveness, at the contribution to implementation of strategic development objectives, at the creation of a model of society and economy development based on knowledge. This will be Russian (as opposed to European) measurement of our higher education and science, of their ability to produce, attract and retain “brains”, to win competition for them, to reverse the process of “brain drain”, to contribute to their work for the benefit of Russia, its future, i.e. to be forward looking.

Keywords – *development of personnel, human potential, risks, problems of the development*

In the current context of XXI century, challenges associated with training and retraining in state and local authorities are being aggravated. It is no accident that the President Vladimir Putin in his report to the Federal Assembly of the Russian Federation emphasized: “Today, the most important competitive advantage is knowledge, technologies and competences. This is the key to a real breakthrough, to a better quality of life. Russia should become a space for the scientific search of creative people who are moving closer to the future and are able to look beyond the horizon” [1].

This thesis fully refers to the activities of managerial personnel, to the staffing of the reserve of federal, regional

and municipal authorities, as is the case for both legislative (representative) and executive authorities, and to the business community.

Therefore, not only the Russian Federation in the current context but also many countries face the need for modernization as the only way to overcome social and economic backwardness and improve the quality of life of the population. In the context of considering the modernization as a complex social phenomenon, which is manifested in a combination of different factors, attention should be paid to the special role of “human and personnel capital”. This factor plays an increasing role due to the specificity of the modern investment-innovative process, in which the role of individual creative activity is of critical importance and relevance.

For the domestic economy, this problem was compounded by negative consequences of economic downturn and social divisions among the population.

As a result, the socio-economic crisis in 2014 significantly weakened human potential and complicated the possibilities of addressing modernization problems. However, this potential was not completely expended, and in the context of the “economic recovery” of recent years, it can serve as a significant basis for increased economic and social growth. In this context, we will consider some tendencies related to the development of domestic human and personnel capital in recent years, taking into account the economic recovery in the second decade of the XXI century. It should be noted that there is an encouraging growth in the demand for managers and engineers in the Russian job market, and the enrollment competition among persons entering technical universities is increasing, but we still have no new system of training of specialists technicians on the basis of integration of technical schools destroyed in 90s of XX century (for example, average term of training of workers in the USA and Japan is up to 14 years, and the former championship of Russia in this field has long been lost). Educational institutions train managers and other management specialists, as well as managers of state and municipal management, specialists of information systems and technologies of personnel management, sociology (bachelors), but the quality of education is poor, and these professions (their curricula) are still in need of improvement and updating. At the same time, a number of domestic scientists and experts note that the quality of training is essentially unsatisfactory in terms of highly qualified management of XXI century, which can be called global, because it is characterized by, first of all, adaptation of the authorities and management to a rapidly changing environment. Its main features amount to four main points.

First, the basis of management is the development strategy, that adjust the interests of the authorities and management, employees (nature, conditions of work and labor protection), managers (strengthening the market positions of organizations regardless of the form of incorporation, expanding their authority) to predicted market changes. The authorities today act as an activity center that manifests itself in the external environment, where the most important information comes from; they specialize in implementation of social and economic development strategies adopted. Accordingly, the

manager of state or local management should be familiar with: methods of monitoring, analysis and forecasting of demand, of technology market and of situation on financial, stock and resource markets; know and use skillfully the modern personnel, managerial, information and digital technologies.

Another aspect of the development of “human capital” for stimulating growth of the Russian economy is, in our view, the deployment of opportunities for the realization of intellectual personnel potential. The key to unlocking this remaining problem is the use of a variety of models and technologies to promote innovative activities of personnel through implementation of innovations of intellectual nature. What is essential here is the motivational toll enabling it to make the manager engaged, for example, in administration of a constituent entity of the Russian Federation or in an executive-administrative body of municipal authority to be interested in the quality of its work, in upgrading the professional skills and competence.

We note that the concept of professionalism means a high degree of mastery of professional knowledge and skills, as well as professional psychological experience.

This is the highest level of professional advancement and potential of professional experience of a person. Competence is a degree of expression of the professional experience of a person within the competence of a particular position. Competence is the ability to transform knowledge and experience in such a way as to meet the challenges with a stable guaranteed success [2].

The concept of professional competence, besides the general set of professional representations, includes also the ability to anticipate consequences of application of the concrete method of influence, the level of skills and achievements in applying knowledge.

Professional competence is not only the presence of knowledge and experience, but also the ability to use them in the exercise of the job functions.

Thus, competence is the highest level of professional development [3].

Professional competence is the basic gauge for activities of state and municipal employees. It develops in the process of activity and manifests itself always in an organic unity with values of a person, as only with the value attitude to activity, with public interest will be achieved a high professional result.

To develop the personnel means to increase its abilities and competences. The higher the level achieved by people, organizations and societies, the less they depend on resources and the better they can manage available resources [4].

It is also necessary to note that today at both regional and municipal levels are very relevant business contacts with successfully developing enterprises, firms and holdings, which, in addition to their production activity, participate actively in charity. In fact, the idea of social responsibility of business is directly related to the concept of socially oriented market economy. It is no coincidence that such a famous ideologue and practitioner of the postwar revival of federal Germany as Ludwig Erhard proclaimed: “Entrepreneurs

should have a sense of responsibility” [5]. He also said: “Private interests can be justified only when they serve the interests of society at the same time” [6].

Meanwhile, there was no denying that representatives of different social groups, political circles, economic torrents in Russia interpret the concept of “service to society” in a lot of different ways. And it is no coincidence that the concept of “social responsibility of business” is often interpreted from conflicting positions – from radical-liberal (responsibility to the society ends with the payment of taxes) to the socio-reformist (business is responsible for most social processes in the country of residence).

And here again relevant is the training and retraining of new-breed managerial personnel both for authorities, and for the business community. Meanwhile, in higher education, according to experts, is happening sort of blind copying or non-creative applying not cutting-edge knowledge from western textbooks in educational process. It is clear that students, postgraduates and other consumers of knowledge will prefer to study in western universities, i.e. at the sources of traditional managerial subjects.

The question that, rightly, is going to be asked is, what happens to national universities, when Russia is already covered by foreign distance education networks with training in Russian language, or when here will be established branches of western universities [12]. Curricula in the main world languages are already provided with a view to ensuring the attractiveness of European universities. It is clear that no national borders, language barriers will not save our universities, higher education from competition in the domestic or global educational market. A little solace can be only our computer backwardness, but it can be quite quickly overcome [9]. Very regrettably, there is no much concern in this regard to authorities or to the educational community, not to mention development of strategies a programme of action aimed at increasing competitiveness of Russian science and education, particularly higher education. Instead of being the great scientific and educational power, the only thing we can be is “the great energy power”. Frankly, it is a very questioned role in the realities of the XXI century – the century where knowledge and education come to the fore.

It is amply evident that in order to adequately respond to the challenges of the present and future, in Russian higher education and science should take place radical changes aimed at increasing their competitiveness, at the contribution to implementation of strategic development objectives, at the creation of a model of society and economy development based on knowledge. This will be Russian (as opposed to European) measurement of our higher education and science, of their ability to produce, attract and retain “brains”, to win competition for them, to reverse the process of “brain drain”, to contribute to their work for the benefit of Russia, its future, i.e. to be forward looking.

The absolute priority must be to improve the quality of higher education, including university studies. For this purpose, first, as it was recorded in the documents of the Bologna process, we need “to develop and ground higher education on the basis of scientific research” [7]. Secondly, to

regain and enhance the prestige of scientific and pedagogical work by means of radical increase of its remuneration and substantial increase in funding of science and education. Thirdly, to radically change the structure and content of the training. Fourthly, to radically update the facilities and equipment at educational and scientific establishments and, above all, at the higher education institutes, that will allow to use modern educational technologies, to be introduced into the system of transnational education and successfully compete in the global educational market, not just in the raw materials market like now. And finally, fifthly, in order to increase relevance of science and education, to start implementing the strategy of not just the diversification of the economy, but of the creation of a new development economy based on knowledge. It is the only pass in the XXI century and the only chance to survive in the new global world. We also believe it is necessary to address the question of the need to change the structure and content of the training. The currently dominant traditional training based on the curricula with already established, canonical knowledge should occupy no more than 40% in the structure of training [10]. Priority should be given to the innovative and conceptual training, in the course of which students must learn to see and put objectives, to find their innovative non-trivial solutions, to analyze new technologies, ideas, phenomena, events, information, to gain, ultimately, the skills of problem-conceptual thinking. Such training should take at least 50 %. It is here that the narrowest place of our higher education, which has practically lost its research capacities and effectiveness in the production of new knowledge. How lecturers can transfer skills, technologies and results of research work if they do not have them. And finally, 10% should be dedicated to creative training. The purpose of such training is the ability to see the prototype of the future, to create a mental model of a new reality, which is extremely important for strategic and project management in the face of global risks, uncertainty and intense competition. Trainees (students) must learn to create the future, to foresee, anticipate, advance hypotheses, even to generate utopias and predictive scenarios of the future. The main problem here is the absence of highly professional, trained teachers who are able to carry out such training. The problem can be solved by integrating the potential of classical and corporate universities, including foreign institutes [11]. the most important thing is to look to the future and not to stand still, but to act.

These are our reflections on a very topical and acute problem concerning the further development and improvement of human personnel capital, which is able to meet the challenges of modernization of higher education, domestic economy and social services.

References

- [1] V.V. Putin, Report of the President of the Russian Federation to the Federal Assembly. Moscow, 1 March 2018.
- [2] D.K. Abakarov, “Factor bases of quality of professionalism of placeholders”, Civil service, no. 2, pp. 48–51, 2013.
- [3] L.A. Obukhova, Professionalisation of staffing of the state civil service of the Russian Federation (Sociological analysis). Moscow, 2007, 50 p.
- [4] R. Akoff, Akoff about management: translated from English. St. Petersburg: Piter, 2002.

- [5] L. Erhard, *Welfare for all*. Moscow, 1991, p. 131.
- [6] L. Erhard, *Op. cit.* p. 132.
- [7] The Bologna process and its significance for Russia. Integration of higher education in Europe. Moscow: Russian-European Center of Economic Policies, 2005, p. 167.
- [8] Yu.V. Astakhov, "Personnel potential of municipal management: Problems and ways of their solution", *Social sciences*, no. 4, pp. 220–225, 2016.
- [9] Yu.V. Astakhov, M.A. Kolomytseva, *Personnel reserve of municipal service: experience, problems, perspectives*. Belgorod: Belgorod regional printing house, 2017, 80 p.
- [10] Yu.V. Astakhov, "Some aspects of management of the system of personnel support of sustainable development of municipal education", *Theory and practice of social development*, no. 4, pp. 14–17, 2018.
- [11] Yu.V. Astakhov, M.A. Kolomytseva, *Modern technologies of personnel management in the state and municipal management*. Belgorod: Publishing house of the Belgorod State Technological University, 2019, 254 p.
- [12] I.I. Gulyaev, M.V. Selyukov, I.E. Nadutkina, M.V. Lugovskaya, D.V. Davtyan, "Consolidation Potential of the Educational Community", *Journal of Social Sciences Research, Special Iss. 1*, pp. 65–68, 2018.