

“Risk-Management” and “Risk of Management” as Phenomenon of Continuing Professional Education

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The paper examines the concept “challenging professional environment” as an obligatory component of continuing professional education, analyzes the risks inherent in workplace-related and person-related sub-systems as a special group of risks in professional micro environment, and outlines the concepts “risk-management” and “risk of management” which constitute the conceptual basis of continuing professional education programs.

Key words: professional environment, embarrassing professional environment, “risk-management” and “risk of management”, educational programs of supplementary professional education.



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As continuing professional education performs the compensatory and foreseen functions for specialists, it contributes significantly to developing the human resources of the next generation. The above-mentioned functions cause individuals «to eliminate lacunae in basic professional education, improving theoretical knowledge, skills and experience, ... as well as to develop the ability to foresee potential technical challenges, design the advanced solutions and consider their possible consequences» [4, p. 288-289].

What are the factors and conditions that objectify the compensatory and foreseen functions of education? In our opinion, the content of vocational and higher professional education is basically intended to place graduates in professional context as quickly as possible, develop only those professional skills and abilities which are restricted by social demand and resources. An employee can only perceive absolutely new and never-before-comprehended

professional activities when acquiring corresponding professional experience and skills. At this moment, definite manufacturing situations which have never been analyzed before within any professional competence are thoroughly examined. Thus, challenging professional environment stimulates the compensatory and foreseen functions of education and, therefore, it should be considered as an obligatory component of continuing professional education programs.

The challenging professional environment is a set of difficult workplace-related situations organized in a hierarchical way according to the degree of threats and hazards inherent in them. In view of the fact that there are a great number of different classifications and typologies of difficult workplace-related situations, which have been developed in psychology, conflict management, and labor psychology, it is more logical to explain the hierarchy of challenging professional environment challenges

in terms of two phenomena: firstly, “professional environment”, i.e. its components and the relationships between them; secondly, “danger in problem solving” as a basis for the classification of challenging professional environment challenges.

A.K. Markova defines professional environment as “a complex of workplace-related and person-related working conditions. The sub-system of workplace-related conditions involves the subject of labor itself, labor instruments, procedures and operations, as well as the hierarchical relationships imposed from the outside. The sub-system of person-related conditions includes interpersonal relationships, self-perception and the capability of employees to look at labor from different perspectives” [3, p. 104]. Those difficult workplace-related situations which are characterized by the absence of correspondence between position requirements, an employee’s capabilities and working conditions are classified as problematic, critical (emergency) and extreme [1, p. 211]. Risk situations (potentially hazardous situations) build up a special group. As the influence of uncertainty factors is an essential attribute of any difficult situation, risk situations can be encountered at all levels of danger (obstacles in problem solving). It is our opinion that the risks inherent in workplace-related and person-related sub-systems of professional environment (risk associated with uncertainty and/or presence of labor subject, instruments and procedures; risks associated with standards and quality of operating procedures; risk of effort-reward imbalance, and etc.) comprise a special group of risks attributed to pro-

fessional micro environment. It is this group of risks that is incorporated into the concept “risk-management”. The combination of such words as “management” and “risk” embraces “strategies, processes, people, procedures and tools for evaluating and managing uncertainty factors encountered by a company in the process of value creation” [2, p.15]. The emergence of a new profession, i.e. a risk-manager, has enriched professional community and stimulated social demand in the development of the corresponding education programs.

In response to the needs of executive staff, continuing professional education has developed a wide range of flexible, intensive and short-term courses intended to develop culture of risk management. These education programs are based on the concept “risk of management” which embraces the focused management activities and procedures, as well as preventive measures for management mistakes. These mistakes are commonly caused by the risks associated with goal-setting, forecasting, planning, stimulation, control and assessment, i.e. all stages of management as a process which involves the control of human factor in order to increase the performance and efficiency of employees.

The concepts “risk-management” and “risk of management” constitute the basis of continuing professional education programs: the former is relevant to Bachelor’s and Master’s Degree programs in Risk Management; the latter – to continuing professional education programs intended for the executive staff of companies, enterprises and establishments.

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