

“Managerial competencies in the training of specialists in public and corporate management in Ukraine”


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MANAGERIAL COMPETENCIES IN THE TRAINING OF SPECIALISTS IN PUBLIC AND CORPORATE MANAGEMENT IN UKRAINE

Abstract

The pandemic and war in Ukraine have significantly transformed management processes. This has led to increased requirements for managers' professional and general competencies. Hence, the higher education system should be reoriented, considering new challenges and needs of the labor market. This study aims to identify the demand for current management competencies in the labor market for the positions of state and corporate management specialists and develop a theoretical and methodological basis for updating the standards of higher education in Ukraine. This paper employed statistical analysis and grouping to identify the demand for management skills in the labor market of Ukraine by processing 4,500 job advertisements at job websites. In addition, sociological and expert methods were used to confirm their demand among Ukrainian employers with an expert pool of 101 experts with more than 3 years of management experience. As a result, current management competencies are highlighted. The demand for them is confirmed by the high frequency in job advertisements (expertise in professional activities – 100%, leadership skills – 71%, digital skills – 65%, organizational and communication skills – 59% each, strategic skills – 52%) and by the expert survey. This made it possible to develop a model of management competencies, which is a theoretical and methodological basis for updating the standards. Furthermore, this comparative analysis revealed that there are no specific skills in the standards for master's training.

Keywords

competencies, managerial skills, competency model, high education, state higher education standard

JEL Classification

M12, J24, J44

INTRODUCTION

The Covid-19 pandemic spread to almost the entire world and Russia's military aggression against Ukraine have fundamentally changed the traditional foundations of life, business, and education in most countries. The system of relations between employers and employees has changed considerably. Notably, a number of restrictions and prohibitions appeared, live communication decreased, and part of workplaces were transferred to the employees' homes. In fact, since March 2020, traditional forms of business and labor organizations have receded into the background. Moreover, the martial law introduced in Ukraine in February 2022 has practically paralyzed businesses. Many managers at different levels of management were not ready for such challenges.

In many cases, they demonstrated their managerial incompetence. For example, some failed to fully assess risks, lost control over the situation, failed to cope with standard tasks in remote interaction, or faced the fact that management tools used earlier stopped working in new conditions. In many organizations, where management is aimed at total

control over subordinates and all decision-making, due to the Covid-19 pandemic and martial law, the remote work format has negatively affected the organization's activities. The situation enterprises and organizations found themselves in showed that the professionalism of executors could not compensate for the incompetence of managers. The absence or insufficiency of managerial competencies leads to a misunderstanding of the area of responsibility. All this led to reviewing the competencies a modern manager should possess.

Simultaneously, the development of management competencies is a long-term process. Anyhow, managers individually develop their competencies during their professional life and go through all the stages or stop at one of them.

When people adapt to life with restrictions caused by martial law and the pandemic, enterprises and organizations are reopening, and a new task arises to improve the management competencies of managers at all levels.

1. LITERATURE REVIEW

Modern Ukrainian businesses, developing in complex, unpredictable, and dynamic conditions, when solving primarily managerial tasks, must consider the competence of a manager as one of the factors for achieving of effective results. A professional manager must possess and apply managerial competencies in his/her work, and his/her work, unlike other types of intellectual work, has no specific time limits. In current conditions, the importance of a manager's ability to bear responsibility for the actions of subordinates, consider risks and use opportunities, assemble a strong team and organize an effective work process is increasing. Moreover, the management style demonstrated by leaders and managers forms corporate culture, company's business reputation, and employer's brand in the labor market.

A competent manager can set and solve tasks to develop a company in a period of stability, uncertainty, and crisis that is especially relevant in current socio-economic conditions. According to CFI (2022), managerial competencies can be defined as a manager's particular abilities necessary to perform specific organizational tasks, including the ability to perform executive duties, avoid crises, and promptly solve problems. Practical management skills are vital for any organization, its success, and achieving goals and objectives. Lupicka and Grzybowska (2018) tried to answer the question of determining the critical competencies of future managers of Industry 4.0. Approaches to competency modeling were considered by Dzwigol et

al. (2020). They proposed a strategically-oriented approach model to the development of managerial competencies of the Industry 4.0 company and a methodology for using the fuzzy logic toolkit for a comprehensive assessment of managers' competencies. Zacca and Dayan (2018) linked managerial competence to small business performance and assessed the role of entrepreneurial orientation and willingness to change in this relationship. Finally, Mandičák et al. (2020) defined and analyzed in more detail theoretically the main individual digital competencies that a project manager should have when using BIM technology in building project management.

Azainil et al. (2021) proved the importance of managerial competencies for increasing the productivity and success of managers. Jiang and Alexakis (2017) recommended identifying graduate management competencies to inform curriculum changes. Adanov et al. (2018) were engaged in searching for a solution to developing management competencies in future specialists in medicine and education. Walas et al. (2021) studied the inventory and assessment of the employees' competencies in the industrial sector in Poland, Hungary, and Ireland. As a result, they established a hierarchy of self-assessment of their managerial competencies, the evaluation of the CEO's competencies by employees, directions for improving team competencies, and directions for personnel development in the sector, helping to overcome the consequences of the pandemic. Finally, Ng et al. (2016) proved that owners-managers' transformational leadership

and entrepreneurial and technical competence at small and medium-sized enterprises positively and significantly affect their success.

The study of competencies is a relevant and interesting trend not only among foreign researchers. Remarkably, the demand for HR competencies in Ukraine was studied by Kravchuk et al. (2021). They proposed promising directions for the use of the HR competence model for the development of professional standards and the improvement of educational services. Kolot et al. (2022) developed a universal model of the HR manager's transferable competencies and a methodical approach to assessing behavioral indicators. Voloboeva et al. (2021) investigated the social and personal aspects of the competence of an employee who switched to a remote work format. The same topic was widely investigated, considering approaches to forming competencies in the conditions of the new socio-economic reality (Lopuschniak & Mylianyk, 2019; Lopuschniak et al., 2021).

Modern management practices require not only the ability to manage own workload but, more importantly, people and change. Shekar (2022) characterizes the current conditions for implementing managerial activities using digital technologies, emphasizing that knowledge of technologies will become the basis for all managerial positions. The lack of developed technological (digital) competencies and the delegation of job duties related to digital technologies to traditional IT specialists will not allow them to succeed. Business knowledge (business skills), together with technology awareness (digital skills), will become the primary managerial competence, and the use of analytics – marketing, financial, HR, supply chain, etc. will become core management competencies (Shekar, 2022).

Considering digitalization, relevant management competencies – problem-solving, people management, effective communication, and creative thinking – are appropriate to highlight. Zahair (2022) offers a list of the most sought-after managerial competencies to develop in order to become a better manager and succeed in a global corporate environment: communication, adaptability, attention to detail, problem-solving, creative thinking, crisis management, collaboration, digital intelligence, empathy, leadership mindset,

and foresight. According to CFI (2022), managerial skills required for the effective performance of tasks for top management include business planning, decision-making, problem-solving, communication, delegation, and time management, and for line managers – planning, communication, decision-making, delegation, problem-solving, and motivation.

Changes in industry and the economy are occurring at such a speed that the focus on upskilling and reskilling becomes imperative. Following the World Economic Forum (2020), the trends in the development of the most sought-after competencies emphasize analytical thinking and innovation, active learning and learning strategies, the ability to solve complex problems, critical thinking and analysis, stress resistance and flexibility, creativity and initiative, leadership and social impact. Technology remains the biggest driver of business change, but there are many human trends shaping the future of management work. According to GetSmarter (2022), the competencies that should be developed in first place in future managers are leadership skills, soft skills, technological skills, collaboration, emotional intelligence, and transparency.

Analyzing recruitment trends, the Indeed Editorial Team (2021b) determined that the managerial competencies needed to succeed in a career should be considered in two categories: hard and soft skills. To be a successful manager, one needs to develop both. While hard skills are vital in performing specific tasks, soft skills are necessary for leading people, overseeing projects, and making informed decisions. Despite the shift to a digital, automated workplace, leaders must remain strategic and innovative in their leadership style. They will also need to understand their team more than ever as a change in the workplace continues to increase (Maize, 2021).

Generally, the critical management competencies that need developing, regardless of department or industry specialization, can be grouped into five main blocks: leadership, planning, strategy, communication, and organization (Indeed Editorial Team, 2021b).

Leadership competencies are abilities a leader possesses when organizing others to achieve a com-

mon goal. Regardless of the level of the management position or the scale of the project, leadership competencies involve motivating others to perform their tasks as decisiveness, team building, empathy, reliability, constructive criticism, delegation of tasks, empowerment, integrity, mentoring and coaching, motivation, patience, relationship management (Indeed Editorial Team, 2021b). Modern trends in demand for leadership competencies are based on the fact that traditional leadership styles are replaced by new ones focused on dynamic relationships (Moran, 2017). Moreover, the self-centered management approach will no longer apply; practical management skills will enable leaders to be collaborative participants who focus on team development (GetSmarter, 2022). Recently, the demand for the development of manager empathy has increased – the ability not only to listen carefully but also to clearly understand intercultural differences and the importance of certain things to employees in different parts of the world. Compassion and empathy allow managers to build relationships with their teams and can help teams stay productive and satisfied (Indeed Editorial Team, 2021a). Generally, emotional intelligence (EI), including empathy, is a critical leadership skill. As Zahrai (2021) notes, EI encompasses self-awareness, social awareness, and self- and relational management; it relates to behavior and can significantly help managers navigate the organizational landscape. Delegation of tasks is another key leadership skill that involves the ability to delegate tasks and/or authority to other employees or subordinates. Delegation helps a manager avoid wasting time, optimizes productivity, and ensures employees' responsibility and accountability (CFI, 2022).

The ability to motivate is another essential leadership skill in an organization involving the ability to elicit the desired behavior or reaction from employees or certain stakeholders; mastery of tactics, types of motivation and their use, and choosing the right ones, depending on the culture of a company and team, personalities of team members, etc. (CFI, 2022). Managerial mindset means that the future manager must be able to hold his own among managers by adopting a managerial mindset – even if they are still very young in rank; cultivating this type of leadership behavior means that candidates for leadership positions must learn it early in management (Zahair, 2022).

Strategic competencies, involving the ability to notice inefficiencies and quickly determine the optimal way to solve problems, consider each team member's contribution. Among them are strategic thinking, problem-solving and decision-making, conflict resolution, creative thinking, and analytical thinking (Indeed Editorial Team, 2021b). According to CFI (2022), problem-solving is a management skill that is in constant demand. Any decent manager should be able to solve problems quickly and efficiently; a new skill that will become more important in the future is the ability to find solutions using technology, trends, forecasts, and data. Following the Indeed Editorial Team (2021a), firm managers and leaders understand how to apply problem-solving competencies to solve challenges and seize opportunities in the workplace. The ability to analyze results, evaluate choices, and weigh the pros and cons of implementing solutions to achieve goals are a few examples of effective management skills that help leaders solve problems and achieve goals. According to CFI (2022), decision-making ability is a vital component of a manager's success; and making the right and effective decisions leads to organizational success, while unsuccessful or wrong decisions can lead to failure or poor performance. The ability of anti-crisis management is actualized today not only for solving problems but also their predictions are becoming relevant competencies. Indeed Editorial Team (2021a) claimed that valuable management skills include resolving conflict in the workplace. Particularly, team leaders and managers must be able to quickly solve problems, identify factors affecting results, and create solutions or compromises that will benefit everyone at work. Managers must also possess creative thinking skills, as they initiate innovation in organizations.

Planning is a vital competency for a manager. According to CFI (2022), planning competencies refer to a person's ability to organize activities on established instructions while remaining within the limits of available resources such as time, money, and labor. It is also the process of formulating a set of actions or more strategies to pursue and achieve specific goals or objectives with available resources. The planning process includes defining and setting achievable goals, developing the necessary strategies, and outlining tasks and

schedules for achieving the goals (CFI, 2022). Whether a manager leads people, projects, or their combination, preparing a vision for the future and strategizing solutions are essential to effective management. Planning skills include cognitive skills, adaptability, business development, critical thinking, flexibility, and logical thinking (Indeed Editorial Team, 2021b). In the modern practice of personnel selection, more and more attention is paid to the foresight of managers, namely, their ability to predict where the business is going, to develop a support strategy for growth and innovation in many areas of activity. In addition, foresight skills enable managers to identify and exploit new opportunities resulting from technological or cultural change.

Organizational competencies involve the formation of the ability to balance many tasks at the same time; often, this means being able to coordinate multiple project schedules, deadlines, and calendar events, such as meetings, conferences, or presentations. Practical organizational skills will help a manager stay on top of things, reduce stress, prevent missing critical deadlines, and ensure one can find information when needed. Examples of organizational skills include goal setting, administrative skills, project management, time management, deadline management, event coordination, record keeping, scheduling, and control (Indeed Editorial Team, 2021b). Today, managers' abilities to develop subordinates' talents, train them, be mentors of new employees, and organize educational programs and training are updated. Effective time management skills are also essential for those in leadership positions, as many managers are responsible for scheduling employees' work hours, developing project schedules, and setting essential deadlines. The growing demand for project management competence is associated with an increase in horizontal connections in organizations and an increase in managers in managing project teams. Risk management skills allow managers to assess the complexities of projects and develop solutions to potential problems before work begins. Control over work schedules, costs, and task management ensures that personnel completes projects on time and within budget. In contrast, quality management skills enable leaders and managers to ensure that their organizations' products meet quality standards.

Technological competencies refer to solid managerial competencies. No job will be exempt from technological progress, and managers will have to deal with emerging new challenges, conflicts, and opportunities. Technical skills can include abilities related to software development, computer programming, marketing, and sales (Indeed Editorial Team, 2021a). To remain competitive in the labor market, managers must stay abreast of the latest developments and embrace change to anticipate the market and internal business dynamics. All new business roles – the most in-demand jobs – will be technology-focused, such as artificial intelligence (AI) and machine learning professionals, data analysts, big data professionals, IT professionals, process automation professionals, managers projects, information security analysts, and digital marketing and strategy specialists (World Economic Forum, 2020). The need for forming a manager's digital competencies is connected with the fact that management without IT is becoming an increasingly distant memory. The next decade will increase the focus on how technology can solve business problems or enable more effective communication between departments or employees. Thus, there is a need for sufficient development of technical skills to integrate new applications into the business, providing sufficient security measures against potential cyber-attacks. On the spread of remote work, networking skills are relevant in a digital environment: managers are often involved in customer relations and apply networking skills such as connecting with others, coordinating plans, communicating with new and existing clients and customers, and keeping track of critical business contacts for their organizations.

Expertise in professional activity refers to solid management competencies and involves in-depth knowledge of managers and leaders in the company's field of activity. For example, according to the Indeed Editorial Team (2021a), an IT manager must have extensive knowledge of the technical processes involved in application development and programming to lead a technical team. With a high level of expertise in professional and career fields, managers can better understand how to design and organize project tasks, achieve goals, and manage the costs associated with the projects they initiate.

Communication competencies are crucial for a manager because they shape the ability to determine how well information is distributed within a team, ensuring that it functions as a whole. Managers with developed communication competencies can have good relations with employees and thus easily achieve the company's goals and objectives (CFI, 2022). Verbal communication skills are essential when delegating tasks, collaborating with teams, and providing constructive feedback. Written communication in different languages is necessary for managers to perform many tasks in many positions. Following Zahair (2022), communication involves the ability to communicate effectively, both written and spoken. In today's global corporate environment, English communication is essential, including grasping ideas and creating engaging presentations through written and spoken language. Communication skills include active listening, collaboration (collaboration), interpersonal communication, negotiation, persuasion, public speaking, verbal communication, written communication, interviewing, and relationship building (Indeed Editorial Team, 2021b). Trends in demand for collaboration skills are linked to globalization opening channels for international teams. In addition, organizations work through consultants, contractors, and remote workers, which can be a challenge when building a corporate culture. The workforce is also becoming more dynamic as Generation Z enters the workforce and Baby Boomers retire (Moran, 2017).

Collaboration skills and the ability to coordinate with teams and supervisors are vital aspects of effective management skills. Soft and interpersonal communication and leadership skills will help create an effective intergenerational workforce; managers must be aware of dynamic demographics to capitalize on market changes and navigate team diversity (GetSmarter, 2022). Researchers nowadays pay attention to the ability to ensure transparency of communication. Managing trust and developing a healthy corporate culture are key attributes of highly effective teams and leaders in a global world where data is available to everyone. In addition, transparency ensures that problems are solved effectively, teams are built on trust and support, and productivity levels increase (Levin & Galma, 2021). Finally, being an effective man-

ager in hyper-growth and innovation markets requires clear channels of information and exchange (GetSmarter, 2022).

Therefore, managerial competencies have been brought up in recent years. However, there are no comprehensive approaches to identifying those relevant in the labor market in the context of changes, particularly related to the spread of the Covid-19 pandemic and total digitalization. Figure 1 shows the generalized vision of management competencies being relevant shortly, formed based on the above-described overview of theoretical approaches.

Following the research results on the global labor market, relevant managerial competencies include technical (digital) skills, professional expertise, leadership, strategic, organizational, communication competencies and planning.

Analysis of international practice proves that all standardized competency models include management competencies, which are systematized in Figure 2.

A comparison of managerial competencies relevant to the international labor market with those declared in international standards is made. This comparison proves that almost all current management competencies are included in the standards, frameworks, lists, and models of competencies in the fields of activity: marketing, entrepreneurship, personnel management, management accounting, auditing, banking, and public service. Furthermore, there is full compliance with three international standards (Appendix A, Table A1) – Internal audit competency framework, SHRM® body of competency and knowledge, and CGMA® Competency Framework, which confirms the relevance of the list of management competencies proposed.

In Ukraine, the managers' professional training is carried out in all fields of knowledge at the second (master's) level of higher education based on the standards of higher education (hereinafter – Standards). These are requirements for the content and results of educational activities of higher educational institutions and scientific institutions at each level of higher education within each special-

Source: Authors' elaboration based on CFI (2022), GetSmarter (2022), Indeed Editorial Team (2021a, 2021b), Kolot et al. (2022), Zahair (2022), World Economic Forum (2020).

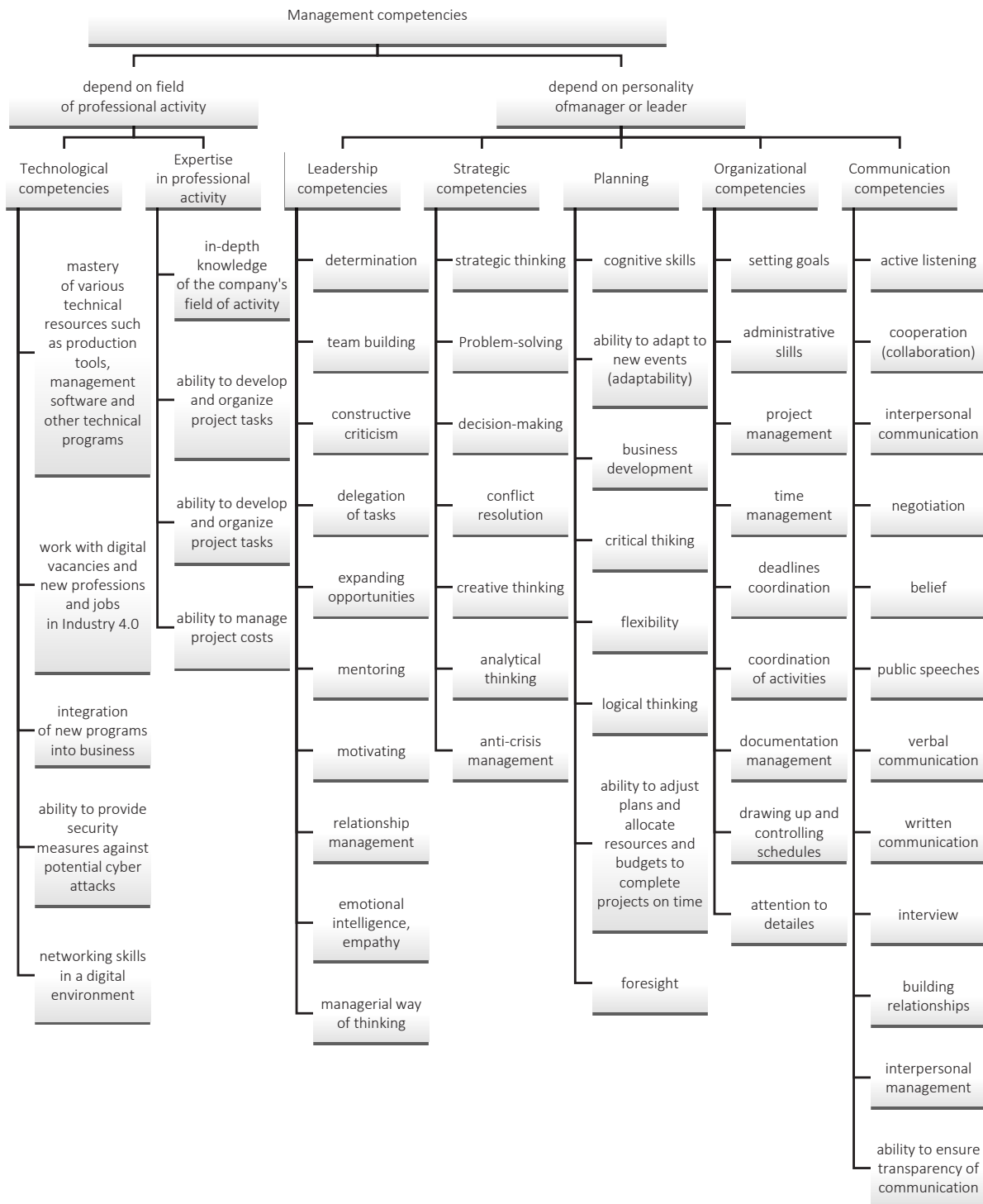


Figure 1. Classification of managerial competencies

Source: Authors' elaboration based on CIM (2019), The IIA (2020), SHRM (2018), Bacigalupo et al. (2016), National Agency of Ukraine for Civil Service and Canadian International Development Agency (2010), CGMA (2019), WBG (2019).

Professional Marketing Standards	strategy, risk, and reputation, product management, performance monitoring and measurement, creativity, entrepreneurship, responsibility, innovation
Internal audit competency framework	ethical behavior, organizational management, risk management, strategic planning and management in the organization, leadership, social responsibility and sustainability, interpersonal communication
SHRM body of competency and knowledge	leadership and management, ethical practices, relationship management, communications, business acumen, and critical evaluation
EntreComp: The Entrepreneurship Competence Framework	creativity, vision, evaluation of actions, ethical and reasoned thinking, self-awareness and self-efficacy, motivation and persistence, mobilization of others, planning and management, overcoming barriers related to ambiguity, uncertainty, and risk
Profiles of leadership competencies in public service in Ukraine	manage with results orientation, analytical thinking, strategic planning, responsibility for human resource management and good communication skills, both verbal and written
CGMA® Competency Framework	performance management, risk management, business relations, business ecosystem management, influence, negotiation and decision making, communication, collaboration and partnership, team building, coaching and mentoring, performance improvement, motivation, change management, problem-solving, strategy and planning
WBG core competencies	teamwork and cooperation, concepts of personal leadership, initiative, innovation and adaptability development and sharing of knowledge, as well as communication, mentoring others and self-development, analytical thinking, judgment, decision-making and action

Figure 2. Management competencies in international professional standards

ty. They are developed on the National Framework of Qualifications and used to determine and evaluate the quality of the content and results of educational activities of higher educational institutions (scientific institutions). Based on the educational and professional program for each specialty, the higher educational institution develops a curriculum determining the list and volume of educational disciplines in ECTS credits, the sequence of studying disciplines, the forms of conducting educational classes and their scope, the schedule of the educational process, forms of current and final control. In addition, each set of Standards contains a list of general and special (professional) competencies that the future

specialist must master during training. These competencies also include managerial ones, detailed analysis of which on standards by fields of knowledge 07 “Management and administration” and 28 “Public management and administration” is given in Table A2 (Appendix A).

Today, management competencies are critical and in demand as they are included in standards, frameworks, lists, and models of competencies. However, Ukraine’s higher education standards need updating following the trends in demand for managerial competencies in the labor market for specialists in public and corporate management.

2. AIMS

This paper aims to identify the demand for relevant management competencies in the labor market for the positions of specialists in state and corporate management.

3. METHODOLOGY

The study used statistical analysis and grouping to identify trends in demand for managerial competencies in the Ukrainian labor market. The most popular job websites in Ukraine, *rabota.ua* and *work.ua*, were chosen. The analysis was carried out by positions in the division of specialties by fields of knowledge 07 “Management and administration” (specialties: 071 “Accounting and taxation,” 072 “Finance, banking and insurance,” 073 “Management,” 075 “Marketing,” 076 “Entrepreneurship, trade and exchange activity”) and 28 “Public management and administration” (specialty: 281 “Public management and administration”), listed in the Handbook of qualification characteristics of employees’ professions (Verkhovna Rada of Ukraine, 2015). Analyzing the demand for managerial competencies of top managers and leaders in the labor market of Ukraine was carried out on job advertisements posted on the leading Ukrainian digital platforms for attracting candidates (*rabota.ua*, *work.ua*). The available total of the study population was outlined by the positions of managers at different levels. It amounted to 4,500 vacancies for managers’ positions on the specified sites (as of July 10, 2022). The methodological basis for grounding the size of the sample total was an arbitrary method, on which the sample size is determined at the level of 5-10% of the general population. Under the general part, the sample size should be from 225 to 450 vacancies. Next, the statistical method is used, according to which the sample size is calculated by (Samborskyy et al., 2017):

$$n = \frac{t^2 \cdot S^2 \cdot N}{\Delta_x^2 \cdot N + t^2 \cdot S^2}, \quad (1)$$

n - volume of the sample; N - volume of the general population; t - normalized deviation, which is determined based on the selected confidence level; S - variation found for the sample, w is the share

index; S^2 - variance of a random variable, Δ - acceptable margin of error.

Therefore, the sample volume with a normalized deviation is 1.96 (confidence level – confidence interval 95%) and acceptable margin of error of conclusions is up to 7%. The variation for the sample in the absence of statistical information is taken at the level of 0.5 since this gives the maximum variance (the indicator for the sample size obtained in this way will be overestimated, which gives additional reliability to the results): 188 job advertisements. Thus, 300 job advertisements for managerial positions are representative. Additionally, the interval method determined the methodological basis of the statistical summarization and grouping of the obtained results. Here, four levels of their demand in the labor market are found: low – the frequency of demand for competence is below 25%, medium – from 25 to 50%, high from 50 to 75 and very high – more than 75% (Kolot et al., 2022).

Sociological and expert methods were used to confirm the demand for managerial competencies among employers in Ukraine. The structure of managerial competencies in demand in the labor market of Ukraine is similar to traditional international models. An expert survey was conducted with the expert pool to confirm the demand for managerial competencies among employers in Ukraine (Table A3). The survey was conducted using an electronic questionnaire – the Google Forms service. Totally, 101 experts were involved in the survey. Experts were selected primarily on their level of competence. Particularly, questionnaires were sent to experts with more than 3-year experience; all experts perform managerial functions or are involved in the selection process of managerial personnel. The level and nature of education are also considered. Specifically, all experts have a higher education, and 67.8% have a diploma in the specialty of fields of knowledge 07 “Management and administration” and 28 “Public management and administration.” The method of systematization was used to analyze the experts’ answers.

Additionally, a comparative analysis of the developed model of management competencies with the corresponding model laid down in the Standards of Ukraine was used to ground recommendations for their update.

4. RESULTS

The results showed a high frequency of demand for managerial competencies of managers in the studied segment of the labor market (Figure 3).

As evident from Figure 3, the expertise of professional activity is the basis of the managerial efficiency of managers at any level, so it is present in 100% of job vacancies. Simultaneously, a high level of demand among Ukrainian employers is characterized by the demand for the following management competencies of managers at various levels: leadership – the frequency of demand in vacancy announcements at the level of 71%, technical (digital) – 65%, organizational and communication skills at 59% each, strategic – 52%. All this confirms the hypothesis about the relevance of the management competencies highlighted in Figure 1.

Additionally, due to the analysis of the demand for individual descriptors shown in Figure 3 by groups of management competencies (Figure 4), the most in-demand in Ukraine in 2022 were selected.

Among them:

- for leadership competencies – ability to create a team, motivate, mentor, delegate authority, and assign tasks;
- for digital skills – ability to use technical (digital) tools, management software, and ability to integrate new programs into business and process automation;
- for organizational competencies – ability to maintain documentation and reporting, drawing up schedules and control;

- for communicative skills – interpersonal communication, written communication (in Ukrainian and English), verbal communication, building relationships, cooperation (collaboration), teamwork, negotiations, and persuasion;
- for strategic competencies – analytical thinking and decision-making;
- for planning competencies – ability to adapt to new events (adaptability), adjust plans, and allocate resources and budgets to implement projects on time.

Such data segment is explained by peculiarities of implementation of the labor processes of managers in modern conditions of martial law in Ukraine, which foresee the growth of requirements for leadership, communicative and digital competence of the manager, becoming a necessary condition for the performance of tasks during remote work.

The structure of managerial competencies in demand in Ukraine's labor market does not differ from traditional international models. The analysis of the results of an expert survey on demand for managerial competencies of managers in the labor market of Ukraine in terms of descriptors shows some difference in the demand for managerial competencies from that declared in job advertisements (Figure 5).

The generalized results of the expert survey provide a general vision of the needs and priorities of modern management systems regarding the formation and development of managerial competencies. Notably, the demand for management skills among Ukrainian employers is shown in Table A4. Obviously, following the intervals de-

Source: Authors' elaboration.

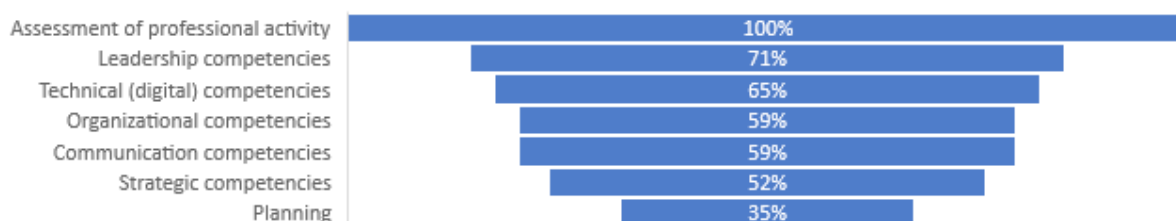


Figure 3. The frequency of demand for managerial competencies in the labor market of Ukraine

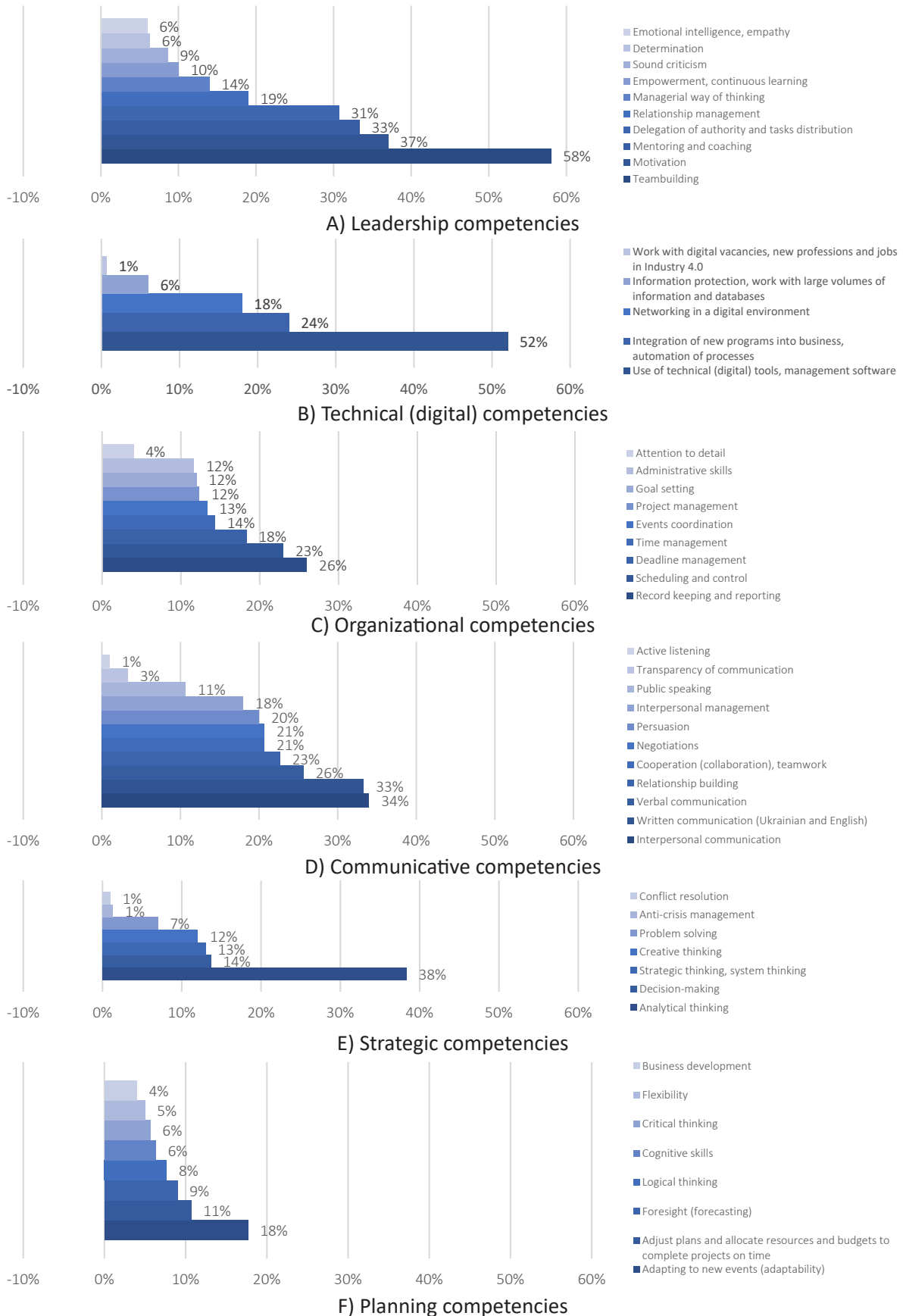


Figure 4. The frequency of demand for managerial competencies in the labor market of Ukraine in terms of descriptors

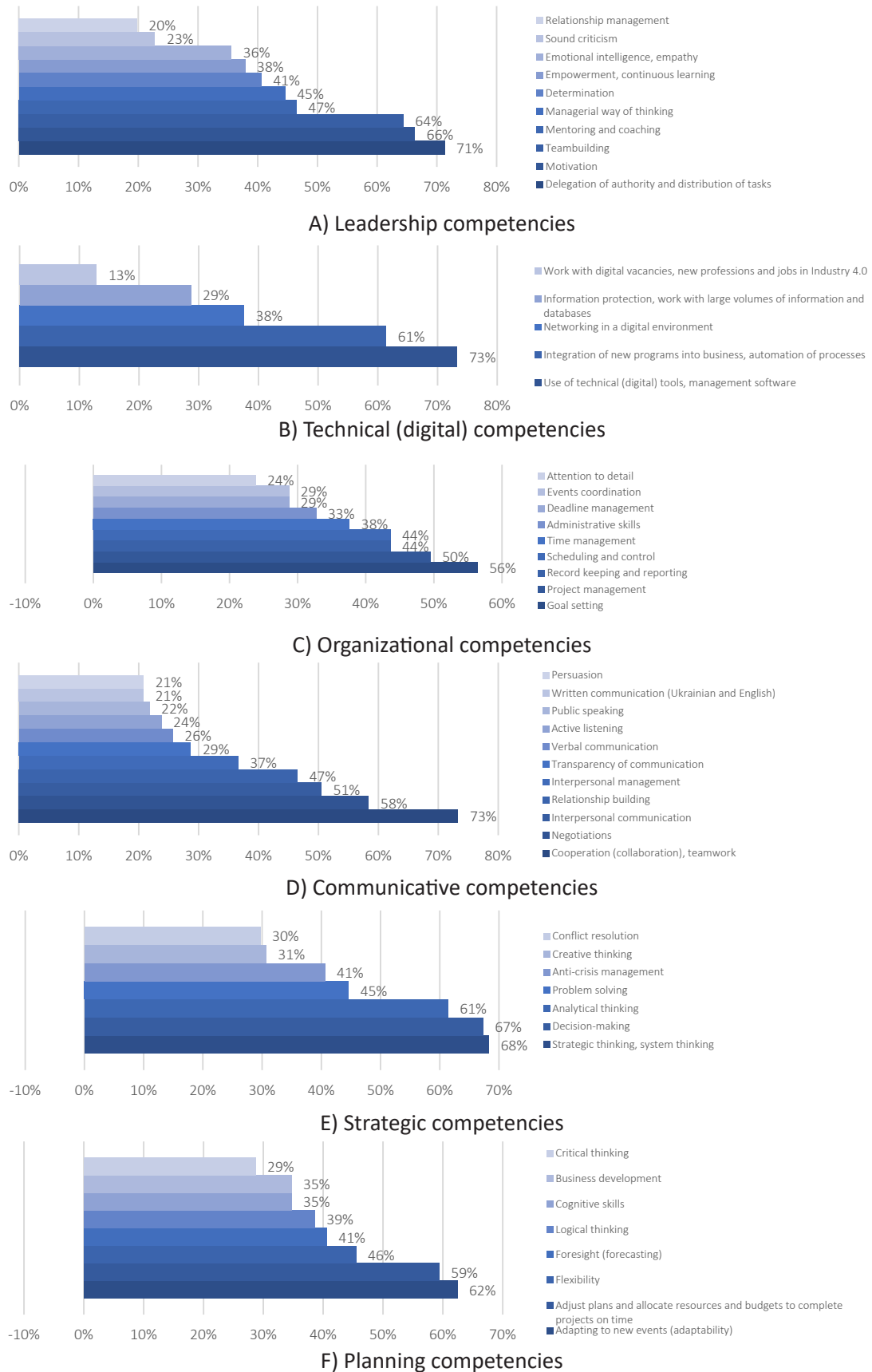


Figure 5. The results of an expert survey on demand for managerial competencies in the labor market of Ukraine in terms of descriptors

fined in modern literature (Kolot et al., 2022), all management competencies are in high demand (more than 75%).

The results of the labor market analysis and expert survey on demand for managerial competencies among Ukrainian employers create prerequisites for the average ranking of these competencies following the level of demand for them in the labor

market on the analysis of job advertisements and on expert evaluation (Table A5). On the average level of demand obtained from the analysis of the labor market through the study of job announcements and conducting an expert survey, it was concluded that today in Ukraine, the most significant demand in the field of management is for managerial competencies with more than 30% level of demand.

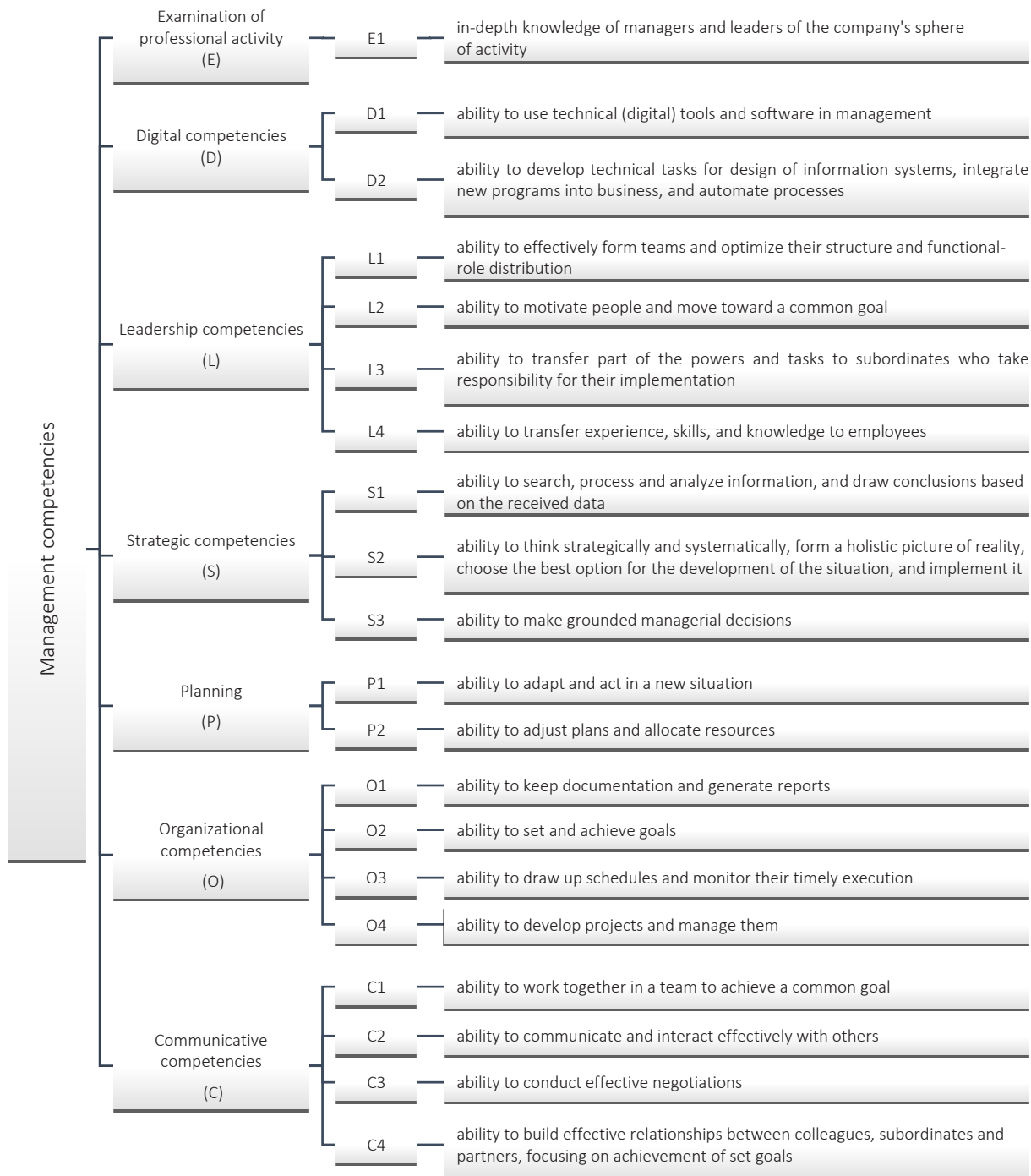


Figure 6. Model of managerial competencies

Following the list of management competencies in demand among employers and the analysis of domestic and international theoretical experience and practice, a model of management competencies was developed for future specialists in the fields of knowledge “Management and administration” and “Public management and administration” (Figure 6).

The analysis of management competencies in Standards for state and corporate management specialists was carried out on the example of fields of knowledge 07 “Management and administration” and 28 “Public management and administration.” Blocks of strategic and communicative competencies are presented in all standards. However, not all other competence blocks of the developed model (Figure 6) are represented in individual standards. Additionally, there are some gaps in the list of competencies by blocks, as evident from Table A6.

Considering such imperfection of Standards by fields of knowledge, to bring standardized general competencies into line with the demand on the labor market, the study offers a unified list of general management competencies (Figure 7). This list in-

cludes the competencies available in the Standards and those absent there. Thus, the study proposes to initiate changes to the Standards of Ukraine to update management competencies.

The implementation of these changes will enable future graduates of the second (master’s) level of higher education to have a high level of competitiveness in the modern labor market and apply for effective employment after graduation, effectively perform management tasks in current conditions, and apply for successful career growth shortly.

5. DISCUSSION

The question of what managerial competencies will be in demand in the near future and how their demand among employers will change is debatable. However, after conducting a thorough study of the current demand among the trends in the development of key management competencies in the future, the following can be distinguished: problem-solving, people management, communication, creative thinking, and digital

Source: Authors’ elaboration.

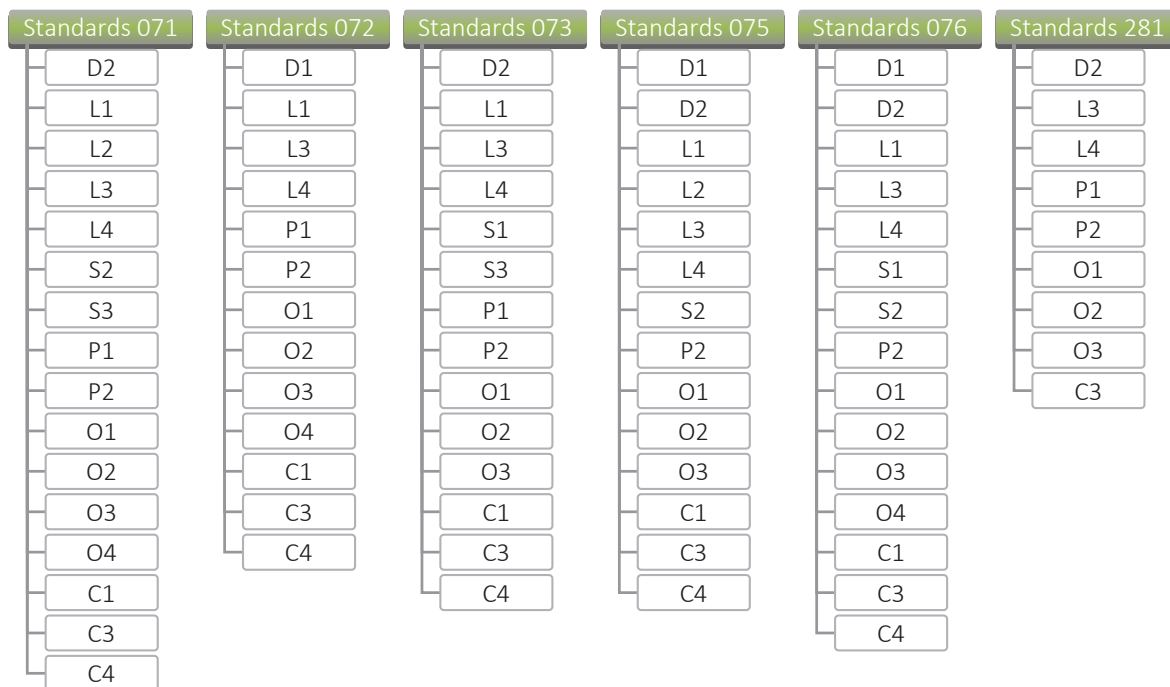


Figure 7. Recommendations for the addition to the Standards of Ukraine by fields of knowledge 07 “Management and administration” and 28 “Public management and administration” to update managerial competencies

abilities, and such trends correspond to the generally accepted (Kolot et al., 2022; Zahair, 2022; Indeed Editorial Team, 2021b, 2021b).

The ability to solve problems will remain one of the sought-after skills among employers (Kolot et al., 2022). In many companies, responsibilities are structured and transparent for most entry- and middle-management positions, and performance is predictable. Namely, a leader must tell the team what to do, when, how, why, and this is possible with managerial competencies (GetSmarter, 2022). Therefore, demonstrating problem-solving skills is a priority and a competitive advantage when choosing an employer among potential candidates and during further career development. The value of these skills lies in their relevance for a managerial position at any level. Challenges and situations in the workplace always require solutions, so employers need candidates who can develop and implement effective solutions.

Although digitalization is rapidly transforming the processes of managerial activity, managers of all departments must possess people management skills. Reality proves that technology was, remains, and will be important for business, but without personnel, it is impossible to implement all technological processes. Managing people is complicated by environmental changes because the general awareness and knowledge of today's workers is much higher than it was ten years ago. This is constantly increasing due to easy access to finding and obtaining the necessary information. Moreover, work is becoming more intellectual and less physical, and jobs are becoming mobile as the workforce is becoming global and more empowered (World Economic Forum, 2020). The pandemic has provided an opportunity for companies to demonstrate sensitivity to people and make a transition to people-centric practices. One of the management's key tasks will be to maintain and make it the norm for the future. Following Shekar (2022), generation Z and Alpha caused the need for changes in HR management practices due to their unique personality, desires, and attitudes. Therefore, the manager's task is to coordinate various processes allowing people to work at different paces and keeping a life-work balance.

Communication will remain one of the most critical managerial competencies managers must possess, given the rapid development of automation in all processes. Communication methods are changing rapidly, requiring staff to quickly adapt to them. The Internet broke down borders, made the economy global, and enabled communication with many people worldwide. Today's business will require the creation of new contacts to move forward through the exchange of ideas. Concurrently, employees must be able to convey their thoughts and achieve their goals at a distance and value each contact (CFI, 2022). Today every person in business needs this competence, and it will be even more urgent in the near future. Communicative activity is a complex, multifaceted process of establishing and developing contacts between employees. It is generated by the needs of joint activities and includes the exchange of information, the development of a single interaction strategy, perception, and understanding of another person, in which professional communication is the goal, the means, and the form of carrying out this activity. Professionally, it is necessary to adequately interact with colleagues, make the right decisions even in stressful situations and overcome various difficulties. This is one of the reasons why communication skills are more and more valued in resumes.

The scale of uncertain and non-standard management tasks will increase. The latter will require finding new, previously unknown, options for solving problems by combining knowledge and experience of other functions or adapting practices from other industries. According to Shekar (2022), this requires two skills: knowledge through experience and creative thinking. The ability to think creatively will allow managers to understand the advantages and disadvantages of various options for solving a problem to choose the most optimal one. Within globalization and digitalization, creative thinking also becomes necessary. However, it is open to criticism, as it tends to move towards an optimized option. It will never offer a "perfect" solution, but over time, the solution can be refined to make it more acceptable and complete. The approach can also be trial and error, requiring stakeholders to be optimistic and confident about possible outcomes (Shekar, 2022). That is why such an approach to

managerial activity helps to quickly find solutions in current conditions. Creative thinking will be relevant in the future as the trends of globalization, digitalization, and rapid changes in the situation will only deepen.

Management activities will soon be more automated, and the main management processes will take place virtually in a digital environment. As GetSmarter (2022) notes, in such conditions, the requirements for transparency of communications in the network, and the responsibility of interested

parties for protecting and preserving confidential and personal information will grow. Leaders and managers will have to make correct and informed management decisions not only regarding the selection of digital automation toolkits but also information security software. Managerial competencies will expand toward the possession of various digital tools and technologies in professional fields, which, in addition to the development of digital abilities, will include the ability to work with people in conditions of uncertainty in a digital environment.

CONCLUSION

The study showed that among managerial competencies, the following are most in demand: professional expertise, leadership, strategic, organizational, communication, and digital skills, as well as planning. They form the basis of the developed model of managerial competencies, which is essentially a theoretical and methodological basis for updating the standards of higher education in Ukraine. Moreover, it structures the requirements for public and corporate management specialists with the demand for managerial competencies in the labor market of Ukraine.

A comparative analysis of the descriptors that are a component of the developed model and the competencies included in the Standards for the preparation of masters in public and corporate management was made. Thus, the absence of specific skills in the mentioned standards was revealed. Particularly, all Standards for the preparation of masters in the fields of knowledge “Public management and administration” and “Management and administration” lack the ability to transfer part of powers and tasks to subordinates who take responsibility for their implementation; ability to transfer experience, skills, and knowledge to employees; ability to adjust plans and allocate resources; ability to set and achieve goals; ability to draw up work schedules and monitor their timely execution; ability to conduct effective negotiations; ability to build effective relationships between colleagues, subordinates, and partners, focusing on the achievement of set goals and others. Including these skills in the vocational training program will improve the quality of specialists’ training in the state and corporate management and their competitiveness on the labor market.

For the qualitative formation of the management competencies included in the model in the system of formal and informal education of Ukraine, further studies of descriptors and their behavioral indicators for each of the competencies are needed. The latter will make it possible to use this model not only in institutions of higher education but also in the training and development system of personnel at enterprises when forming the personnel reserve and planning the labor career of personnel.

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APPENDIX A

Table A1. Comparison of managerial competencies relevant in the labor market and declared in international standards

Management competencies	Internal audit competency framework	SHRM body of competency and knowledge	CGMA® Competency Framework	EntreComp: The Entrepreneurship Competence Framework	Profiles of leadership competencies in public service in Ukraine	WBG core competencies	Professional Marketing Standards
Technical (digital) competencies	+	+	+	-	-	+	+
Examination of professional activity	+	+	+	+	+	+	+
Leadership competencies	+	+	+	+	+	+	+
Strategic competencies	+	+	+	+	+	+	+
Planning	+	+	+	+	+	+	-
Organizational competencies	+	+	+	+	+	-	-
Communicative competencies	+	+	+	+	+	+	+

Table A2. Analysis of managerial competencies available in Standards by fields of knowledge 07 “Management and administration” and 28 “Public management and administration”

Competencies of Standards by blocks	071 Accounting and taxation	072 Finance, banking and insurance	073 Management	075 Management	076 Entrepreneurship, trade and exchange activity	281 Public management and administration
Technological (digital) competencies	+	+	+			+
● Skills in using information and communication technologies	ZK03		ZK03			ZK05
● Ability to develop technical tasks for the design of information systems in the professional field		SK09				
● Ability to organize information and analytical support of management processes using modern information resources and technologies						CK03
Leadership competencies		+	+		+	+
● Ability to motivate people and move towards a common goal		ZK07	ZK04		ZK03	ZK02
● Ability to assess the limits of own professional competence and improve professional qualifications		SK05				
● Ability to self-development, lifelong learning and effective self-management			SK03			
● Ability to improve and develop professional, intellectual and cultural level						ZK04
● Ability to form leadership qualities and demonstrate them in the process of managing people			SK06			
● Ability to work in a team, motivate people and move towards a common goal, be a leader, act socially responsibly and consciously						ZK02
Strategic competencies	+	+	+	+	+	+
● Ability to identify, pose, and solve problems	ZK01	ZK04			ZK02	
● Ability to make informed decisions		ZK05		ZK01		ZK05
● Ability to solve problematic issues and make managerial decisions in professional activities					SK04	
● Ability to generate new ideas (creativity)	ZK05	ZK10	ZK06	ZK02		ZK07
● Ability to abstract thinking, analysis, and synthesis		ZK01	ZK07			ZK01

Table A2 (cont.). Analysis of managerial competencies available in Standards by fields of knowledge 07 “Management and administration” and 28 “Public management and administration”

Competencies of Standards by blocks	071 Accounting and taxation	072 Finance, banking and insurance	073 Management	075 Management	076 Entrepreneurship, trade and exchange activity	281 Public management and administration
• Ability to search, process and analyze information from various sources	ZK06			ZK06		
• Ability to search, use and interpret information necessary for solving professional and scientific tasks		SK07				
• Ability to resolve conflicts						SK01
• Ability to make grounded management decisions taking into account issues of European and Euro-Atlantic integration						SK10
Planning				+	+	
• Ability to adapt and act in a new situation				ZK04	ZK01	
Organizational competencies			+	+		+
• Ability to develop and manage projects			SK07	ZK08		ZK03
Communication competencies	+	+	+	+	+	+
• Ability to communicate professionally in a foreign language	ZK02	ZK02				ZK06
• Ability to communicate with representatives of other professional groups at different levels (with experts from other fields of knowledge/ types of economic activity)	ZK08		ZK02		ZK04	
• Interpersonal skills		ZK06		ZK05		
• Ability to create and organize effective communications in the management process			SK05			
• Ability to establish social interaction and cooperation						SK01
• Ability to work in a team, motivate people and move towards a common goal, be a leader, act socially responsibly and consciously						ZK02

Table A3. Expert survey pool

Type of economic activity of the company	Number of respondents, %
Construction	15.8
Industry	13.9
Education	12.9
Other types of economic activity	11.9
Public administration and defense; compulsory social insurance	7.9
Wholesale and retail trade; repair of motor vehicles	7.9
Activities in the field of administrative and auxiliary services	5.0
Agriculture, forestry and fisheries	5.0
Health care and provision of social assistance	4.0
Financial and insurance activities	4.0
Professional, scientific, and technical activity	3.0
Temporary accommodation and catering	3.0
Information and telecommunications	2.0
Transport, warehousing, postal, and courier activities	2.0
Arts, sports, entertainment, and recreation	1.0

Table A3 (cont.). Expert survey pool

Position affiliation	Share of experts, %	Educational/scientific degree	Share of experts, %	Specialty by diploma	Share of experts, %
Management of structural divisions	47.5	Master	48	Others	32.2
Top management	31.7	Specialist	29	Management	20.8
Personnel management	20.8	Phd	11	Finance, banking and insurance	16.5
-	-	DHD	5	Public management and administration	12.4
-	-	MBA	4	Accounting and taxation	9.3
-	-	Bachelor	3	Marketing	8.2
-	-	-	-	Entrepreneurship, trade and stock market activity	8.2

Table A4. Summarized results of an expert survey of Ukrainian employers regarding the demand for managerial competencies

Management competencies	Total number of points according to the survey, points	Weighting factor	Share of demand in the labor market according to the survey
Examination of professional activity	996	0.192	99%
Leadership competencies	862	0.166	85%
Technical (digital) competencies	854	0.165	85%
Communicative competencies	844	0.163	84%
Strategic competencies	836	0.161	83%
Organizational competencies	818	0.158	81%
Planning	812	0.157	80%

Table A5. The level of demand for management skills among employers in Ukraine, %

Management competencies	The level of demand according to the analysis of job advertisements	The level of demand according to an expert survey	Average level of demand
Digital competencies			
Mastery of various technical resources such as production tools, management software and other technical programs	52	73	63
Integration of new programs into business, process automation	24	61	43
Non-working in a digital environment	18	38	28
Ensuring security measures against potential cyber attacks, ability to work with large volumes of information	6	29	18
Working with digital vacancies and new professions and jobs in Industry 4.0	1	13	7
Leadership competencies			
Team building	58	64	61
Motivation	37	6	52
Delegation of authority and distribution of tasks	31	71	51
Mentoring and coaching	33	47	40
Managerial mindset (understanding the goals of senior management and the ability to align your work with these goals)	14	45	29
Empowerment and continuous learning	10	38	24
Emotional intelligence, empathy	6	36	21
Relationship management	19	20	19
Constructive criticism	9	23	16
Determination	6	23	15

Table A5 (cont.). The level of demand for management skills among employers in Ukraine, %

Management competencies	The level of demand according to the analysis of job advertisements	The level of demand according to an expert survey	Average level of demand
Strategic competencies			
Analytical thinking	38	61	50
Strategic thinking, system thinking	13	68	41
Decision-making	14	67	40
Problem-solving	7	45	26
Creative thinking	12	31	21
Anti-crisis management	1	41	21
Conflict resolution	7	30	18
Planning			
Adapt to new events (adaptability)	18	62	40
Adjust plans and allocate resources and budgets to complete projects on time	11	59	35
Flexibility	5	46	25
Foresight (forecasting)	9	41	25
Logical thinking	8	39	23
Cognitive skills (ability to understand and effectively process new information)	6	35	21
Business development	4	35	19
Critical thinking	6	29	17
Organizational competencies			
Documentation and reporting	26	44	35
Setting goals	12	56	34
Scheduling and control	23	44	33
Project management	12	50	31
Time management	14	38	26
Deadlines management	18	29	24
Administrative skills	12	33	22
Coordination of activities	13	29	21
Attention to detail	4	24	14
Communicative competencies			
Cooperation (collaboration), teamwork	21	73	47
Interpersonal communication	34	51	42
Negotiations	21	58	40
Building relationships	23	47	35
Interpersonal management	18	37	27
Written communication	33	21	27
Verbal communication	26	26	26
Belief	20	21	20
Public speaking	11	22	16
Transparency of communication	3	29	16
Active listening	1	24	12
Interview	0	10	5

Note: Data in bold mean the most in-demand managerial competencies descriptors in the labor market.

Table A6. Comparison of the management competencies of the study model and those available in Standards by fields of knowledge 07 “Management and administration” and 28 “Public management and administration”

Management competencies of the author's model (notations)	The presence of managerial competencies of the author's model in Standards of Ukraine					
	071 Accounting and taxation	072 Finance, banking and insurance	073 Management	075 Marketing	076 Entrepreneurship, trade and exchange activity	281 Public management and administration
E1	+	+	+	+	+	+
D1	+	-	+	-	-	+
D2	-	+	-	-	-	-
L1	-	-	-	-	-	+
L2	-	+	+	-	+	+
L3	-	-	-	-	-	-
L4	-	-	-	-	-	-
S1	+	+	-	+	-	+
S2	-	+	+	-	-	+
S3	-	+	-	+	+	+
P1	-	-	-	+	+	-
P2	-	-	-	-	-	-
O1	-	-	-	-	-	-
O2	-	-	-	-	-	-
O3	-	-	-	-	-	-
O4	-	-	+	+	-	+
C1	-	-	-	-	-	+
C2	+	+	+	+	+	+
C3	-	-	-	-	-	-
C4	-	-	-	-	-	+