



The Educational Environment of University as a Dynamic System of Influencing Factors on the Managerial Competence Formation of Future Manager

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The educational environment of a university is a complex and dynamic system that plays a critical role in shaping the competence of students. This system is composed of various factors, both internal and external, that interact in unique ways to influence the development of knowledge, skills, and attitudes essential for student success.

The Coronavirus pandemic has significantly transformed the educational environment of universities, influencing the formation of managerial competence in profound ways [13]. The shift to online and hybrid learning, increased use of digital tools, emphasis on adaptability, and focus on mental health and global connectivity have all contributed to a new landscape in management education. As a result, future managers are now being equipped with a broader and more relevant set of competencies that are essential for leading in an increasingly complex and dynamic world. This evolution in the educational environment reflects the ongoing need for universities to adapt and innovate in response to global challenges.

The pandemic necessitated a rapid shift to online learning, which has now become a more permanent fixture in higher education. Universities have increasingly adopted hybrid models that combine online and in-person elements. The shift to online and

hybrid learning has required students to develop digital literacy and self-discipline, both of which are critical competencies for modern managers. Additionally, the ability to communicate and collaborate effectively in virtual environments has become an essential skill, as remote work and virtual teams are now commonplace in many industries.

The role of universities in shaping the competencies and capabilities of students has been widely explored across various disciplines, with particular emphasis on entrepreneurship, environmental management, social work, and innovation ecosystems. The following review synthesizes the findings from key studies in these areas, highlighting the transformative impact of higher education institutions on student development and broader societal outcomes. Cunningham and Menter (2020) examine the transformative changes occurring within higher education, particularly the rise of entrepreneurial universities and their influence on high-technology entrepreneurship [2]; Mikulik and Babina (2018) discuss various initiatives undertaken by universities, such as sustainable campus practices, interdisciplinary environmental programs, and partnerships with industry and government [8]; L.Z. Rebukha (2019) delves into the fundamentalization of professional training for future social work-



ers, emphasizing the need for a strong theoretical foundation combined with practical skills — the study explores the balance between theory and practice in social work education, arguing that a well-rounded education should integrate both elements to produce competent and reflective practitioners [10]; Heaton, Siegel, and Teece (2020) explore the role of universities within innovation ecosystems through the lens of dynamic capabilities theory. The authors argue that universities are not passive participants in innovation ecosystems but are actively shaping and being shaped by the surrounding environment [12]; R.V. Zozuliak-Sluchyk (2019) addresses the critical issue of professional ethics in the training of future workers. The study focuses on how universities can effectively instill ethical principles and values in social work students, ensuring that they are prepared to navigate the complex moral landscapes of their profession [15]. Despite a fairly wide range of research, we can talk about *previously unsettled parts of the general problem* — factors on the managerial competence formation of the future manager.

The purpose of the research is to describe the educational environment of the university as a dynamic system of influencing factors on the formation of managerial competence of the future manager. The task of the article is to determine what pedagogical and social tools the educational environment of the university can influence the formation of managerial competence of the future manager

We'll argue that the educational environment is not just a backdrop for learning, but an active agent in the formation of student competence, shaped by the interplay of institutional policies, pedagogical approaches, and social interactions.

Firstly, the institutional policies of a university create the structural framework within which education occurs. These policies, including curriculum design, assessment methods, and academic regulations, directly impact how students engage with their studies and the degree to which they

develop the competencies required in their field. For example, a curriculum that emphasizes critical thinking, problem-solving, and interdisciplinary learning encourages students to develop a broad set of competencies beyond rote memorization [1]. Additionally, assessment methods that focus on applied knowledge and real-world scenarios better prepare students for professional challenges, fostering both theoretical and practical competence.

Secondly, pedagogical approaches employed by faculty are another crucial factor within the educational environment. The methods of instruction, whether they be traditional lectures, collaborative projects, or experiential learning opportunities, significantly influence the depth and breadth of student learning. Innovative teaching practices, such as flipped classrooms or problem-based learning, actively engage students in the learning process, promoting deeper understanding and retention of knowledge [11]. These approaches also help students to develop essential soft skills such as teamwork, communication, and self-directed learning, which are critical components of overall competence.

Moreover, social interactions within the university environment, including peer relationships, faculty-student interactions, and involvement in extracurricular activities, contribute to the holistic development of student competence. The university serves as a microcosm of broader society, where students learn to navigate complex social dynamics, resolve conflicts, and collaborate with others from diverse backgrounds. These experiences are invaluable in preparing students for the collaborative nature of the modern workplace, where competence is often measured not only by technical skills but also by the ability to work effectively within a team.

However, it is important to recognize that the educational environment is not a static entity; it evolves in response to changes in society, technology, and the global economy. Universities must continu-

ously adapt their educational environments to ensure that they remain relevant and effective in developing the competencies needed by graduates in a rapidly changing world. This requires a commitment to ongoing assessment and revision of curricula, pedagogical strategies, and student support systems.

We believe that it would be a mistake to believe that competences are formed only during classes in the classroom. Especially when it comes to managerial competence. It is extremely important to realize the importance of the influence of the student's common environment. It is manifested both in cognitive development (system of knowledge, desire to learn, choice of material for self-development, choice of subjects and formation of an individual learning trajectory, etc.), as well as in emotional and social development, which directly affects the formation of social skills.

Therefore, we consider it necessary to highlight opportunities for the formation of competences within the limits of training in the classroom and outside of the classroom training.

The educational environment of a university plays a critical role in shaping the competence of future managers both within the educational process and through experiences outside the classroom [1, p. 396]. This environment encompasses everything from the curriculum and teaching methods to extracurricular activities and the broader campus culture. Each of these elements contributes to the development of a wide range of competencies that are essential for effective management.

Among the methods of influencing the environment on the personality within the educational process, we define: curriculum design, pedagogical approaches and assessment methods.

Curriculum Design. The curriculum is the backbone of the educational process, providing future managers with the foundational knowledge and skills they need. A well-designed curriculum for management

education should include courses that cover key areas such as leadership, strategic thinking, financial management, and human resources [5]. These courses help students develop both the hard skills (e.g., data analysis, financial planning) and soft skills (e.g., communication, negotiation) that are critical for effective management.

Pedagogical approaches. The methods used to deliver the curriculum significantly impact the depth of learning and the development of managerial competencies. Interactive teaching methods, such as case studies, simulations, and group projects, encourage active learning and critical thinking. For instance, case studies allow students to apply theoretical knowledge to real-world scenarios, honing their problem-solving and decision-making skills [7, p. 290]. Group projects, on the other hand, help students develop teamwork and leadership skills, which are crucial for management roles.

Assessment methods. Assessment is a key component of the educational process that influences how students approach their learning. Assessments that go beyond traditional exams, such as project-based evaluations, presentations, and peer assessments, can help future managers develop a more comprehensive skill set [6, p. 12]. These methods encourage students to engage deeply with the material, collaborate with peers, and communicate their ideas effectively.

Outside of classroom training it is as possible to use such methods as extracurricular activities, internships and work experience, networking opportunities, campus culture and social environment.

Extracurricular activities. Engagement in extracurricular activities, such as student organizations, clubs, and leadership programs, provides future managers with opportunities to develop practical skills that complement their academic learning. Participation in student government or business clubs, for example, allows students to take on leadership roles, manage projects, and work with teams, directly contributing to their managerial competence [6, p. 287].

Internships and Work Experience. Internships and part-time work provide students with hands-on experience in real-world business environments. These experiences are invaluable for understanding the practical challenges of management and for applying classroom knowledge to real-life situations. Internships also help students build professional networks [8], which are essential for career advancement in management.

Networking opportunities. Universities often provide numerous networking opportunities through events like guest lectures, industry conferences, and alumni meetups. These events allow students to connect with professionals in the field, learn from their experiences, and gain insights into the latest trends in management [9, p. 26 — 27]. Networking also helps future managers develop interpersonal skills and build relationships that can be beneficial in their careers.

Campus culture and social environment. The overall campus culture and social en-

vironment also play a significant role in shaping the competence of future managers. A diverse and inclusive campus culture fosters open-mindedness and adaptability, which are essential traits for effective management [14]. Additionally, exposure to different perspectives and ideas through interactions with peers from various backgrounds helps students develop cultural competence, an increasingly important skill in globalized business environments.

The educational environment of a university can influence the formation of managerial competence in future managers through a variety of pedagogical and social tools. These tools are designed to create a comprehensive learning experience that develops both the technical and interpersonal skills necessary for effective management.

Let’s consider pedagogical and social tools separately. For convenience, we provide a list of tools, their description and projected impact in the table.

Table 1
Pedagogical tools of managerial competence formation through educational environment of a university

Pedagogical Tools	Description	Impact
Case Studies and Problem-Based Learning (PBL)	Case studies and PBL involve analyzing real-life business scenarios where students must apply their knowledge to solve complex problems	These methods develop critical thinking, decision-making, and problem-solving skills, which are crucial for managerial competence. They also encourage students to consider multiple perspectives and make informed decisions under pressure.
Simulations and Role-Playing:	Simulations and role-playing activities mimic real-world business situations, allowing students to practice managing teams, negotiating deals, and making strategic decisions in a controlled environment.	These activities help students develop leadership, communication, and conflict resolution skills, giving them a practical understanding of management dynamics
Collaborative Projects and Team-Based Learning	Collaborative projects require students to work in teams to complete complex assignments, such as business plans or market analysis reports	Team-based learning fosters collaboration, leadership, and project management skills. It also teaches students how to manage team dynamics, delegate tasks, and work towards common goals—key competencies for any manager

Mentorship and Coaching Programs	Mentorship programs pair students with experienced professionals or faculty members who provide guidance, support, and feedback.	Mentorship helps students develop self-awareness, reflective thinking, and personalized growth strategies. It also provides insights into industry practices and helps students build professional networks.
Experiential Learning (Internships, Fieldwork, and Practicums):	Experiential learning involves direct engagement in real-world business environments through internships, fieldwork, or practicums.	This hands-on experience is crucial for applying theoretical knowledge to practical situations, thereby enhancing managerial skills like resource management, strategic planning, and adaptability.
Flipped Classroom:	In a flipped classroom, students review lecture material outside of class, allowing in-class time to be devoted to discussion, application, and analysis.	This approach encourages active learning and deeper understanding, helping students develop independent learning skills and critical analysis, both of which are important for managers who need to make informed decisions.

Table 2

Social tools of managerial competence formation through educational environment of a university

Social tools	Description	Impact
Student Organizations and Leadership Roles	Participation in student organizations, such as business clubs or student government, allows students to take on leadership roles and manage projects or teams.	These roles help students develop leadership, organizational, and interpersonal skills. They also provide opportunities for networking and collaboration, which are essential for future managers.
Peer Learning and Study Groups	Peer learning involves collaborative learning experiences where students teach and learn from each other, often through study groups or peer tutoring.	This fosters a sense of teamwork and mutual support while developing communication and teaching skills. Managers benefit from these experiences as they often need to mentor and guide their teams.
Networking Events and Industry Connections:	Universities often host networking events, guest lectures, and workshops where students can interact with industry professionals/	These events provide students with opportunities to build professional relationships, learn from industry leaders, and stay updated on current trends. Networking is a critical skill for managers who need to build alliances and partnerships.
Diversity and Inclusion Initiatives	Initiatives that promote diversity and inclusion on campus expose students to different cultures, perspectives, and ideas.	Exposure to diverse viewpoints enhances cultural competence, empathy, and adaptability—qualities that are increasingly important in global management roles.
Extracurricular Activities:	Participation in extracurricular activities, such as sports, arts, or volunteer work, provides students with opportunities to develop time management, teamwork, and leadership skills.	These activities contribute to the development of a well-rounded personality, resilience, and the ability to balance multiple responsibilities—traits that are essential for effective management.
Living-Learning Communities:	Living-learning communities are residential programs that bring together students with shared academic interests or career goals.	These communities foster close-knit relationships and provide additional learning opportunities outside the classroom. They help future managers develop strong communication, networking, and collaborative skills in a supportive environment.

The tables define a non-exhaustive list of pedagogical and social tools for the formation of managerial competence by means of the educational environment of the university. The variety, orientation and number of tools may vary depending on the educational institution, region, educational policy of the country, etc. Our goal was to demonstrate a general socio-pedagogical toolkit of influences on the personality of the future manager with the aim of forming managerial competence in him /her.

The educational environment of a university significantly influences the formation of managerial competence by providing a holistic learning experience that extends beyond the classroom. While the formal educational process equips students with the necessary knowledge and skills, experiences outside the classroom — such as extracurricular activities, internships, and networking opportunities — play a crucial role in developing the practical skills and professional networks that future managers need. Together, these elements create a comprehensive environment that prepares students to become effective and adaptable managers in the modern business world.

The educational environment of a university can significantly influence the formation of managerial competence through a combination of pedagogical and social tools. By integrating these tools into the learning experience, universities can equip future managers with the necessary skills, knowledge, and attitudes to succeed in complex and dynamic business environments. The interplay of academic rigor and practical, real-world experiences within a supportive social structure creates a comprehensive foundation for developing competent and effective managers.

The educational environment of a university can influence the formation of managerial competence in future managers through a variety of pedagogical and social tools. These tools are designed to create a comprehensive learning experience that develops both the technical and interper-

sonal skills necessary for effective management. In conclusion, the educational environment of a university is a multifaceted system that plays a pivotal role in shaping the competence of its students. Institutional policies, pedagogical approaches, and social interactions are all key factors that interact within this environment to influence the development of the knowledge, skills, and attitudes necessary for success. Universities must recognize their educational environments as active agents in student development and strive to create conditions that maximize the potential for students to achieve competence in their chosen fields. As such, the educational environment is not merely a passive backdrop but a vital component of the educational process, shaping the future professionals who will contribute to society.

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