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**DEVELOPMENT OF FUTURE BUSINESS  
COMPETENCES  
РАЗВИТИЕ БУДУЩИХ БИЗНЕС  
КОМПЕТЕНЦИЙ**

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*Abstract. New challenges determine the problems that face higher education today. The main of them is the change in approaches to learning and development. The article assesses what competencies the leaders need today to achieve high results. The author examined in more detail the leading competences from the World Economic Report - how they adapt to the business environment.*

*Аннотация. Новые изменения определяют сегодняшние вызовы, стоящие перед системой высшего образования. Главными являются изменения в обучении и развитии. В статье дана оценка, какие компетенции необходимы сегодня бизнес лидерам для достижения высоких результатов. Автор исследует ключевые бизнес компетенции, предложенные Всемирным Экономическим Форумом в Давосе, как они позволяют адаптироваться в бизнес среде.*

New challenges determine the problems that face higher education today. The main of them is the change in approaches to learning and development. The article assesses what competencies the leaders need today to achieve high results. The author examined in more detail the leading competences from the World Economic Report - how they adapt to the business environment. These changes will increasingly manifest themselves as the generations change in the labor market: the thinking and motivation of representatives of the "generation Y" are seriously different from both the prevailing generation X, the baby boomer generation, and the "silent generation".

After all we approach "generation Z" - 15-16-year-old teenagers, which experts call "digital generation" (digital native).

New challenges determine the challenges that higher education faces today. The main of them is the change in approaches to learning and development. It is important to discuss widely what competencies are needed today for leaders to achieve high results. Experts identify two important new concepts: the "T-model" and the "Leader-catalyst". What does "T-Professional" mean? It is a specialist with deep knowledge, skills and experience in one area and a wide range of additional competencies. Schematically it is represented as a letter "T". Expert ("going in depth" - the crossbar of the letter T): has a functional / technical expertise; For years they have been doing the same job well; they are difficult to replace; you can count on them, you can trust them; they get recognition in the company; can work autonomously. Competent (a wide range of competences - the horizontal line of the letter T), flexible in learning, they easily learn new functions; well do the work that is first encountered; solve difficult / new problems; think strategically, have a wide vision (helicopter view); work well in conditions of uncertainty and complexity; have diverse interests; fast and impatient, do not respect the status quo. Organizations need leaders who had better achieve results in the company's core business. Therefore, you need to know the peculiarity of the company's activities. If it requires rich practical experience or deep knowledge; relatively stable; requires an understanding of the past, strong tactical decision-making skills; needs the development of staff, the institution of mentoring; depends on the relationship and maturity in the role. In this case, such an organization needs more those who leaders who are experts. If an organization faces new challenges that require a strategy; needs new ideas and ways of thinking; faces changes or its future is uncertain; requires serious adjustment of actions; depends on serious technical support, then in this case it needs more T-leaders who are flexible.

Now it's being increasingly spoken about the need for a new role model - a manager who can support business in difficult circumstances and whose team is a catalyst. In the complex environment, the best results are shown by the female management model, which includes understanding, care, support and development assistance. When it is not clear how the elements of the medium interact, the teams compete not in the level of expertise, but in the speed of finding new, more adaptive patterns of behavior. In such a situation, the leader is not the main expert, but the "mommy", which can provide a safe environment for the work of experts. The main advantage in this case is the stability of the effective work of the team, because in a "friendly" environment, employees do not "burn out" psychologically, longer retain a high level of motivation and involvement. In a world full of uncertainties, creating security for working groups becomes a basic condition for the survival of the business. A strong corporate culture supports people and gives them the opportunity to show their talents, become "owners" of business. An example of supportive and caring leadership is clearly evident now in the IT environment. However, it is in this industry (taking into account the specifics of typical employee psycho types) that the limitations of such a leader role are already noticeable: the infantilism of employees

is not overcome, but aggravated. Therefore, this topic should be widely discussed among professionals.

Traditional trainings work with skills, treating them as patterns of effective behavior that need to be brought to automatism. They initially were not focused on "subtle" tasks - such as changing the type of thinking or changing the picture of the world. But this is aimed at reflexive games that model complex business reality. In addition, the most effective are not computer and desktop simulations, but role-playing games that allow you to act: in accordance with your own goal; in communication with other participants, "playing their game" under the general conditions. Role games allow you to "work out" different types of thinking - both during the game and in post-game reflection. Discussion of the content of training has shifted very strongly towards neuroscience - the use of achievements related to the study of brainwork - from neurophysiology to neurology. After the World Economic Forum in Davos, it became clear that most of the "competences of the future" are cognitive (related to thinking). Now in the training for the first role comes an understanding of the specifics of thinking, the application in practice of special skills, in demand in business. It is not surprising that scientists are actively involved in working in corporate universities and training centers, and recommendations for developing training programs based on research results. Researchers identify four types of business environments (frameworks):

1. Simple.
2. Complicated.
3. Complex.
4. Chaotic (chaotic).

Today, the business operates in a complex environment, the distinctive features of which are: a large number of elements; their complexity; multilevel links between them; dynamism (constant change) of connections. What competencies will be decisive for a successful adaptation of the company to such a complex environment? At the Davos Economic Forum, key competencies identified what is important for business success in the near future. Changes in the priority list are the result of understanding the direction of changes in the business environment. In 2020, competitive advantages and leadership for companies will provide cognitive (mental) competencies - thinking skills and creative abilities, on which the ability to effectively adapt to change depends. This means that these competences will be the focus of development programs for modern managers. Let's consider in detail the leading competences from the Davos list - how they adapt to the business environment.

**System thinking.** It is the ability to see in all the interrelated, hierarchically structured connections of processes and events, the perception of the world as ordered; to grasp the situation as a whole, and at the same time to highlight in it elements and interrelations between them; find optimal solutions that affect the causes of the problem, not its symptoms; predict the course of events. System thinking is especially important when you have to act in a complex environment, in a

situation of uncertainty. A leader with a developed systemic thinking does not just see his organization as a system, but acts as its "architect."

**Critical thinking.** The famous American educator John Gilai introduced the first concept of «reflexive thinking». After the publication of his report, *The Nation at Risk*, critical thinking has become an important component of all levels of education in the United States. What is critical thinking? This system of judgments used to analyze events and formulate sound conclusions. Critical thinking allows you to make an objective assessment, give correct interpretations, and apply the results correctly to the analysis of problems and the current situation. How can students develop critical thinking skills? First, ask research questions. Make a comprehensive analysis of the situation. Forming conclusions and avoiding "mental traps." Critical thinking skills provide an opportunity to identify the key challenges facing the organization; objectively and comprehensively analyze problems; to formulate optimal response strategies.

**Creative thinking.** Creativity is the ability for non-standard thinking and behavior, constant awareness and creative development of one's experience. Creativity is needed for: solving problems that do not have a suitable standard solution; finding a better / new solution to the problem / problem; design (recombination of things to obtain a new value); simplify / optimize products, processes, procedures; adequate response to changes; mastering new behaviors and activities. Creative thinking allows finding successful solutions in a changing context; resolve contradictions and dilemmas; create a unique value proposition and differentiate from competitors.

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## **HISTORICAL ASPECT OF DEVELOPMENT OF SOCIAL ENTREPRENEURSHIP ESTIMATION METHODS**

## **ИСТОРИЧЕСКИЙ АСПЕКТ РАЗВИТИЯ МЕТОДОВ ОЦЕНКИ СОЦИАЛЬНОГО ПРЕДПРИНИМАТЕЛЬСТВА**

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