






Development of Assertiveness of Future Managers as a Condition for Success in Management

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Abstract: The research is devoted to the problem of purposeful formation of assertiveness of future managers at the stage of professional training. The article analyzes the state of development of this problem in psychological and pedagogical sciences. The essence of the concept of "assertiveness", approaches to its study and the formation of assertiveness of future managers in higher education is found out. The research used a method aimed at diagnosing qualitative indicators of assertiveness - "Test-questionnaire of components of assertiveness", developed by O. Sannikova, O. Sannikov, N. Podoliak. The results of the study are presented, which showed the average level of assertiveness of future managers and served as a basis for finding ways to develop it. Possibilities for the development of assertiveness of future managers at the stage of master's training in higher education are identified and analyzed. The experience of psychological training aimed at developing assertiveness of future managers, which involves activating the mechanisms of personal self-regulation, helps to develop constructive ways to overcome professional difficulties, harmonize self-esteem and self-concept of students, becoming active professional and subjective behavior and responsible behavior activities. The activity of the training group is focused on the formation of such a way of action in which the student is able to consistently defend his interests, openly declare his intentions, taking into account the interests of others. Prospects for further scientific research are identified, which consists of the implementation and experimental testing of the training program for the formation of assertiveness of future managers in the system of their training.


1 INTRODUCTION


The modern manager must be assertive, be able to confidently and with dignity defend his position, interests or rights, not to degrade the rights and dignity of others, take into account their interests. Formed assertive behavior allows you to avoid many problems in management and have good relationships with colleagues at work, Assertiveness is the ability


to respond optimally to criticism and the ability to say decisively to yourself and others "no", the ability to self-regulate your own behavior and be responsible for it (Solter, 2019). The assertive model of behavior helps to establish one's own psychological boundaries, while maintaining one's identity and autonomy. This behavior combines the inner strength of the leader and courtesy and tact to colleagues. An assertive leader can say no when something doesn't

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suit him, or he just doesn't like it. Assertiveness helps the manager maintain his "I", personal space and healthy psychological boundaries between "I" and colleagues. Assertive behavior involves the ability to feel when personal boundaries are violated, as well as the ability to let people know about it, but not aggressively. Assertive behavior allows you to express yourself clearly and act confidently, avoiding manipulation, cruelty and aggression (Kosygina, 2019). Assertiveness is a necessary condition for safe behavior of the manager's personality (Hay-David, Herron, Gilling & Brennan, 2020).

Assertiveness implies the ability to emotional stability, reflection, independence in making managerial decisions. Thanks to the development of assertive behavior skills, positive experience is accumulated in overcoming professional difficulties, making responsible decisions and confident actions in the real conditions of management and situations of professional interaction. Professionals with a high level of assertiveness are better protected from emotional problems, less anxious, less likely to suffer from fears than professionals with a low level of assertiveness. Assertiveness is an important condition for preventing burnout (Meshko, 2018), maintaining mental health (Şek, 1988; Pourjali & Zarnaghash, 2010) and actualizing the leadership potential of professionals (Meshko, Meshko, Drobyk, & Mikheienko, 2020; Radchuk, & Kozak, 2020; Bupalov, 2019; Townend, 2007; Ames, 2009).

In addition, managers with assertive behavior have more adequate self-esteem, can better cope with stress, they are more successful in professional activities (Poprawa, 2001). There is also a significant positive relationship between the level of assertiveness and dignity, self-esteem (Herasina, 2010). People can develop self-esteem and inner strength by mastering the techniques of assertive behavior (Sheinov, 2014, p. 121). Assertiveness contributes to success in professional activities, if a person is erudite, rational, intelligent, thoughtful, developed in various fields (Moiseenko, 2017).

Therefore, the formation of assertiveness of future managers is an objective requirement of the modern labor market and an important task of modern education to train a competitive specialist. This issue is extremely relevant at the stage of professional training in higher education.

2 LITERATURE REVIEW

The study of the problem of assertiveness of the individual begins in the 50's and 60's of XX century.

The concept of assertiveness of the individual was developed by American psychologist A. Salter. In domestic psychology, the term assertiveness began to be widely used after the publication in 1995 of the book by W. Capponi and T. Novak "How to do things your way, or assertiveness in life" (1995). A review of scientific sources on the problem of assertiveness of the individual shows the existence of different approaches to the interpretation of assertiveness and understanding of its importance for life and professional activity:

1) in the Psychological Encyclopedia assertiveness is interpreted as the ability of a person to behave confidently and with dignity, to persistently defend his rights or point of view, without disregarding the rights of others (2006);

2) assertiveness is defined as the quality of a mature personality, which characterizes a person's ability to change his behavior in joint activities, communication and cognition in a positive direction and is expressed in a sense of inner strength, personal self-expression, emotional stability, responsibility for their behavior and decisions, positive attitude towards oneself and others (Kosygina, 2019);

3) the concept of assertiveness echoes the phenomenon of confidence. Confident behavior presupposes a subjective attitude towards oneself, social readiness and the ability to adequately realize one's own aspirations. Assertiveness is semantically close to the concept of internal stability of the individual, as well as to the concept of nonconformism (Guk, 2012).

4) assertive behavior is seen as the optimal, most constructive way of interpersonal interaction as opposed to the two most common destructive ways - manipulation and aggression (Solter, 2019) Assertive behavior is the "golden mean" between aggressive and passive behaviors (Thompson & Berenbaum, 2011; Kwiatkowski, 2000).

5) the problem of assertive behavior is closely related to the responsibility of the individual. The main components of assertiveness, according to S. Stout, is the ability to take responsibility for their behavior and the presence of respect and self-esteem (Basova, 2013).

6) assertiveness is attributed to the interpersonal aspect of the structure of emotional intelligence. (Kosygina, 2019; Stein, 2020) Among the three main components of emotional intelligence (empathy, communicative tolerance, assertiveness), assertiveness helps to optimize communication to the greatest extent (Bern, 1992; Güven, 2010). Therefore, assertiveness is one of the defining features of a low level of conflict. Assertive behavior prevents

conflicts, and in a conflict situation helps to find a constructive solution. Assertiveness of the individual is the key to harmonious relationships with other people.

7) assertiveness is defined as adequacy (Solter, 2019). Assertive behavior is characterized by clarity, directness, genuine sincerity (Shpalinsky, 2008) Assertive skills include the ability to behave constructively, without causing trouble to colleagues, the ability to tactfully and politely insist on their own, the ability to accept and give feedback, and be convincing in the context of achieving the goals.

8) assertiveness is defined as an integral property of the individual, which is manifested in the orientation of man to internal rather than external control and characterizes the development of its subjectivity. In fact, assertiveness to some extent, scientists (Radchuk, 2016) consider the antithesis of the so-called "learned helplessness", which defines a person as an object of activity with a focus on external control and develops in a disciplinary-adaptive learning system.

Such diversity and ambiguity of interpretations are due to the complexity and interdisciplinarity of the studied phenomenon. The analysis of the scientific literature showed the existence of research aimed at studying external manifestations.

Scholars consider assertiveness both as an independent property of the individual and as a complex, integrated property that encompasses a number of qualities. The first direction is represented by research that defines assertiveness as a skill, as a way of behaving. The second area covers research that interprets assertiveness as an integral property of the individual, which contains a set of properties. The list of these qualities differs slightly in different scientific sources. Among the main characteristics of assertiveness, scientists distinguish: the ability to insist on their own, to respond optimally to criticism; ability to say a resounding "no" to oneself and others when necessary; the ability of a person to confidently and with dignity defend their rights and not violate the rights of others; the ability of the individual to establish effective interaction, openly express their feelings, desires, thoughts; the way a person behaves in situations of justified risk, when it is necessary to succeed; the ability to resist external influences and achieve their goals, independently plan their own lives, carry out their plans (Podoliak, 2013).

The content of the concept of "assertiveness" is revealed through such personality traits as: constructiveness, purposefulness, self-confidence, responsibility, determination, independence, self-efficacy, subjectivity, persistence, initiative,

demanding, ability to empathize, reflect, etc. (Moiseenko, 2017, p.174).

In the context of our study, the approach of S. Stein and G. Buk is important, according to which assertiveness consists of three main components: the ability to adequately express feelings, the ability to openly express beliefs and opinions, the ability to defend their rights (Driga, 2013; Stein & Buk, 2010). The research which compliments this approach (Podoliak, 2013; Radchuk & Kozak, 2020), highlights the following qualitative components of assertive personality: emotional (self-confidence and lack of anxiety). cognitive (competence and understanding of oneself and others), and, behavioral (social behavior skills) and control-regulatory (skills of self-regulation and self-control).

Principles of assertiveness - are the empirical rules of conduct in society, communication with others (Podoliak, 2013). O. Kosyhina singles out the following principles of assertive behavior: taking responsibility for one's own behavior; demonstration of self-esteem and respect for other people; effective communication (honesty, openness and directness); demonstration of confidence and positive attitude; ability to listen and understand carefully; negotiation and reaching a compromise (Kosygina, 2019) Other researchers (Capponi & Novak, 1995) identify a number of principles of assertiveness, which are based on the belief that no one can successfully manipulate others if they do not allow it.

Assertive behavior is determined by personality traits, the influence of which is determined by the value orientations of the individual. Professional values give stability to the personality of the manager, determine the principles of his behavior, serve as guidelines for his social and professional activity. Professional values are a criterion for the manager for assessing the reality, behavior of others and himself. The formation of professional values ensures a responsible attitude to professional activities, promotes integration and clear design in the minds of future managers axiological model of future management, the formation of their professional and subjective position.

Thus, assertiveness is a necessary condition for the functioning of the individual as a subject of activity, a condition for achieving life and professional goals, success in management. Therefore, an important issue is the search for ways and means of forming assertiveness of future managers at the stage of professional training in higher education.

The purpose of the article is to clarify the importance of assertive behavior of managers in the

success of management and identify opportunities, ways and methods of forming assertive behavior of future managers at the stage of training, describe the role of psychological training as a means of assertiveness.

The purpose of the study was specified in the following tasks: 1) to determine the state of development of the problem of assertiveness of future managers; 2) to diagnose the level of assertiveness of future managers; 3) to develop and test a training program for the development of assertiveness of future managers at the stage of study in higher education taking into account the results of diagnostics.

3 RESEARCH METHODS AND METHODOLOGY

In our study, we proceeded from the understanding of assertiveness as an integral property of the individual, which covers the above components: emotional (mental stability, self-acceptance, acceptance of others, spontaneity of emotional reactions, sense of proportion, lack of anxiety, confidence), cognitive (orientation in the social situation and the adequacy of its assessment, the ability to predict the results of their own behavior, the ability to allow themselves to have requests and requirements, the ability to navigate social expectations, awareness of the need to achieve goals), behavioral (willingness to act without violating the rights of others, the ability to manage their lives) control and regulatory (responsibility for their actions; persistence in defending their rights; independent action; defending one's opinion, even if it is associated with some difficulties) (Podoliak, 2013). These are the aspects that need to be developed in managers at the stage of professional training. Important for this are: self-knowledge, self-acceptance, adequate evaluation of yourself and others; self-analysis and self-control of one's actions and deeds; the ability to independently regulate their own behavior and be responsible for it; taking responsibility for one's own behavior; ability to adequately express feelings; ability to express opinions openly; ability to defend their rights; ability to show confidence and positive attitude, self-esteem and respect for others; ability to respond optimally to criticism; ability to make compromise decisions.

The idea of assertiveness involves the formation of a certain quality of behavior, through which a person can control spontaneous reactions, shows reasonable expression of emotions, possess the ability

to speak directly about their desires and requirements, is able to express their own position, defend their views in situations where any argument is superfluous (Guk, 2012).

It is important for our study that assertive behavior develops on the basis of introspection, is expressed in the need for self-knowledge, the ability to self-observation, the ability to self-reflection, analysis of their actions and deeds, the ability to control themselves, their thoughts (Guk, 2012).

It is important to diagnose the level of formation of assertiveness of future managers, to identify opportunities, ways and methods of forming assertive behaviour at the stage of study in higher education.

The research used a method aimed at diagnosing qualitative indicators of assertiveness - "Test-questionnaire of components of assertiveness", developed by O. Sannikova, O. Sannikov, & N. Podoliak (2013).

This technique allows to diagnose 4 qualitative indicators (scales) of assertiveness - emotional, cognitive, behavioral and control-regulatory, as well as the general indicator of assertiveness.

The method provides four answer options, which are evaluated on the following scale: "yes" - 4 points, "closer to yes" - 3 points, "closer to no" - 1 point, "no" - 0 points. The answers to the "opposite" statements are evaluated in reverse. The results of the method determine the level of expression of individual components of the tendency to assertiveness and the overall degree of its manifestation.

The maximum score for each parameter is 60 points.

The total assertiveness index (AsGen) is secondary and is calculated by the formula: $AsGen = (AsE + AsC + AsB + AsCR) : 4$.

The values of each of the parameters, the dominance of a component (emotional, cognitive, behavioral, regulatory) in the individual structure of assertiveness reflect its qualitative uniqueness and are reflected in the choice of individual strategies and behaviors in different situations. (Podoliak, 2013).

We conducted the survey using Google Forms. The results were analyzed using Excel and IBM SPSS Statistics.

4 RESEARCH RESULTS

The study using the method of "Psychodiagnostic test-questionnaire assertiveness" involved 101 students of the Faculty of Economics and Management of Ternopil National Technical

University named after Ivan Pulyuy (Ukraine) and the Faculty of Pedagogy and Psychology (specialty 073 Management) Ternopil National Pedagogical University (Ukraine).

We analyzed the answers of each individual respondent to the questionnaire. Then, based on the obtained calculations, data were derived on four main and one secondary test scales (Figure 1).

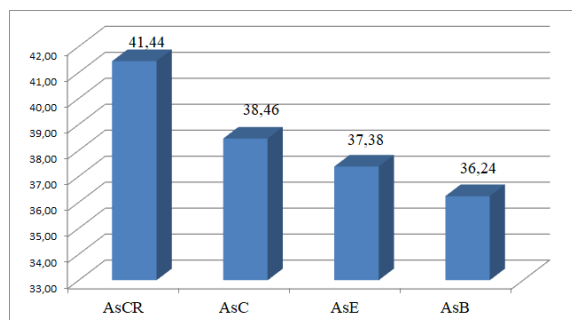


Figure 1: Indicators of assertiveness of future managers on the main scales.

- *AsCR - control and regulatory component, respondents make up 69% of the maximum possible number of points;
- * AsC - cognitive component; respondents make up 64% of the maximum possible number of points;
- * AsE - emotional component, respondents make up 62% of the maximum possible number of points;
- * AsB - behavioral component, respondents make up 60% of the maximum possible number of points.

The results of the study show that among the four components of assertiveness, the control indicator has the largest indicator (41.44), the smallest - the behavioral component (36.24).

We calculated the total assertiveness index (AsGen) according to the above formula.

In our case, it is $(41.44 + 38.46 + 37.38 + 36.24) : 4 = 38.38$ (64% of the maximum possible number of points).

This result can be attributed to the average level of overall assertiveness. (High - from 75 to 100 percent and low - from 0 to 25 percent).

As a result of the study, we were able to trace the gender aspects of assertiveness in male and female students (Figure 2).

It is worth noting a slightly higher overall rate of assertiveness on the cognitive scale (difference = 2.48 points), slightly higher on the emotional scale (difference = 1.61 points) in students of future managers. While the overall indicator on the behavioral scale is slightly higher in female students (difference = 1.92 points). The identified differences should be taken into account in the corrective work

on the development of assertiveness of future managers.

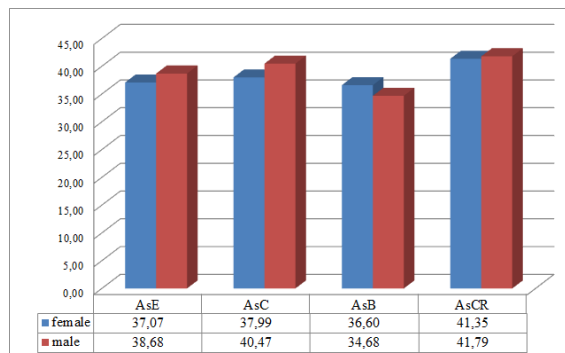


Figure 2: Gender features of assertiveness of future managers.

The results of the survey made it possible to identify some unexpected data on the reduction of the overall rate of assertiveness of students getting higher education, starting from the second year of bachelor's degree (Figure 3).

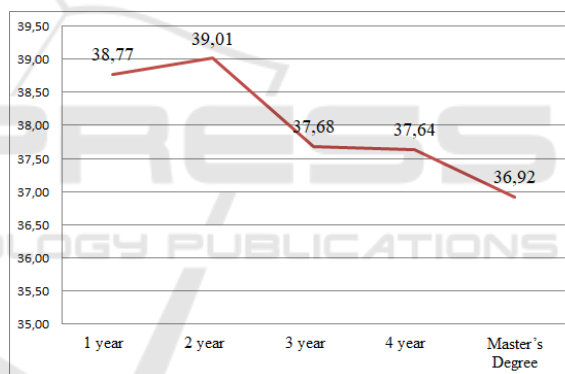


Figure 3: AsGen indicator of future managers according to the year of study.

The lowest rate of assertiveness was found in applicants for the second (master's) level of higher education - 36.92 (61% of the maximum possible number of points) compared to 39.01 (65% of the maximum possible number of points) in second-year undergraduate students. This is due, in our opinion, the peculiarities of cross-entry to the master's degree in 073 Management, new learning conditions and the difficulty of "entering" a new profession. All this highlights the problem of purposeful formation of assertiveness at the stage of study in higher education and special attention to this problem in terms of master's studies.

5 DISCUSSION

To develop assertiveness, the future manager needs to understand the peculiarities of his character, temperament, understand himself and the causes of insecurity, work on increasing the level of self-confidence, learn to behave confidently and non-aggressively, using this or that technique.

There are various techniques for developing assertive behavior. For example, researcher I. Ladanov described a technique that consists of five steps: 1) to determine with the help of a special test, which attitude is inherent in man: passive, aggressive or assertive; 2) self-observation, brief notes and analysis of the situation; 3) concentration (imagine a situation, experience it completely, determine its usefulness); 4) models of statements (try to formulate statements in some specific way in three ways: passively, aggressively, assertively); 5) nonverbal (remember and analyze their behavior when expressing their thoughts passively, aggressively, assertively) (Ladanov, 1997). There are developments related to the importance of ClickTalk game learning to develop assertiveness and improve team play (Eng, 2017).

There are a number of studies in the scientific literature that present assertiveness training for students (Ramadhan, Keliat & Wardani, 2019; Fuspita, Susanti & Putri, 2018; Avşar & Alkaya, 2017; Vatankhah, Daryabari, Ghadami & Naderifar, 2013) – students-future physicians and nurses (Warland, McKellar & Diaz, 2014; Lin et al., 2004), etc. It has been established that increasing the level of assertiveness of students contributes to the formation of problem-solving skills (Güven, 2010).

Specially designed programs of socio-psychological training, which are based mainly on the traditions of humanistic psychology and contribute to the formation of such characterological traits as honesty, firmness of intent, perseverance, friendliness, etc. are used to develop human assertiveness (*Psychological Encyclopedia*, 2006, p.32) S. Medvedeva offers assertiveness training for future practical psychologists, based on certain social situations, training which takes place in a role-playing game or in real conditions (Medvedeva, 2009). The immediate goal of assertiveness training is to train confident behavior (*Psychotherapeutic Encyclopedia*, 2000).

We believe that for the development of assertiveness of future managers it is necessary to provide conditions for self-knowledge, self-acceptance, positive self-attitude and self-development of their personality. Such conditions are

created in the process of group training, which activities are based on the principles of active socio-psychological learning. Such psychological trainings are conducted at the Center for Pedagogical Consulting (2021), which operates at the Department of Pedagogy and Education Management of Ternopil National Pedagogical University named after Volodymyr Hnatiuk.

The activities of the training group are aimed at: learning about the strengths and weaknesses of the future manager; adequate assessment of oneself and other members of the group; formation of the ability to independently regulate their own behavior and be responsible for it; formation of self-confidence; flexibility in communication; formation of such a course of action in which the undergraduate is able to consistently defend their interests, openly declare their intentions, while taking into account the interests of others.

The following methods of work contribute to the formation of the model of assertive behavior in the process of training group activity: execution of psychomodiles ("What I give to other people and what I expect from them", "I'm in a difficult situation"), analysis of professional situations with elements of dramatization, compiling "Memoirs" for the future manager ("How to resist manipulation and aggression in management", "How to get rid of thinking "red pencil"), group discussions, role-playing games, psychological games, the use of parables, etc.

We give the role-playing game "Request - refusal" as the example. Exercise: participants are divided into two subgroups. Each subgroup receives a card with a specific situation. In 5 minutes, participants need to offer options for assertive behavior in a given situation. It is necessary to ask without humiliation, and to refuse, without offending another person. Situations need to be presented in the form of a role play. Situation 1. A colleague asks you to replace him on a business trip to another city, and you currently have your own plans. Situation 2. The employee asks the head of the department to increase wages, and the head refuses. After acting the situations, the members of the training group analyze what they saw and discuss what was easier for them to do, ask or refuse assertively, what prevents them from behaving assertively.

The following exercises are aimed at the formation of assertive behavior, knowledge of the peculiarities of one's own communicative line of behavior: 1) Exercise "Resolute refusal". The members of the group take turns talking about what words and habits in interaction with people they

would like to get rid of. 2). Exercise "Mask". Participants are given sheets of paper. Quiet music is turned on. Everyone is asked to paint two masks: the first - "How do people perceive me in communication" and the second - "What I really am in interaction." After completing the task, the masks are presented and what is seen and heard is discussed.

It is important to build self-confidence for the development of assertiveness. Therefore, every student of the training group needs to find out what hinders confidence. It is worth noting that the achievement of confidence in future managers is hindered by various "fears": the fear of looking ridiculous, illiterate, incompetent; fear of losing control of a situation or event that occurs in life or professional activities; fear of being alienated; fear of losing their uniqueness, individuality, etc. A number of exercises are aimed at their awareness and elimination, in particular: 1) Exercise "Hotline." Instructions: "Imagine you are dialing a hotline. What would you like to ask the specialist? Ask your question in turn. The answer can be a collective discussion or someone's personal statement, but always in the role of "expert" who answers questions from the client on the hotline about the problems of acquiring assertive behavior, increasing the level of assertiveness; 2) Exercise "Interview". It is necessary to formulate one question for each member of the group, the answer to which will help to better know and understand him. Group members ask questions in a circle and then share their impressions.

It is important for us that future managers organize their activities on the basis of conscious, motivated implementation of the "written" or "unwritten" Code of Management. In this context, it is advisable to perform the exercise "Motto". All participants take turns talking about what T-shirt and what motto they would buy for themselves, if there was such an opportunity. This inscription should reflect their professional credo, and the color should correspond to the character, personality traits.

It is important in the studied aspect to solve problem situations with elements of psychodrama. Communication situations for work are suggested by the group members themselves from their own experience. There is a replay of the situation and an exchange of roles, followed by a discussion of the situations that were played out. Emphasis is placed on the fact that the components of assertiveness are important for resolving problematic and conflict situations: the ability to listen, the desire to understand others, confidence, positive attitude. Exercise "Thinking changes" successfully complements the analysis of problem situations,

which focuses on the formation of positive thinking. Each member of the group recalls and describes 1-2 negative life or professional situations. The members of the group express their vision of how to turn a potentially negative situation into a positive one, discuss ways to solve the problem - "If fate has given you a lemon - make lemonade out of it."

Each session of the training group begins with a parable, the discussion of which becomes the basis of a group discussion. One of the classes offered the following parable: "There was an incredibly fierce, poisonous Serpent. One day she met a sage and, struck by his kindness, lost her malice. The sage advised her to stop offending people, and the Serpent decided to live sincerely, without harming anyone. But as soon as people learned that the Snake was safe, they began throwing stones at it, pulling its tail and making fun of it. The life of the Serpent turned into hell. The sage saw what was happening and, after hearing the Serpent's complaints, said, "My dear, I asked you to stop inflicting suffering on people, but I did not say that you should never hiss or frighten them." There is nothing shameful about hissing at a bad person or enemy, showing that you can stand up for yourself and know how to resist evil. You can learn to resist evil without inflicting evil in return. After that, the group develops a discussion on the topic: "How to resist manipulation and aggression in professional activities?" Future managers voice their options for answering the question "What does it mean to get out of the situation with dignity? How to act assertively? The focus of the group members is on the fact that there are no people who are always assertive, there is only assertive behavior that everyone can show and that can and should be developed.

The discussion on the topic is interesting in the researched aspect: "Constructive overcoming of difficulties in managerial activity". Each member of the training group imagines himself as a tree, sees its powerful trunk, branches swaying in the wind, leaves, roots that have grown into the ground, nutritious juices that the tree takes from the ground. The tree easily withstands all troubles and worries, it is strong and steadfast. A person feels its power and peace by identifying himself with a tree.

The task of "List of qualities important for interpersonal interaction" is focused on the formation of assertive behavior skills. At the first stage of this task, a discussion is held to identify a collective opinion about the qualities of personality that are important for communication and management. Each member of the group expresses his opinion and argues it. A consolidated list of qualities important for

interpersonal communication is made. In the second stage, each participant compiles a list of qualities, indicating the qualities that the group believes are most important for interpersonal interaction, and qualities that are important, in his opinion, but not included in the consolidated list of qualities. Then everyone evaluates the manifestations of these qualities in themselves, using a scale from "0" to "5" points. Discuss the question "What difficulties (personal) do I feel in communication?". Future managers learn to adequately assess themselves, learn the pros and cons of their own communicative behavior, become more confident. This is also facilitated by the implementation of the exercise "Ode to yourself". Each member of the group in turn should enthusiastically talk about their strengths and positive traits - what he loves, appreciates, what he accepts, which gives him a sense of inner confidence and self-confidence in different situations. It is important not to underestimate their strengths, to speak directly, without any "buts", "ifs", etc., not to name their weaknesses and shortcomings. Concludes the exercise by discussing the question: "How easy was it to speak? What were your feelings? "

Future managers learn to reflect and analyze their actions and deeds, to understand themselves properly, to regulate their own behavior and activities, to avoid aggressive behavior, to express their position and directly show their emotions without violating the rights and mental boundaries of others.

As the level of subjective control increases in the process of psycho-correctional impact on the individual, we used it to assess the effectiveness of our training. (Bazhin, 1984) To test the statistical significance of these changes, we compared the level of subjective control of future managers. We calculated the value of the level of subjective control as the arithmetic mean of the points scored on the scale of general internality. We took into account the dynamics of the average group indicators of the level of subjective control in the participants of the training. The results of the study show a high increase in the average group level of subjective control - 0.771 (+0.365) training participants. The study of self-reports of participants in the study of health, changes in thinking, ways of interacting with other people complements the quantitative analysis of the diagnostic results.

6 CONCLUSIONS

Thus, assertiveness is a necessary condition for achieving life and professional goals, success in

management. Positive experience is accumulated in overcoming professional difficulties, making responsible decisions and confident actions in real situations of professional interaction and management thanks to the development of assertive skills.

Purposeful formation of assertiveness gives the future manager the opportunity to gain self-confidence, learn to defend his position without violating the rights of others, independently regulate and be responsible for their own behavior, show self-esteem and respect for others. An important role in the development of assertiveness of future managers is played by training practice focused on creating conditions for self-knowledge, self-acceptance, positive self-attitude and self-development of the student's personality. The activity of the training group is aimed at forming such a way of action in which the student is able to consistently and non-aggressively defend their interests, openly declare their intentions, taking into account the interests of others.

The formation of assertiveness of future managers involves activating the mechanisms of personal self-regulation, contributes to the development of constructive ways to overcome professional difficulties, harmonization of self-esteem and self-concept of students, active professional and subjective position and responsible behavior in management.

It should be noted that the formation of assertive behavior of future managers is influenced by: professional and pedagogical position of teachers, their style of activity and communication, favorable socio-psychological climate and positive interpersonal relationships in the student group. It is necessary to develop the assertiveness of future specialists at the initial period of study in a higher education institution.

We see prospects for further scientific research in the implementation and experimental testing of the training program for the formation of assertiveness of future managers in the system of their training.

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