

IRRATIONAL CONCEPT OF MANAGEMENT EDUCATION

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INTRODUCTION

Having entered the 21st century, we began to live in a different world that we do not quite understand. If you accept this, then the following questions arise: How to understand the modern world, the world of business, politics, and culture? What are the criteria and mechanisms for the correct behavior of people and organizations in different situations? What are the tasks of leadership, building relationships, existence and management in the material and virtual spaces of this world, and many other things?

The answers to these questions are far from obvious. This is due to the fact that modern changes have acquired a new quality in society. They are characterized by extreme complexity, high speed, uncertainty and new opportunities and threats. However, the very person and his nature are poorly influenced and not always able to make such changes. In other words, all of these changes are difficult to manage, the risks of errors and wrong actions are multiplied.

If to decipher this statement, in the current reality management has faced serious problems. These problems are the gap between the essence of change and their perception, understanding, and, accordingly, the reaction to them. And as a consequence there are failures, crashes, bankruptcies, etc.

Why is this happening? In a book by well-known American researcher *Jim Collins*, "From Good to Great", the results of a fundamental study aimed at figuring out what factors provide companies with great results are presented. Conclusions are impressive. It turned out that the companies' success was not influenced by most of the management's components, which are traditionally considered as crucial¹.

According to Professor of the Harvard Business School *Clayton Christensen*, literate management was the most important reason why leading companies were unable to stay on top of their industries; just

¹ Коллинз Д. От хорошего к великому. Пер. с англ. Санкт-Петербург : Стокгольмская школа экономики в Санкт-Петербурге, 2014. С. 18–34.

because the managers did everything right they were defeated². At the same time, many of those who did wrong and even absurd in the framework of the dominant management theory, and often without even having management education, they sought amazing success in their business development.

Therefore, it is necessary to agree that management in its classical sense, as science with its abstract-logical method, does not answer the questions posed by life, especially at present, in conditions of turbulence³. Such management became incapacitated, helpless, because it teaches to manage the organization by abstract rules. Now unconventional approach is needed. And first of all, one must rely on emotional intelligence, a professional sense and intuition. And this is a creativity and art.

The task of business management today is as something like "go there and I do not know where, and bring those I do not know what", but it is absolutely necessary for success. There is little logic here. This requires a completely different vision, talent. That's what a true management is. And if all is going according to old rules, different kinds of schemes, templates with a simplified vision of the object of management and it is no longer management. And so that future managers do not become hostages of illusory non-viable abstract management, the other should become management education. "We must," – observes *Henry Mintzberg*, "to prepare real managers, and not pretend that they can be made in the classroom"⁴.

Modern pedagogy has accumulated considerable experience in training specialists in the management field. Important issues of the national model formation and the content of management education are disclosed in scientific works by N. Dalyuk, O. Elbrekht, M. Yevtukha, E. Kuznetsova, I. Shavkun, S. Shevchuk, L. Yankovskaya and others. Most of these works present the principles of construction and methodology of management education in Ukraine. And since the managers training involves taking into account fundamental knowledge from other fields, the subject of research by many scholars was the integration of knowledge from various disciplines.

However, the issues of modernization and adaptation of the national system of managers' educational training to the realities of modern

² Christensen C. *Innovator's Dilemma*. New York : Harper Business, 2013. P. 205.

³ Мартинишин Я. М., Коваленко Є. Я. Формування сучасної системи управління життєдіяльністю суспільства. *Вісник Київського національного університету культури і мистецтв. Серія: Менеджмент соціокультурної діяльності*. 2018. Вип. 1. С. 7–24.

⁴ Минцберг Г. *Стратегический процесс*. Пер. с англ. Санкт-Петербург : Питер, 2011. С. 184.

society development remain insufficiently studied. This situation is unacceptable, as it leads to an increase in the number of inefficient people who are not in line with the challenges of the present, cannot identify problems and deal with them effectively, they are confused in different ways, why, what and how they should do; the number of inefficient organizations that cannot provide self-development in a changing environment is increasing; students wish to receive such education are decreasing in higher education institutions

In view of this, the purpose of our study is to justify the need to change the existing methodology of training managers and develop a new concept of management education, aimed at ensuring a high level of competitiveness of future managers in conditions of increasing uncertainty and turbulence. The methodological principles of the study were the dialectic principle of cognition, systemic, historical, cultural and synergetic approaches to the study of management and educational phenomena and processes, as well as the fundamental provisions of the management theory and management education development. To solve the tasks, general scientific, special and interdisciplinary research methods were used: analysis, synthesis, induction, deduction, modeling, socio-cultural, etc.

1. The meaning of management education

Having started to study this important problem, first of all, it is necessary to clarify the meaning of management education. In our opinion, it can be defined as the implementation of educational activities in order to increase the learner's competitiveness. We can argue that any educational process is more or less aimed at it. In fact, it is far from any. In most cases, even when there is a task of increasing the competitiveness of a future specialist, it is far from the primary. If it is about training managers, then competitiveness is the basis of the basics that determines the degree of their adaptability to the complex competitive conditions of the turbulent environment, and hence the ability to "survive".

Manager constantly faces competition in the external environment, and from how he manages to cope with it, depends on his success or, conversely, the failure. The manager has also always faced with internal competition in the organization, because he, on the essence of his activities, is on the career ladder, the promotion of which requires him not only a top-notch specialist, and an employee who can be the best in a competitive collision.

In the case of a manager to be competitive means to act in such way that the competitive situations in which he is constantly developing in his favor or in the direction desired for him⁵. From this understanding, it follows that the manager's competitiveness is determined by two components: the situation and the action. It follows from this very important conclusion that without a deep understanding of the situation and the actions that are adequate to it, there can be no manager's competitiveness.

Consequently, management education should help the future manager to develop the capabilities that allow: 1) to understand the situations in which he finds himself; 2) to identify and carry out actions that make it possible to take winning positions in a competitive environment (fig. 1).

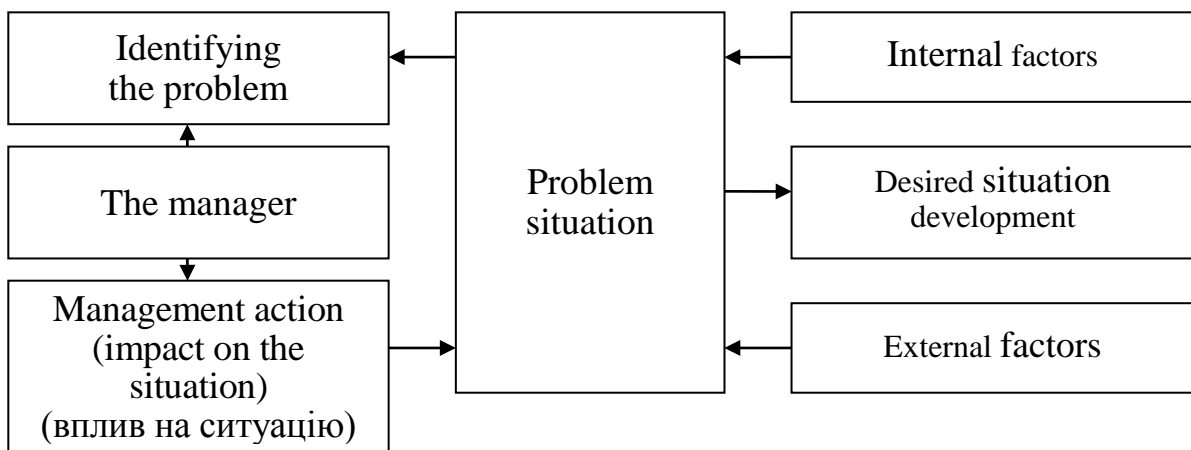


Fig. 1. The mechanism of identifying the manager's competitiveness

It is necessary to take into account that the management of a business organization has to deal not with the logic, but with people's interests. This is an extremely important position that you need to always be guided to be competitive in the business and career manager.

Traditionally, our education focuses on the specialists formation that is to prepare them for certain actions, in a well-known sphere of activity. More precisely it is about to train specialists for specific work within a particular profession and specialty. For this, person, who studies he or she must be given an idea (abstract and concrete, with a set of formal definitions and identifiable elements) about the subject of further activity

⁵ Мартинишин Я. М., Коваленко Є. Я. Сенси в культурі управління. *Вісник Національної академії керівних кадрів культури і мистецтв*. 2017. № 4. С. 26–31.

and teach the adequate tools used in this subject area⁶. In other words, to provide him or her with complete information about the subject (traditionally called knowledge) and to help acquire the relevant skills and abilities that are, conventionally speaking, specialty attributes.

Formation of a specialist in one or another qualification in this case is the main task of the educational process. Incidentally, this very approach to the education understanding is currently dominant in our education system. Although it should be noted that recently due to the transformation in the education system there was a transition to the so-called competent approach. This clearly indicates that the reforms are aimed at modernizing the education system, bringing it closer to a state that meets the requirements of a post-industrial society.

However, it should be emphasized that neither competency nor qualification approaches fully correspond to the essence of management education.

Management is by no means a specialty and even a profession in the classical sense of these terms. This is a specific area of activity that is predominantly situational in nature. In order to succeed in this field, the actions of the individual should be, rather, art, distinguished originality and even uniqueness, namely, it is often carried out in a different way. Since the subject of activity is characterized by enormous diversity, it is impossible to describe it not only thoroughly, but at least approximately. It is more or less clear which minimum set of knowledge should be learned and what skills should be acquired. But all this is just some qualifying minimum, which does not give grounds for achieving the desired results of real activity in the manager's status.

The ability to understand the situation, to see the hidden driving forces, to understand people and to identify the springs, which set the power and direction of the situation, require from the individual much more than the presence of his qualifications of a specialist or certain competences. He should have a set of some individual personal qualities, abilities; helps to reveal and strengthen what can, and consequently, should be management education.

It is appropriate to note here that in the light of the said by managers there are not all those who are engaged in management activities or they are business owners. The majority of managers are managers and most business owners and just owners, investors and even not entrepreneurs.

⁶ Мартинишин Я. М., Коваленко Є. Я. Мистецтво управління й освітні технології підготовки менеджерів соціокультурної діяльності. Біла Церква : Вид. Пшонківський О. В., 2018. С. 78–79.

2. The most important skills of a successful manager

The great thinker and artist, one of the few prominent geniuses of humanity, *Leonardo da Vinci*, distinguished seven qualities that are needed for self-expression and self-development: curiosity; test yourself a real experience; sensitivity; acceptance of uncertainty; thinking harmony; feeling of your body; perception of reality⁷. As we see, here it is not about any qualifications or competencies, but about such qualities as the ability to penetrate the essence of phenomena, processes, and people, to seek harmony within them and with the outside world, to be creative and original. It is quite obvious that our education does not develop these abilities, and may even drown oneself from those who have more or less them, but do not find them in the learning process.

From the position of training managers, these qualities are basic, namely, it is necessary for a very competitive manager. They are usually of a universal nature and do not relate to any particular type of activity. Perhaps in other spheres of activity their role may not be as significant, but it can hardly be overestimated in its management.

Great Leonardo da Vinci created 500 years ago. Of course, the creative fruits of his genius are not subject to time. But it's important to keep in mind that the world is constantly changing. In a couple of centuries after the da Vinci era, Europe entered the industrial era. The masters' time has gone. Instead, a specialized qualified worker has come in. Differently began to look at what is necessary for professional success. This led to significant transformations in education, the masters changed specialists and, it seemed, the ideas of Leonardo da Vinci remained in the past. However, the world continued to change, relations between people began to be filled with new content, business and other spheres of human activity in their tasks became increasingly sophisticated and refined in terms of methods of their vision, as well as the tasks solved by it. At the turn of the XXI century with great speed for decades (and not hundreds and more than thousands of years, as before) not just significant changes began to occur, but there were global transformations. Naturally, there was an adjustment and a set of key qualities that form the potential of the individual, on the basis of which he can achieve the desired result.

Daniel Pink, author of the bestseller series on business world issues, has formulated six abilities for success in the 21st century. The most important among them are: the ability to see meaning, to realize what is

⁷ Gelb M. How to think like Leonardo da Vinci: seven steps to genius every day. New York : Dell Publishing, 2011. P. 41–43.

being done, to understand the purpose as development; ability to design on the basis of feelings; ability to go beyond logic, use emotions and intuition; the ability to capture and persuade by a story; the ability to manifest humor, to bring gaming moments into business; the ability to think broadly and creatively, do not hang on the details⁸.

Obviously, in the XXI century these six abilities are quite clearly correlated with those that distinguished Leonardo da Vinci. Now we see that the industrial era goes back into the past and returns the masters' era with a strong emphasis on the individualization of creativity and the backbone of hidden in man's abilities and the soul's quality. Speaking of Pink's ability, it should be noted that there is a noticeable emphasis on quality, characterizing the emotional, artistic side of the individual's behavior. The rational basis of behavior undoubtedly goes to the background; the basis of success is the emotional intelligence. It follows the obvious conclusion: the current conditions management education largely is focused on assisting the manager in the future emotional intelligence development in order to better engagement in practice.

In the last decade, one of the most popular concepts for the development of managers' key qualities is the concept WIST, nominated by *John van Maurik* (WIST name is related to the fact that English words that denote these qualities begin with these letters). According to this concept, a successful manager has such qualities: wisdom; integrity; sensitivity; tenacity⁹.

This concept, as we see, does not affect either the knowledge of the manager or the field of his professional qualifications. The manager's success is based on individual qualities that characterize his ability to build a relationship on a positive basis with people, relying mainly on emotional-sensory aspects of his behavior. The presented concept has had a strong influence on the management education development, pushing it towards the strengthening of the focus on the interpersonal intelligence development and ethical behavior.

Summarizing best practices in leadership positions it has enabled us to formulate our own concept of key abilities that allow individuals to be successful in the role of manager (tab. 1).

⁸ Pink D. A whole new mind why right brainers will rule the future. New York : Riverhead Books, 2015. P. 109–110.

⁹ Maurik J. The effective strategist: key skills for all managers. Albershot : Gower Publishing, 2009. P. 67.

Table 1

Key abilities of a successful manager

Types of abilities	Characteristic
Alternative vision	The ability to deeply penetrate the very essence of various situations, processes, phenomena, be able to notice and understand the invisible ones (new possibilities, threats, tendencies) and intuitively predict their development
Non-standard thinking	Ability to deviate from traditional thinking patterns, go beyond the limits of logic, beyond the limits of the visible and be able to think divergently, irrationally, a logically, nonlinearly, critically, emotionally, intuitively
Creativity	The ability to continually change, differentiate and produce fundamentally new, unusual ideas and bring them to a concrete practical result in the form of a variety of attractive things.
Communicativeness	Artistry, emotionality, sensitivity, ability to build and develop relationships, persuade, induce empathy, influence freedom, consciousness and feelings
Orientation in chaos	Ability to navigate and quickly solve complex problem situations in conditions of chaos (unsystematic, disorderly, disorganized, instability, variability, uncertainty, turbulence, etc.)
Obsession	Emotional-volitional state, which manifests itself in the complete self-forgetfulness of devotion to the cause and persevering in self-sacrifice, intent on reaching the goal, overcoming any obstacles and difficulties
Confidence	The property, the core of which is the positive assessment of their own abilities, skills and abilities, as sufficient to achieve significant ("impossible") goals and success

The most important of these is an alternative vision. And if the manager has such ability, then he should be called not just a manager, but a “visionary”.

Therefore, analyzing the issue of failures and crashes of successful companies, not to mention mediocre, it should be noted that the reason for their failure was not bad strategies or inadequate updating, etc. The companies’ failure was the result of the leaders’ actions, largely due to their vision. And if to speak more precisely it is the absence of such.

The German irrational philosopher, *Arthur Schopenhauer*, has a pretty figurative statement: “Talent hits a target that nobody can touch; a genius hits a target that nobody sees”¹⁰ (Tab. 1).

Management of a business organization is an extremely complex process, especially in modern conditions and it is constantly getting more and more complex, more and more sophisticated. Therefore, an alternative vision as the ability to look into the very essence of the relationship, as the ability to look at tomorrow from day after tomorrow, to see and understand the invisible and it is a key ability on the basis of which managers can achieve positive results in various spheres of society's life.

An alternative vision is a very delicate matter, which has no explicit and unambiguous attributes. It is impossible to give universal measurements, by means of which one can uniquely identify such a vision, the extent of its manifestation. However, the presence of a vision can be said when someone is able to achieve results that it is considered impossible to achieve. At the same time, it is difficult to explain to a stranger how he succeeds.

You can point out what is typical for managers who have an alternative vision. First, they pursue “impossible” goals. Secondly, they are obsessed with devotion. This is a deep devotion to the people, the company chosen by the case. Thirdly, they are obsessed with. Under critical conditions, they become even more obsessed with, more mobilized for solving problems. Fourth, they are characterized by deep insight in people's perception and evaluation. Management is people, people and only people. People have opportunities, people are at risk and people are the source of strength and people are a source of weakness. Therefore, a deep understanding of people, the ability to feel the person is the most important visionary’s quality. Fifthly, an alternative vision is not without the ability to deviate from traditional thinking patterns, go beyond the limits of logic, beyond the visible and the ability to think divergently,

¹⁰ Шопенгауэр А. Афоризмы житейской мудрости. Пер. с нем. Москва : ЭКСМО, 2016. С. 216.

irrationally, a logically, non-linearly, critically, emotionally, intuitively, since all these are the main tools of vision. Therefore, non-standard thinking is a hallmark of managers who have vision.

Of course, the vision itself does not produce a result. Real actions are needed. But it is precisely through vision that the manager can build his actions in such a way that they will lead to the desired result. And here the very important quality of a manager is his ability to navigate and quickly solve difficult problem situations in conditions of chaos: unsystematic, disorderly, disorganized, uncertain, etc. The manager should consider such situations not only as a mess in which it is impossible to carry out activities, but on the contrary it is as a more complex and less accessible understanding order, and being confident and able not to get lost in such situations, be able to see them new opportunities and to promptly apply adequate actions to realize the opportunities identified in favor of their cause.

Manager's creativity and communicative skills of the are also very important features: his ability to constantly produce new ideas and the ability to build and develop relationships, which in harmony with the previous qualities allow you to achieve great results in the career of the head of the organization.

In our understanding of management education should not only promote the expansion of all these skills, but above all be aimed at their development. It is important that today the world education system has some necessary set of methodical techniques and pedagogical tools that allow students to provide effective assistance in developing these qualities. Most of these approaches and techniques of learning are unique. They are not only very different from traditional education methods, but often they are diametrically opposed.

However, it is often heard from many business executives that the main disadvantage of graduates who have received management education it is their complete lack of ability to disclose and identify problems. And this is the most important task of the manager, because in fact the problems hide different opportunities for business. According to company executives, even if higher education institutions train well-educated young people who know and know a lot, they do not give them the most important thing: an understanding of the processes taking place in business, especially the ability to see problems, to dig into their true causes, and already then to offer possible solutions.

Instead graduates (unfortunately this applies especially those well-learned) come with ready-made answers. They were taught the correct answers at universities and for which they received positive marks for learning.

Businessmen are well aware that catastrophic mistakes are assumed when there is a ready response and thus a deeply unprocessed problem.

The question arises: why universities do not develop students' ability to disclose and identify problems? The answer lies on the surface. In most academic disciplines, problems and tasks have been defined, formulated and described. Therefore, the student's main focus is on studying the methods of solving already formulated tasks. At the same time, very little attention is paid to the issue of limiting the use of the proposed methods outside the audience.

As a result of this training, students firmly believe in the universality of the methods they have studied and believe that they have acquired the ability to solve if not all, then most of the real problems. This is just one of the most significant shortcomings of the existing management education in Ukraine.

3. The contours of the modern concept of management education

The essential feature of the academic areas of society is its ambivalence. On the one hand, it is the most important source of change, renewal, development and mankind progress. On the other hand, this area is very conservative, hardly prone to change. Therefore, there is a paradox: education and science as social institutions push society forward, but they themselves barely make fun of those changes in social life that arise at an accelerated pace.

Business is one of the most rapidly evolving sectors of society. It is in the business of breakthroughs that rely exclusively on the achievement of scientific thought. Business transposes the society, converting it from one stage to another. Therefore, in the field of management education there is the greatest need for updating, in bringing its methodology and technology to the needs of a business that is constantly changing. And this suggests that management education is largely a source of development in the field of education in general.

A change in the concept of learning should take place now. The educational process of an industrial society focuses on the question: “what?” and “how?”. Therefore, the task of the education system,

adequate to the needs of this type of society, is the training of employees of a specific specialty and qualifications (tab. 2).

The educational concept of a post-industrial society should focus on the learning process on the question: “why?” and “for what?”. And this puts forward the main tasks of the educational process and it is raising the overall level of the future manager’s development and a certain type of behavior formation in him.

The first concept is focused on the transfer of subject knowledge (in fact, it is the transfer of systematic information over individual academic disciplines) and the development of certain skills and abilities that correspond to a given model of qualification, that is, one who learns must know and be able (often complemented by the formula “able to apply in practice”) (Tab. 2).

Table 2

Priorities concepts of management education

No. of p	Existing concept	New concept
1	Management is <i>a science</i>	Management is <i>an art</i>
2	Development of abstract-logical Individual Intelligence (<i>IQ</i>)	Emotional development Individual Intelligence (<i>EI</i>)
3	<i>The main task of the educational process: the transfer of subject knowledge and the of skills and competence development that correspond to a given model of manager qualification</i>	<i>The main task of the educational process: a certain model formation of behavior and the alternative abilities development that provide success in the role of manager</i>
4	<i>The learning process is deployed in the past (outdated theories, secrets, experience) with an effort to design this is the future</i>	<i>The learning process is deployed in the future with an effort to design "tomorrow" from "the day after tomorrow"</i>
5	<i>The main forms and sequence of learning: first, a lecture (the theory of a particular subject field), and only then – a practical lesson</i>	<i>Basic forms and sequence of learning process: first practical lesson and only after that – the theoretical substantiation of its implementation (lecture)</i>

Table 1 (continuance)

6	<p><i>The technology of training is formal, with a focus on memorizing the material without understanding the action, its scheme and structure; learning is through repetition of the correct answers to the question "how?", "what?", and to a lesser extent – "why?"</i></p>	<p><i>Teaching technology is informal – learning by action, with a detailed explanation of its scheme and structure; learning occurs mainly through the formulation of the correct questions "why?", "what for?", and only then – the search for the answer "how?"</i></p>
7	<p><i>The training microclimate is mostly passive</i></p>	<p><i>The learning microclimate: creative activity, interest</i></p>
8	<p><i>Learning results are obtaining unfamiliar book knowledge (information) that predominates with practice; disappointment</i></p>	<p><i>Learning results are the formation of their own knowledge and personal experience, which coincide with the practice and even ahead of it; pleasure</i></p>

The second concept of education is aimed, conditionally, on the upbringing of the future manager, the certain model formation of behavior in it. The student's development of specific abilities is characterized for this type of educational concept, instilling him adequate values, proper standards of behavior, the needs of creative activity, a firm understanding that the basis of all is precisely the activity.

And this cannot be achieved by simply transmitting systematized information and acquiring some set of skills (through traditional lectures and seminars). There is a need in group work on projects, immersion in real practical activities, visiting workshops of authoritative people, that is, filling the learning process with the creative and emotional context. This is what distinguishes between management educations, at least its component, which is the methodology of learning.

Does this mean that individuals self-development in the educational process of managers does not involve the assimilation of certain systematic information, commonly referred to as knowledge, or the development of professional skills and abilities? The answer is obvious – of course, no.

Education cannot go without expanding student awareness without receipt of representations, definitions, concepts etc. Also, it will be incomplete without the mastering of a number of operations and a certain set of actions. Undoubtedly, all this is needed, but not the main thing.

In the modern world, the necessary information can always be obtained through the means of accessing data arrays. Moreover, information in terms of its relativity and utility is constantly obsolete. And technologies used in the management sector are also developing at a very high pace. Therefore, now all this is no longer the main component of managerial education. At the initial stage of its formation, knowledge and skills were at the center of the educational process. Now they must be replaced by personal characteristics, emotional intelligence, real activity and, above all, its moral and ethical side.

The world-famous scientist-psychologist *Howard Gardner*, author of the monograph "The Framework of the Mind: Theory of Multiple Intelligence" (1983), which has made a truly revolutionary breakthrough in the understanding of intelligence, and as a result, in the realization of the essence of education, came to the conclusion that in the modern world higher intelligence is interpersonal intelligence.

Daniel Goleman in super bestseller "Emotional Intelligence: Why it can mean more than IQ» Gardner cites the following statement: "A lot of people with a mental development rate of 160 work on those who do not have this coefficient to exceed 100 if the first low interpersonal intelligence and the others are high. In everyday life there is no higher intelligence than interpersonal. Namely, we just need to teach children at school to use their mental abilities"¹¹.

In modern life, especially in management, the ability to use their emotional intelligence, as well as the ability to understand, feel and use the emotions of others, there are powerful sources of competitiveness, and, therefore, the key factors of success in life. Emotional intelligence underlies the creation, development, destruction of relationships and interactions between people. And, then, its development and use should be at the center of managers' education. However, the real educational process is aimed primarily at the development of rational mental abilities (it refers to the logic, logic of thinking and behavior), the improvement of emotional abilities is practically excluded from the tasks of learning.

¹¹ Гоулман Д. Эмоциональный интеллект: почему он может значить больше, чем IQ. Пер. с англ. Москва : Манн, Иванов и Фербер, 2015. С. 74.

In the case of management education, such state of affairs is unacceptable in principle, because management is based not on logic, but on the people's interests. On the whole, real life does not fit into the logic. There is *Johann Goethe's* figurative expression: "the being is not divisible by the mind without the leftover"¹².

Professor Duke University *Dan Ariel*, who received widespread worldwide appreciation after the publication of the bestseller "Predictably irrational"¹³, in his well-known monograph "The Positive Side of Irrationality" writes: "Of course, it would be great if we were more rational and clearly imitated what should be done. Unfortunately, this is not the case. How else can it be explained the fact that millions of membership cards for sports clubs have been purchased for health purposes and they have not been used. Or the risk to which many impose themselves and the environment by sending text messages while driving a car. It can be endless. It follows that it is incorrect to assume that people are absolutely intelligent computer. On the contrary, we observe how people behave, and our observations often lead us to conclusion that people are irrational"¹⁴.

At the end of the monograph, he has reached such conclusion as to the many manifestations of our irrational behavior: "We have a lot of persistent irrational manifestations; we often do not know how these inefficiencies affect us and therefore do not realize the full extent that determines our behavior"¹⁵.

The above means that it is necessary to learn (it is especially important for managers) to succeed in conditions of irrationality, that is, to develop in yourself those qualities that rely on emotional intelligence. But traditional education, which is deployed in the past, manipulates abstract symbols, proceeds from the primacy of absolute impartiality, it is aimed at neutrality in communications, often written, and it does not contribute to this intelligence development.

In the transition to a new concept of managerial education the most important element of learning should be the development of the ability to solve the problem and formulate the problem, the solution of which should lead to the elimination of the problem. Communication is through the formulation of "right" questions, not by repeating "correct" answers. Training is based on the experiment mainly in the form of group work on projects.

¹² Гете И. В. Избранные сочинения по естествознанию. Пер. с нем. Москва : Наука, 1975. С. 43.

¹³ Arieli D. Predictably irrational. New York : Harper Collins, 2012. 354 p.

¹⁴ Arieli D. The upside of irrationality. New York : Harper Collins, 2014. P. 6.

¹⁵ Ibid. P. 288.

Of course, it is impossible to exclude traditional teaching methods such as group discussion, analysis of specific situations, doing tests and homework assignments in writing essays. But all this, together with the creative experimental activity, it must necessarily finish with reflection, the student's answer to the question: "what has changed in me?", "what did I begin to see differently?", "what have I not yet achieved?". That reflection is an indicator of whether there was training.

It is important to understand that the training of managers through the acquisition of knowledge in the form of systematic information and, moreover, in the form of fragmentary information is very often not only useless, but dangerous as it creates an illusion of development. Of course, in this case it is not about useless, harmful or false information. It is about correct and, as many people think, the information needed for education. After all, knowledge, in its essence, has a double character. It is possible to understand life, mostly looking back. But life moves only forward. It follows that knowledge simultaneously helps and hinders adequate inclusion in the life process. There is a metaphor based on knowledge, we seem to be moving forward in the car, looking at the rear view mirror. If the road is relatively flat, then it is possible. But on a winding road, which is a modern life, it will always lead to failures, and even to disasters. You can avoid failures by lowering the speed of movement, but such a decision is in itself a source of disaster.

One more point is connected with the fact that management is creativity, art. And, as it is known, true creativity goes beyond the plane of "right-wrong". And finally, it's important to understand that the more we know, the greater the space of our ignorance. So, we need to move in the space of wisdom, but knowledge does not provide such an opportunity.

CONCLUSIONS

The results of the study suggest the following conclusions:

Under current conditions of profound fundamental changes, uncertainty and turbulence, management faced a serious problem, which is to break the essence of these changes, their perceptions, understanding and reaction to them. This problem cannot be solved until the managers' actions are based only on rational perception of the management object, abstractions and logic, outdated theories and past experience. To solve it, managers must first of all be art, differ in originality and be carried out often in a different way.

There is an existing management education in Ukraine, although it prepares competent young people, and it does not give them the most important: an understanding of the processes taking place in society, especially the ability to see problems, to dig into their true causes and to propose possible solutions. The educational process is oriented on the abstract logic intelligence development and the memory of the material without understanding the action. Learning occurs through repetition of right answers. Learning is through the repetition of the correct answers. And as a result to get book knowledge, which mostly runs out of practice.

The meaning of management education is to conduct educational activities to increase the competitiveness of the student. It is a measure of manager adaptability to difficult competitive environment and ability to survive. To be competitive means to be able to grasp the situation, to see the hidden driving forces, to understand people and to find springs that set the power and direction of the situation, and act in such a way those competitive situations develop in the desired direction. Without a deep understanding of the situation and adequate actions, there can be no manager's competitiveness.

Global transformations and the gradual departure in the past of the industrial era lead to a return to the era of masters with a strong emphasis on the individualization of creativity and the reliance on the hidden and human capabilities and qualities of the soul. The rational basis for the manager's behavior and the usual knowledge (competencies) goes into the background. The basis of success is not the abstract-logical, but the emotional artistic abilities that allow deep irrationality to penetrate into the essence of processes, deviate from traditional patterns of thinking, see, feel and understand the invisible ones and act adequately.

New management education should not only promote the development of these skills, and above all be aimed at their development. In this regard, the learning process should be oriented towards the development of non-abstract-logical intelligence and the memory of the material without understanding the action, and emotional intelligence and learning action. It must be deployed in the future, not the past, and with the effort to design "tomorrow" from "the day after tomorrow". The training should take place through the right questions formulation, rather than through the repetition of the correct answers. And as results to acquire own knowledge and personal experience that will coincide with the practice and even surpass it.

SUMMARY

The necessity of developing the new concept of management education due to global transformations of organizational reality and new requirements for the work of managers is considered. The meaning of management education has been revealed. The most important capabilities of the individual have been determined, guaranteeing him success in the role of manager. The main contours of the newest concept of managerial education are considered, taking into account the irrationality of the modern world. It is indicated that the educational process should be oriented towards the development of emotional intelligence and learning by action. It must be deployed in the future. Training should take place through the formulation of the right questions. As a result, the future manager will have his own knowledge and personal experience that will coincide with the practice and even surpass it.

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