



Conditions for developing professional forecasting of future managers

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■ **Abstract.** In the dynamic business environment, the development of forecasting skills in future managers has become an increasingly pressing issue that requires serious research and analysis. This relevance arises from the need for enterprises to adapt to constant changes in the business landscape and global economic challenges. The primary aim of this study was to examine the factors influencing the effectiveness of creating forecasting strategies for prospective corporate leaders. The research employed a complex of various scientific methods. These included analytical, synthetic, comparative, abstraction, generalisation, systematisation, and theoretical modelling methods. Empirical data was obtained through testing, including verbal and projective methods. Questionnaires and trainings were also conducted. The “cross-sectional study” approach was used to organise the obtained information. Mathematical methods were applied to process the statistical data. The results of this study highlight the importance of systematic assessment and evaluation of potential leaders for the successful forecasting of future managers. This process involves identifying individuals with strong leadership qualities and assessing their strengths and weaknesses. A key step is also the careful planning and tailored preparation of prospective leaders. The research emphasises that developing leadership skills, communication abilities, and strategic thinking are essential components for future managers to successfully fulfil their roles. Additionally, the findings indicate that the active use of modern tools and technologies, such as data analytics and artificial intelligence, can significantly enhance the processes of forecasting and staff development. These technologies enable the collection and analysis of large volumes of data, contributing to more accurate identification of potential leaders and personalised development plans. In conclusion, the research findings provide educational institutions with the opportunity to more effectively prepare future leaders, ensuring their competitiveness

■ **Keywords:** advanced tools; business environment; management levels; strategic planning; communication

■ Introduction

The modern world is undergoing rapid changes driven by technological advancements, globalisation, and the increasing complexity of the business environment. These transformations present new, complex challenges for organisations and society as a whole. Among

these, one of the key issues is ensuring the successful development of future managers who can function effectively in conditions of constant uncertainty and instability. This issue is particularly relevant as it directly affects the competitiveness of organisations and their

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ability to adapt to ever-changing conditions. The research problem focuses on identifying and analysing the factors that influence the successful development of future managers. This analysis includes examining their leadership qualities, skills, and potential, as well as considering the impact of modern technologies and methods on this process. Special attention is given to identifying and developing individuals who are not only able to adapt to change but also anticipate and influence the course of events in a dynamic business environment. Such research is crucial for developing new approaches to the training and development of future leaders who will operate in conditions of uncertainty and change, ensuring the future competitiveness of organisations.

In a study focused on the development of strategic thinking among future educational leaders, M. Shevchuk (2023) delved into pedagogical approaches and conditions aimed at fostering strategic thinking in students and aspiring managers of educational institutions. However, it is worth noting that the research did not address aspects related to the development of forecasting skills in future managers. The absence of such analysis may limit the comprehensive understanding of the preparation process for educational leaders, particularly in the context of their ability to effectively forecast and adapt to changes within the educational sector.

The article by Zh. Virna & K. Shkarlatiuk (2011) focused on the features of creating forecasts for future managers. They presented a comprehensive strategy for creating such forecasts, which involves developing a theoretical model for a typological analysis of professional forecasts based on an analysis of motivational and behavioural characteristics. The study explored the psychological structure, content, and functions of professional forecasts, offering a deeper understanding of their unique features. The study also identified the impact of subjective factors on the process of forming professional forecasts for future managers. They concluded that integrating predictive-causal methods into a training course on professional self-development, alongside cognitive and reflective methods of subjective influence, helps optimise the full professional self-realisation of future managers.

In enhancing the understanding of preparing future managers for the demands of the modern business environment, E. Lutsenko (2020) emphasised the development of facilitation skills through pedagogical conditions. The author explored the use of tools and methods aimed at fostering collaborative decision-making, cooperation, and creative thinking within organisational contexts. However, it is noteworthy that the research did not delve into the conditions required for developing professional forecasting skills in future managers. This omission may lead to gaps in understanding how to cultivate the skills related to foresight and adaptability to changes in the business environment during their training.

The opportunities for improving the preparation of future managers in the educational sector form the primary focus of the study by H. Dudchak (2020). The author thoroughly examined modern concepts and approaches aimed at enhancing curricula and methods designed to equip future managers with the necessary skills and knowledge for managing educational institutions. However, it is noteworthy that the study did not address the development of professional forecasting skills among these future managers. This omission may lead to shortcomings in understanding how the ability to foresee and adapt to changes is accounted for in the training of professionals within the educational field.

L. Poleshchuk (2021) study highlighted the development of essential qualities for future educational managers, particularly the competencies required for successful role performance. The author identified key competencies such as leadership skills, analytical abilities, communication skills, and the ability to collaborate with various stakeholders in education. Notably, the research did not delve into aspects related to the development of professional forecasting skills in future managers. The absence of such analysis may lead to an incomplete understanding of how forecasting and adaptation skills are addressed in the preparation of specialists in the educational sector.

The primary aim of this article was to examine the influential factors in the successful process of developing forecasting strategies for future corporate leaders.

■ Materials and Methods

A variety of research methods were employed in the study aimed at developing professional forecasting competence among future managers. Theoretical methods such as analysis, synthesis, comparison, abstraction, generalisation, and systematisation were used to structure existing knowledge in the field of professional forecasting. These methods aided in the development of a theoretical model for professional forecasting competence and identified the key aspects necessary for training future managers.

The empirical study focused on analysing the clarity of professional forecasts among graduating students. Participants were selected from various courses and groups, including students from the 4th and 5th years, and were divided into groups 4C+, 4C-, 5C+, and 5C-. The research employed a range of data collection methods, including surveys, observations, tests, interviews, and training sessions. To facilitate the development of self-designing skills for professional pathways and to strengthen the professional self-concept of students with clear professional forecasts, an experimental training course was established. The experimental group consisted of 16 individuals from groups 4III and 4IV, while the control group comprised 38 students from groups 4I and 4II. All participants provided written consent for the processing of their personal data. The training

lasted for two months, consisting of eight sessions held weekly, each lasting three hours. Various methods were employed, including psychodrama, role-playing, mini-lectures, relaxation techniques, and others. To assess the effectiveness of the training, comparisons were made between the baseline levels of professional forecasts, as well as the personal, motivational, and behavioural characteristics of student managers, both before and after the experiment, concerning the control group results. Observations involved the use of protocols that accounted for specific criteria. Tests were designed to evaluate various aspects related to professional forecasting. Interviews aimed to ascertain the motivations and perceptions of students regarding their future professional activities. The training sessions had specific objectives for skill and knowledge development, and their effectiveness was evaluated within the framework of the study. Research was conducted following the principles outlined in the Declaration of Helsinki (2013).

Statistical methods played a crucial role in the processing and analysis of the data obtained in the study. They were employed to identify correlations and relationships between various aspects of professional forecasting competency among future managers. One of the primary tasks of the statistical data analysis was to establish objective connections between different variables that reflected the readiness level of future managers for professional forecasting. This included analysing survey results, test scores, observational data, and

other sources of information accumulated throughout the research. The application of statistical methods allowed for the identification of significant correlations between indicators, highlighting the interrelationship among various aspects of professional forecasting competency. The results provided an objective and quantitative assessment of the readiness level of future managers and pinpointed areas where improvements could be made. Utilising statistical methods facilitated a thorough and scientific analysis of the research findings, as well as the identification of specific steps for enhancing the training of future managers in professional forecasting. This approach ensured the scientific validity and objectivity of the conclusions and recommendations derived from the study.

■ Results

Based on self-assessments of achievements in achieving personal life goals, the graduating students were categorised according to the clarity of their professional plans. Specifically, 56% of the research participants stated that they were clear about their future professional activities. Of this number, 38% were 4th-year students (group 4C+), and, correspondingly, 72.2% were 5th-year students (group 5C+). As for the remaining 46% of students, they did not have a clear definition of their future professional plans, with 65% of them being 4th-year students (group 4C-) and 23.2% being 5th-year students (group 5C-) (Table 1).

Table 1. Analysis of the adequacy of students' predictions about their professional future based on their assessment of achieving their life goals

Student group	Clarity of professional forecasts	Percentage of research participants
4C+	Yes	38%
5C+	Yes	72.2%
4C-	No	65%
5C-	No	23.2%

Source: developed by the authors

Characteristics of students with clear professional forecasts:

1. Adequacy, prudence, and a realistic approach to planning.
2. Awareness of operational aspects and key personal qualities.
3. Intrinsic motivation, inspiration, and strong confidence in achieving life goals.
4. High levels of responsibility, social flexibility, and creativity.

Characteristics of students without clear professional forecasts:

1. Unclear goals for professional fulfilment and lack of awareness regarding operational aspects.
2. Low self-esteem, absence of inspiration and motivation.

3. Insecurity, tendency towards interpersonal dominance, and conflict.

4. Motivation focused on material provision, without holistic self-development.

The clarity of their professional forecasts varied across several characteristics. Students with clear forecasts exhibited adequacy, prudence, and a realistic approach to planning their future practical activities. They were consciously aware of the essential operational aspects of their professional roles and the key personal qualities necessary for a qualified specialist. Such students demonstrated intrinsic motivation, inspiration, and strong confidence in achieving their life goals. They also displayed a high level of responsibility, social flexibility, and creativity in their professional endeavours. Their inclination towards intrinsic

motivation manifested in their social relationships through a focus on collaboration, openness, and readiness for professional mobility. Overall, their values were interconnected with the fulfilment of spiritual needs, such as self-realisation, the attainment of a spiritual ideal, affirmation of oneself in the world as an individual, and authenticity, which were expressed through their work, high qualifications, and the potential for developing their own businesses. This analysis was made possible by employing self-assessment methodologies concerning the achievement of personal life goals, which provided insights into the consciousness and values of the students, as well as their readiness for professional realisation. Students who were unable to clearly define their future professional activities (groups 4C- and 5C-) exhibited a contrasting set of qualities. Their professional goals were characterised by a lack of clear awareness regarding the essential operational aspects of their professional roles and key personal attributes. They demonstrated low self-esteem, as well as a lack of inspiration and motivation for professional realisation. Many experienced uncertainties, which stemmed from limited social practice, and this uncertainty manifested as a tendency to establish interpersonal control. Such an externally influenced position led to conflict and a lack of equilibrium in their perception of social relationships. The motivation and orientation of these individuals were defined by a desire for material security, which precluded holistic self-development and a realistic understanding of their professional aspirations and personal desires. Their assessment of the reality of future professional life indicated a general trend towards a lack of life fulfilment, as all significant events in their lives were projected into the future, shaping their intent for prospective realisation.

The results of this study allowed for a revision of the proposed typology of professional forecasts. By incorporating indicators of motivational orientation towards either “process” or “outcome”, the typological model of professional forecasts has been expanded to include the following categories: I – Category 1 – clear, achievement-oriented; II – Category 2 – clear, performance-oriented; III – Category 5 – unclear, achievement-oriented; IV – Category 6 – unclear, performance-oriented.

Using the established typology, empirical data were analysed through comparisons between 4th- and 5th-year management students. The results revealed differences among various types of professional forecasts in terms of motivation, personality, and behaviour. Students with a clear understanding of their future professional activities exhibited marked introversion and emotional stability. They displayed high levels of irritability and a desire for dominance. Conversely, students lacking a clear vision of their future professional pursuits demonstrated neuroticism and

irritability, as well as a low level of motivation for success and negative forms of professional identification. Based on these findings, a strategy for a formative experiment was developed, focusing on tasks designed to enhance professional self-awareness, identify needs for self-development, and familiarise students with the principles of effective professional and personal self-realisation.

Following the experimental training, the experimental group exhibited increases in motivation for success, communicativeness, emotional stability, social adaptation, tolerance towards others, emotional comfort, forecasting ability, and planning for future actions, as well as enhanced self-control. The motives for transformation, communication, and cooperation also became more pronounced. Analysis revealed that the form of professional identification among participants changed after the training, shifting from a contrasting-negative form to a prospective-positive and contrasting-positive form. Additionally, the accuracy of predictions was examined, with results indicating an improvement in the precision of forecasts among participants in the experimental group after the training, bringing their performance closer to that of the control group. This suggests a positive transformation in their professional abilities towards greater rationality and competence.

Surveys of students revealed a clear orientation towards the demands of their future professional activities, reflected in specific aspects of their work. Over 87% of students in both the experimental and control groups expressed inspiration and motivation for professional fulfilment. The results also highlighted the significance of various factors, including the availability of a personal budget, access to credit, concern for others' issues, the ability to listen to others, the capacity to appreciate others, engagement in self-education, the existence of a personal development plan, and the ability to cultivate personal motivation.

Trends towards increasing innovative and creative potential indicate an expansion of the functional capabilities of future professionals (Bharthvajan *et al.*, 2018; Nikolopoulos & Thomakos, 2019). All these changes confirm that professional forecasting contributes to the formation of psychological benchmarks and the activation of potential for professional self-realisation. The creation of professional forecasts activates psychological resources and establishes the boundaries of personal professional growth by aligning personal and psychological aspects.

It is important to emphasise that the effectiveness of psychological influence on self-determination in a professional context depends on the quality of the influence process and the level of knowledge, experience, and readiness to engage in a specific professional activity (Fig. 1).

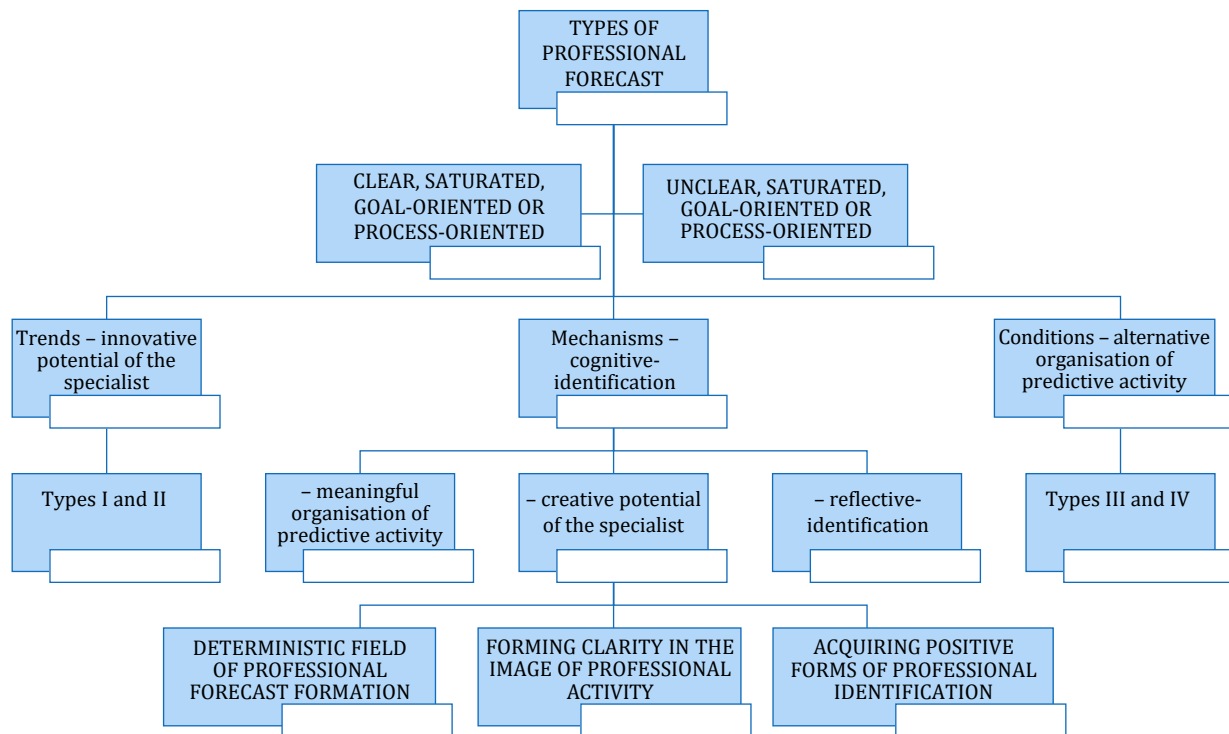


Figure 1. Psychological conditions, mechanisms and trends defining the deterministic field of professional forecast formation

Source: developed by the authors

Professional consciousness encompasses personal and social traits related to both individual and social spheres of life. The interrelatedness of these characteristics can lead to their mutual transformation (Zhang *et al.*, 2021; Boylan & Syntetos, 2021). Self-assessment of professional qualities is crucial for the predictive self-realisation of future managers. Furthermore, effective professional self-realisation necessitates the forecasting of practical activities. Perceptions of professional activity transform it into an object of contemplation and the necessary means for forecasting (Polshchuk, 2020; Bloom *et al.*, 2022). However, the current system of higher education fails to address the formation of professional forecasts (Beckmann & Czudaj, 2020; Hyndman & Athanopoulos, 2021), as academic disciplines do not provide the essential methodological knowledge required to optimise the predictive functions of future specialists.

This study proposes a system of formative research integrated into the practice of professional self-realisation, which addresses this issue and provides practical value. Specifically, this system encompasses the following aspects:

1. Identification of specific methods and approaches for data collection and analysis. Techniques such as surveys, interviews, observations, and the analysis of existing data will be employed.

2. Formulation of goals and objectives. Expected outcomes will be defined in advance. The research

tasks will clearly forecast what needs to be achieved for the successful implementation of the study.

3. Definition of metrics and evaluation criteria. Specific parameters will be established to assess the effectiveness of professional forecasting, including the level of predictability and the degree of adaptability to change.

4. Selection of the audience and scope of research. The target demographic for the study will be determined (e.g., management students) along with the number of participants anticipated.

5. Development of the research instruments. Concrete tools will be created for conducting the research, such as questionnaires and structured interviews.

6. Conducting the research. The defined stages of data collection and processing will be implemented by the chosen methods and approaches.

7. Analysis of results and conclusions. An analysis of the collected data will be carried out to identify key trends, formulate conclusions, and provide recommendations for further action.

8. Implementation of findings. Practical recommendations and programmes will be developed for utilising the acquired knowledge in the training of future managers.

9. Assessment of the system's effectiveness. Parameters will be established to evaluate the impact of the proposed formative research system on the professional training of future managers.

10. Systematisation and publication of results. The collected data will be organised and presented in academic or practical publications for broader application and dissemination.

■ Discussion

Researchers agree that acquiring professional experience and developing professional consciousness is an integral process that continues throughout one's life. A marker of effective professional identity is an understanding of one's own role in activities and a personal attitude towards the work being done, both during education and in the course of professional life. Considering the personal development of individuals is justified, as individuals play a crucial role in activities, a fact emphasised by various scholars.

According to the article of N.B. Kalyan (2020), in the field of management, it is the managers who define strategies, organise activities, select and form teams, and provide guidance and control over human and financial resources within the collective efforts of a group to achieve established individual and group objectives. In doing so, they ensure the efficiency and effectiveness of the entire organisation. However, in the past, management was not regarded as a key component of development. During the Industrial Revolution of the 17th and 18th centuries, economists proposed numerous concepts and functions of management. Research findings indicate that it was only in the 19th century that management emerged as an independent field of study, as various management issues began to be identified, leading to a demand for their resolution. Today, the business environment is undergoing significant changes, primarily due to the rapid development of transport and communication infrastructure, innovative knowledge, globalisation of business, and the interaction of multicultural professionals, which presents new challenges for managers. Self-development plays a crucial role in addressing these challenges, as personal traits are shaped by individual needs aimed at achieving a certain level of self-realisation. In particular, it is essential to recognise the uniqueness of each professional and their right to independently seek their own professional path.

One of the challenges identified by S. Kraus *et al.* (2022) is digital transformation (DT). The aim of the study was to illustrate the thematic development of DT research within the fields of business and management, as previous studies in these areas have thus far been limited to specific domains. To achieve this, articles published in journals rated ≥ 2 by the Association of Business Schools (ABS) were identified and reviewed. Based on these findings, the second aim is to propose a synergistic framework that links existing DT research to the professional forecasting of future managers. This proposed framework can play a pivotal role in future discussions and guide future research in this area.

Both studies illuminate the evolution of managerial practices across different eras and in the context of contemporary challenges. N.B. Kalyan (2020) research emphasised management functions, while S. Kraus *et al.* (2022) focused on digital transformation as a significant contemporary challenge in business and management. It aimed to map the thematic development of research in this context. However, both studies acknowledge significant changes in the business environment, such as globalisation and innovation, which present new challenges for managers. As in this study, and all subsequent research, it is crucial to consider that managerial functions and approaches may evolve in line with societal and technological changes.

The findings of K.R. Murphy (2020) research emphasise the significance of systematic study and evaluation of potential leaders for the successful forecasting of future managers. According to the researcher, this process involves identifying individuals with strong leadership qualities, highlighting their strengths and weaknesses, as well as careful planning and personalised preparation of prospective leaders. He also noted that the development of managerial skills, communication abilities, and strategic thinking is crucial for future managers to fulfil their responsibilities effectively. The use of modern tools and technologies, such as data analytics and artificial intelligence, can also significantly enhance the forecasting and personnel development processes. The results of this study may enable educational institutions to prepare future leaders more effectively, thereby ensuring their competitiveness.

F. Petropoulos *et al.* (2022) emphasised that machine learning can be beneficial in the process of developing professional forecasts for future managers. One notable application of this method is the analysis of large volumes of data. Machine learning can assist in processing and analysing extensive data sets related to career development and employee success. Algorithms can identify patterns and trends that may be overlooked by human analysis. Another effective method highlighted by researchers is the prediction of leadership qualities. Machine learning can aid in creating models that forecast leadership attributes and potential. Given the variety of assessed indicators, algorithms can determine characteristics that signify a high level of leadership. Based on training and performance data, machine learning can be used to create personalised development plans for each employee. Algorithms can recommend specific courses, training sessions, or tasks aimed at improving particular skills. Furthermore, machine learning can assist in evaluating resilience to stress and conflict resolution skills by analysing data on reactions to conflict or stress situations and incorporating these into forecasts. Thus, machine learning can significantly enhance the accuracy and objectivity of the forecasting process for future managers, providing organisations with a more effective and innovative approach to leadership development.

However, some factors may influence the effectiveness of this method in forecasting future managers. Among these are the subjective qualities of each individual, which manifest during the learning process. Machine models may encounter difficulties in interpreting context or taking into account the unique circumstances that can affect a specific individual's professional development. This is highlighted in the article by V.B. Nunes & L.L. de Souza (2018). Furthermore, according to the article, some machine learning algorithms may be limited in their understanding of complex or dynamic aspects of leadership and management. Effectively measuring soft skills, such as communication, empathy, and collaboration, can also prove to be a challenging task for machine learning. Additionally, if the data upon which the model is based contains errors or inaccuracies, this can lead to imprecise forecasts. Considering these factors, it is crucial to carefully design and refine models, as well as to combine their use with expert evaluation and other methods, to ensure more accurate and reliable outcomes in the context of forecasting future managers.

More effective strategies in the area of professional forecasting for future managers can be developed by considering several additional aspects outlined in the Future of professional's report (2023). In particular, the implementation of an effective feedback system can help identify and correct inaccuracies or errors in forecasts, which may arise from changes in the company's strategy or the employee's development. Engaging experts when specific knowledge or assessment of soft skills is required can assist in accounting for factors that may be difficult to measure or analyse automatically (Ogolo, 2019; Varmus *et al.*, 2021). Finally, a systematic analysis of the effectiveness of forecasting strategies will enable the rapid identification of the most successful approaches and the refinement of forecasting methods.

In summary of the research by V.B. Nunes & L.L. de Souza (2018) and the Future of professional's report (2023), it can be noted that the approach focuses on the integration of short-term factors and the active utilisation of machine learning methods to achieve accurate and predictive outcomes. The distinction of this study lies in its emphasis on the short-term influences on professional forecasting. This comprehensive approach, which incorporates short-term factors, has the potential to enhance the understanding of their impact on outcomes and contribute to the development of more effective strategies in the field of professional forecasting for future managers.

■ Conclusions

The study established that professional forecasting encompasses aspects of the organisational and managerial activities of specialists and also determines the quality of their professional preparation. The context

of the scientific research on personality forecasting was examined in both life and professional spheres. Furthermore, the analysis of key conceptual models revealed that professional forecasting plays a significant role in shaping a professional's subjective perception of their vocational activities. It also greatly contributes to an individual's ability to navigate the expectations placed upon them.

Through the investigation of the theoretical aspects of the studied topic, a typological analysis of professional forecasts was conducted. As a result, a comprehensive strategy for their formulation was established by examining the psychological structure, content, and functions involved. The study identified correlations between the typological diversity of professional forecasts (such as clarity and motivational orientation) and their psychological content at the level of personal manifestations, as well as motivation and behaviour. These findings were substantiated by the correlational relationships presented in the research results.

The main outcome was the formulation of a typology of professional forecasts: I – Category 1 – clear, achievement-oriented; II – Category 2 – clear, performance-oriented; III – Category 5 – unclear, achievement-oriented; IV – Category 6 – unclear, performance-oriented. This typology has facilitated a better understanding of how professional forecasts are formed in future managers. The inclusion of predictive-causal tools in the training and practical course on professional self-futuring, alongside cognitive-identification and reflective-identification techniques, aids in optimising the professional self-realisation of future managers. The results of the training course on professional self-determination for future managers reflect diversity in both content and structure, leading to a positive impact on their professional self-awareness and the identification of needs for personal and professional development. This course also helped to specify the essential professional and life competencies, as well as to identify the key areas for successful professional and personal fulfilment, contributing to the creation of an individual targeted profile for future professional activities.

Statistically sound evidence indicates the effectiveness of the training course on professional self-determination for future managers. This impact should be extended to a larger population, as statistically significant differences have been identified in motivation for success, communicativeness, social-behavioural adaptation, acceptance of others, emotional comfort, self-management, as well as motivation for collaboration and achievement.

The potential for implementing psychotechnologies to shape professional forecasts for future specialists as a tool for enhancing educational programmes for manager training is a pertinent avenue for further research.

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■ Conflict of Interest

None.

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Умови формування професійного прогнозування майбутніх менеджерів

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■ **Анотація.** У динамічному бізнес-середовищі формування професійного прогнозування майбутніх менеджерів стає надзвичайно актуальною проблемою, яка вимагає серйозних досліджень та аналізу. Ця актуальність обумовлена потребою підприємств у здатності пристосовуватися до постійних змін у бізнес-середовищі та глобальних економічних викликів. Основною метою дослідження було вивчення чинників, що впливають на результативність процесу створення стратегій прогнозування для майбутніх корпоративних керівників. У ході дослідження використовувався комплекс різноманітних наукових методів. Серед них аналітичний, синтетичний, порівняльний, метод абстрагування, узагальнення, систематизації, а також метод теоретичного моделювання. Емпіричні дані були отримані завдяки тестуванню, зокрема, вербальному та проєктивному. Також були проведені анкетування та тренінги. Методом організації отриманої інформації слугував підхід «поперечних зрізів». Для обробки статистичної інформації застосовувались математичні методи. Результати цього дослідження свідчать про важливість систематичного вивчення і оцінки потенційних лідерів для успішного прогнозування майбутніх керівників. Цей процес включає в себе ідентифікацію осіб з високими лідерськими якостями та виділення їхніх сильних та слабких сторін. Важливим кроком є також ретельне планування та індивідуальна підготовка потенційних лідерів. У дослідженні підкреслено, що розвиток керівницьких навичок, комунікаційних вмінь та стратегічного мислення є необхідними складовими для успішного виконання майбутніми менеджерами своїх обов'язків. Крім того, результати показують, що активне використання сучасних інструментів та технологій, таких як аналітика даних та штучний інтелект, може суттєво покращити процеси прогнозування та розвитку персоналу. Це надає можливість зібрати та аналізувати великі обсяги даних, що сприяє більш точному визначенню потенційних лідерів та індивідуальному налаштуванню їхнього розвитку. Узагальнюючи, результати дослідження надають закладам освіти можливість ефективніше підготувати майбутніх керівників, забезпечуючи їхню конкурентоспроможність

■ **Ключові слова:** передові інструменти; бізнес-середовище; рівні менеджменту; стратегія планування; комунікації