



## Peace education in management: soft skills development for efficient administration

By

Liudmyla Ilich<sup>1</sup>, Olena Akilina<sup>2</sup>, Igor Yakovenko<sup>3</sup>

<sup>1,2,3</sup>Department of Management, Borys Grinchenko Kyiv Metropolitan University, Ukraine



### Abstract

The article studies the topical aspects of developing managers' peacekeeping skills in the context of up-to-date social challenges. The research was carried out within the framework of the European Union Erasmus+ project "Peace Education for a Consolidated and Human-Centered Europe" (Grant Agreement No. 101094420 - PeaECH). Based on the international experience of European countries that have gone through conflicts, the authors have created training modules on peace education, which shaped the fundamentals for developing a model of practical training for managers. The purpose of implementing a practice-oriented model of managerial training is to form a fully developed personality capable of critical thinking, constructive dialogue and active participation in peacekeeping processes via the integration of intercultural knowledge, skills and values, tolerance and mutual understanding. The authors emphasize the relevance of developing soft skills in managers, which will allow them both to perform managerial functions efficiently and to be socially responsible, show empathy, resolve conflicts and promote social development in the context of intercultural diversity, contributing to the establishment of peace and harmony in society.

The article presents a practice-oriented model of managerial training, which includes a five-stage process of peacekeeping training: formation of small groups, theoretical training, collective discussion, internships and development of own projects. Each stage of the managerial practice-oriented model training involves the development of critical thinking and analytical skills, emotional intelligence, empathetic leadership, communication skills, etc. To adapt educational programs to real-world conditions, the authors propose a system for assessing the complexity of teams based on eight key parameters: educational level, circumstances of hostilities, status of displaced persons, ethnicity, financial status, gender characteristics, marital status, and age range.

The authors emphasize that the information support of the practice-oriented model of managerial training should be based on modern information and communication technologies that open up new opportunities for interactive learning, development of non-violent communication skills, and preparation of higher education students to work in complex social interactions. Case studies, role-playing games, mediation programs, virtual simulations, online courses, interactive tests, experience-sharing platforms and other technological solutions are innovative tools for developing managers' peacekeeping skills.

The introduction of a practice-oriented model of managerial training will contribute to the implementation of the best peacekeeping strategies and practices in the business environment, the shaping of peaceful values and support for the idea of peace as a basis for sustainable development.

**Keywords:** peace education, management, practice-oriented training, empathy, conflictology, mediation.

### Article History

Received: 10/03/2025

Accepted: 19/03/2025

Published: 21/03/2025

### Vol – 3 Issue –3

PP: - 36-44

## INTRODUCTION

The modern world is characterized by increase in social tensions, conflicts, and challenges that require managers to have not only a high level of professional skills but also the ability to engage in peacekeeping activities. In such conditions, the role of a manager goes beyond traditional resource and process management, becoming an important tool for providing stability, tolerance and social justice. In general, we can identify a set of key areas in the behavior and

activities of a manager that ensure the realization of his or her peacekeeping potential.

First, it is the formation of a friendly and welcoming atmosphere in the team, including the promotion of non-violent approaches, peaceful resolution of internal conflicts, development of empathy and willingness to help colleagues in difficult situations. The manager should act as an arbitrator who facilitates reconciliation and creates conditions for constructive dialogue. Secondly, it is important to promote the understanding that commitment is the basis of social welfare.



This includes combining production and economic activities with social responsibility, supporting volunteer initiatives, environmental movements, and cultural and educational events.

Active leadership on significant social issues, such as combating violence, corruption, illegal exploitation of human resources and human rights violations, also plays a key role. Leaders who demonstrate high moral and ethical standards become role models for their subordinates and catalysts for positive changes in society. It is of actual importance in the context of current challenges, including the Russian-Ukrainian war, which adds new dimensions to peacekeeping. In this context, it is vital to combine integrity in protecting national interests with adherence to civilized values such as peacefulness, tolerance and respect for human rights.

To accomplish these tasks, thorough future managers' preparation is required, including both theoretical knowledge and practical skills. This needs the development of special training programs that would integrate peacekeeping approaches into the educational process. Such programs should be based on practice-oriented methods, such as case studies, role-playing, mediation programs, and other interactive forms of learning. They should promote the development of skills in conflict analysis, conflict resolution, and the implementation of non-violent approaches in real-world settings.

This article presents a model of practical training for students-managers that considers the specific nature of peacekeeping activities and ensures the development of key skills for efficient administration in conditions of social tension. The model includes five main stages: formation of small groups, theoretical training, and collective discussion, placement in practice and project development. Each stage is aimed at developing specific skills necessary for the realization of the peacekeeping potential of future leaders. A system for assessing the complexity of teams is also proposed, which allows the curriculum to be adapted to real-world conditions.

This model is based on modern scientific approaches to conflictology, mediation and leadership, which makes it relevant and efficient for training the managers capable of solving complex social problems. Its implementation in the educational process of higher education institutions can be an important step in the development of peacekeeping skills in management and will help create stable and harmonious teams in various spheres of public life.

## LITERATURE REVIEW

It is worth noting that the modern labor market requires managers to have not only technical knowledge but also developed social and emotional skills. A report by the McKinsey Global Institute (Hazan et al., 2024) emphasizes that the demand for skills such as empathy, leadership, and conflict resolution is growing in both Europe and the United States. This confirms the need to integrate peacekeeping skills into management training programs.

In contrast, practice-oriented education is an important component of developing managers' professional skills. Higgs et al. (2012) consider different prospects and strategies for implementing this approach in higher education. In particular, practical training allows graduates to be eager to perform professional tasks before they start their careers (Sheehan & Higgs, 2013). Rezer (2020) substantiates the significance of practice-oriented learning as a mechanism for developing students' professional potential, while pointing out the social risks associated with its implementation. Given this fact, it is important for students to be able to analyze real situations and cases, focusing on methods of tolerant influence and practical examples of non-violent communication. Management games and simulations also deserve attention as efficient tools for developing strategic thinking and team skills. Knotts and Keys (1997) emphasize that such games provide valuable experience, and Wildman and Piccolo (2017) argue that simulation-based learning has numerous advantages in training future professionals. These studies highlight the potential of using interactive methods in managerial training, which can be taken into account when developing training programs aimed at developing peacekeeping skills.

A key element of managerial training is the development of emotional intelligence and social skills. Ferres and Connell (2004) investigate the impact of emotional intelligence of leaders on reducing employees' cynicism during change, which is an important aspect of administration in any team. Barreto et al. (2024) emphasize that soft skills, such as leadership, innovation, and empathy, are key to companies' adaptation to changing conditions. These skills are especially vital in conditions of high uncertainty and stress. Such conditions arise, for example, in teams working with the consequences of war. This includes working with displaced people, supporting victims of war, resolving conflicts in stressed teams, and integrating military personnel into civilian life. In such situations, the ability to empathize and understand the emotional state of others becomes crucial for efficient management. The importance of social skills is also emphasized in the broader context of project management: Zuo et al. (2018) note the importance of managers' social skills for achieving project goals, stating that these skills are necessary for successful performance in any environment, not just in crisis situations.

In this context, the experience of Ukrainian enterprises during the war demonstrates the importance of soft skills in crisis conditions (Kravchenko et al., 2023). Ukrainian leaders, adapting to extreme circumstances, have been able to preserve the integrity of their teams by relying on empathy, leadership, and strategic thinking. Podolchak et al. (2024) confirm that the success of a modern leader depends on the development of soft skills. This experience highlights the need to implement peacekeeping approaches in teams experiencing stress and conflicts related to war.

Thus, the review of the scientific literature stresses the importance of training managers with peacekeeping skills, combining theoretical training with practical activities, developing emotional intelligence and social skills, as well as

considering the experience of managing in crisis situations. However, there are still questions that need further study. How can these different approaches be most efficiently integrated into a comprehensive training program? How can the sustainable development of these skills after graduation and their successful application in real-life work environments be ensured? Finally, how can existing models of managerial training be adapted to the specific needs and challenges in the Ukrainian context? These are the questions this study attempts to answer by presenting a model of training students-managers for peacekeeping practice that consists of five stages and takes into account the various aspects that determine the complexity of peacekeeping work in teams.

## Methodology

The development of the practical training model regarding peacekeeping activities for management students is based on a set of scientific methods that ensure the theoretical validity and practical orientation of the model. The research was conducted within the framework of the EU Erasmus+ project “Peace Education for a Consolidated and Human-Centered Europe” (Grant Agreement No. 101094420 - PeaECH), which made it possible to study international experience, in particular the practices of the Western Balkans and the Baltic States, and to integrate the best approaches into the Ukrainian educational context. Based on this experience, training modules on peace education were created, which became the basis for the development of a practical training model.

Both theoretical and empirical methods were used to develop the model. In particular, an analysis of scientific literature on conflict resolution, mediation, and governance was conducted, which allowed highlighting the key principles of peacekeeping. A comparative analysis of international experience helped to adapt successful practices to Ukrainian conditions. A documentary analysis of project materials and reports within the PeaECH project promoted identifying the main problems and ways to solve them. The case studies of specific peace programs assisted in determining the most effective approaches that were integrated into the model.

A survey was also conducted among project participants, including students, teachers, and experts, to identify their needs and expectations. This enabled to consider real challenges, including those that arise in wartime, and adapt the model to practical conditions. Based on the data obtained, a five-stage training model was proposed, which includes the formation of small groups, theoretical training, collective discussion, placement in practice, and project development.

It is planned that students will work in real teams, where they will be able to apply their knowledge in practice. War conditions add new challenges, such as working with IDPs, supporting victims of war, resolving conflicts in stressed teams, and integrating military personnel into civilian life. Students will analyze real-life situations, develop support strategies, and implement peacekeeping approaches in their work.

At the final stage, students will develop projects aimed at implementing peacekeeping approaches in teams. This may include creating psychological support programs, arranging team-building activities, developing strategies for resolving war-related conflicts, and other initiatives aimed at improving the social climate.

To implement the model, conducting a pilot test to collect feedback from participants is planned. This will allow improving the model and ensuring its adaptation to real-world conditions. The use of modern information technologies, such as online courses and interactive trainings, will make the learning process more accessible and efficient.

This model has the potential to become an important tool for training future leaders who can work effectively in the face of social tensions and conflicts, especially in times of war. Its implementation can contribute to the development of peacekeeping skills in the field of management and the creation of stable and harmonious teams in difficult conditions.

## Results and Discussions

A model for preparing management students for internships has been developed, consisting of five stages:

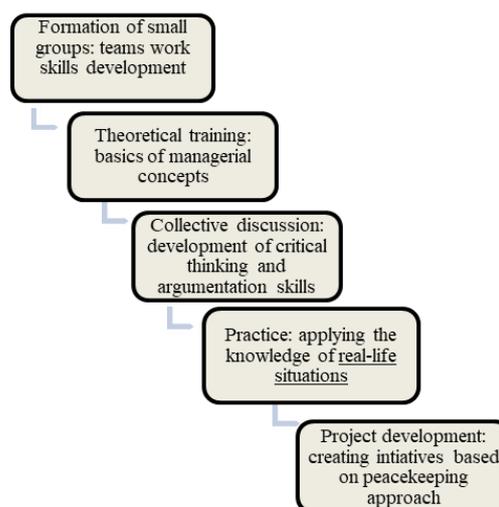


Figure 1: Model of management students training

The first stage of the model is the formation of small groups (5-6 people), for providing efficient interaction between students and the development of team spirit. Groups are formed with a view to diversity, including different experiences, educational backgrounds and social characteristics of the participants. This creates conditions for a deeper learning of the material and preparation for work in various teams.

The next stage is theoretical training, which lays the foundation for further practical work. Students study literature, lecture materials, and online resources related to peacekeeping activities, including the basics of conflictology, methods of non-violent conflict resolution, leadership programs, and principles of social justice. The use of interactive materials, such as webinars, online courses and

video lectures, makes learning more up-to-date and accessible.

After receiving the theoretical framework, students move on to collective discussions where they analyze real-life situations and cases, focusing on methods of tolerant influence, specifics of conflict resolution, and practical examples of non-violent communication. Group discussions, brainstorming, and debates help develop critical thinking, the ability to argue one's position, and find compromises.

The next step, the internship, is one of the most important in the entire model. Students work in real teams at enterprises, firms or NGOs where they face real challenges, such as working with IDPs, supporting victims of war, resolving conflicts in stressed teams, and integrating military personnel into civilian life. Each group is assigned a specific task, such as analyzing conflict situations, developing projects to improve the social climate, or conducting mediation training.

The final stage is the development of a practical training project. Based on the experience gained during the internship, students develop projects aimed at implementing peacekeeping approaches in teams. This may include creating psychological support programs, organizing team-building activities, developing strategies for resolving war-related conflicts, and other initiatives aimed at improving the social climate. The presentation of the projects at the final seminar enables to get feedback from teachers and experts.

To determine the level of complexity of peacekeeping work in teams, an assessment system was proposed based on eight key parameters: educational level, circumstances of military actions related to team members, status of displaced persons, ethnicity, financial status, gender characteristics, marital status, and age range.

**Table 1: Basic parameters that will determine the characteristics of the enterprise (structural unit) for the shaping of a peacekeeping policy project by the manager**

##	Name of the indicator and distribution group	Number of points
<b>1.</b>	<b>Educational level of those with whom future managers will have to work:</b>	
	persons with higher education and working in the field of education make up 50% and above;	2
	persons with higher education make up less than 50%, but employees with higher and special technical education in the team are more than 50%	5
	persons with neither higher nor special technical education make up more than 50% of the team.	9
<b>2.</b>	<b>Circumstances of military operations in relation to team members:</b>	

less than 3% were or are at the front, under occupation, had among their close people killed or seriously wounded (parents, children, siblings, brothers-in-law, daughters-in-law)	3
from 3 to 5% were or are at the front, were under occupation, had among their close people killed or seriously wounded (parents, children, siblings, brothers-in-law, sisters-in-law, daughters-in-law)	5
more than 5% were or are at the front, were under occupation, had among their close people killed or seriously wounded. (parents, children, siblings, brothers-in-law, sisters-in-law, daughters-in-law)	10
<b>3. Status of displaced persons in relation to team members:</b>	
up to 5% are displaced from regions of intense military fighting;	3
5 to 10% are displaced from regions of intense military fighting;	5
more than 10% are displaced from regions of intense military fighting	10
<b>4. Ethnic and national characteristics:</b>	
up to 5% belong to Russians or the peoples whose base nation reside in Russia, to Jews, to representatives of sexual minorities;	2
from 5 to 10% belong to Russians or the peoples whose base nation reside in Russia, to Jews, to representatives of sexual minorities;	3
more than 10% belong to Russians or the peoples whose base nation reside in Russia, to Jews, to representatives of sexual minorities;	5
<b>5. Financial status:</b>	
the family per member has an income higher than the national average;	2
the family per one member has an income close to the national average;	3
the family per one member has an income below the national average;	5
<b>6. Gender characteristics:</b>	
less than 30% of women in the team;	2
from 30 to 50% of women in the team;	3
more than 50% of women in the team	5

<b>7. Marital status:</b>	
married or living in a civil union;	2
single;	3
divorced, widows (widowers)	5
<b>8. Age range:</b>	
up to 30 years old;	1
from 30 to 60 years old;	2
over 60 years old	3

A scoring system for each of the items listed in the table may be suggested. The highest number of points is assigned to those positions that, in the authors' opinion, complicate the conduct of peacekeeping work in teams (see Table 1). For each team, the total number of points for each of the listed items is calculated, which makes it possible to calculate the difficulty coefficient, which is defined as the quotient of dividing the points scored by the number 50 - the maximum possible number of points for all eight items.

According to the result obtained, three types of training programs on practical work in teams for management students are suggested depending on their complexity. If the coefficient is 0.4 and below, then the basic curriculum C can be used. If the coefficient is from 0.4 to 0.7, then the intensive curriculum B may be more appropriate. Finally, if the coefficient is above 0.7, then it is worthwhile to conduct training under the highly intensive curriculum A.

The curricula differ from one another by the set of study areas and the number of hours in each area. In particular, the A program (the highest level of complexity) includes the maximum number of areas within which more specific peacekeeping topics are shaped. Accordingly, programs B and C will be smaller in terms of coverage and hours.

Here are the most important areas that should shape the relevant educational programs:

**Table 2: Main areas that shape the curriculum for practical work in teams for management students**

##	Name of the area
1.	<b>Resolving conflicts between individuals in the team on a personal level:</b>
	conflict prevention
	nature and causes of conflicts
	forms of conflicts passage and possible consequences
	intervention by management
	forms of reconciliation and mediation.
	involvement of other authorities and individuals.
	peculiarities of conflicts based on: sympathy

	for persons of the other sex, domestic reasons and appearance, behavior in relation to career pursuing, other reasons	
2.	<b>Resolving conflicts between employees and managers:</b>	
	nature and causes of conflicts	
	forms of conflicts passage and possible consequences	
	intervention by management	
	forms of reconciliation and mediation	
	involvement of other authorities and persons	
	peculiarities of conflicts based on: claims of official incompetence and/or official negligence, corruption allegations, personal harassment, interference in conflict situations between the employee and other team members, and other reasons	
	3.	<b>Clarification of issues in the field of international relations:</b>
		problems of reducing international tension and disarmament
		current international situation
causes and solutions to acute global conflicts.		
major conflict knots in the world		
Russia's attack on Ukraine and the current state of the war		
features of modern armed potential and ways of disarmament		
the role of international organizations in armament		
actions of ordinary citizens to promote tension reduction and disarmament		
demilitarization as a global problem		
4.	<b>Protection of human rights and upholding the basic principles of respect for human dignity</b>	
	basic human rights and freedoms	
	<i>the right to life, liberty and security of person</i>	
	<i>freedom from slavery and forced labor</i>	
	<i>freedom from torture and cruel, inhuman or degrading treatment or punishment</i>	
	<i>the right to equal protection of the</i>	

<i>law</i>
<i>the right to an efficient legal protection</i>
<i>freedom from self-will arrest, detention or exile</i>
<i>the right to a fair and public trial</i>
<i>the right to the presumption of innocence until proven guilty</i>
<i>the right to protection of private and family life, home and correspondence</i>
<i>freedom of movement and choice of residence</i>
<i>the right to asylum from persecution</i>
<i>the right to citizenship</i>
<i>the right to marriage and family formation</i>
<i>the right to property</i>
<i>freedom of thought, conscience and religion</i>
<i>freedom of opinion and expression</i>
<i>freedom of peaceful assembly and association</i>
<i>the right to participate in the government of their country</i>
<i>the right to social security</i>
<i>the right to work, choice of employment and fair working conditions</i>
<i>the right to rest and leisure</i>
<i>the right to an adequate standard of living</i>
<i>the right to education</i>
<i>the right to participate in the cultural life of society</i>
the use of democratic approaches to resolve conflict situations
the ability to understand a person and to forgive
how to conduct a dialog and find topics that will interest people
<b>5. A policy of reducing tension and mitigating the impact of factors that divide society:</b>
A policy of eliminating or mitigating conflict situations in case of contradictions between:
<i>the rich and the poor</i>

<i>those with and without a high educational and cultural level</i>
<i>those who are physically healthy and those who have serious illnesses</i>
<i>those who are successful in their personal lives and those who are lonely</i>
<i>young people and older people</i>
conflict prevention tactics
<b>6. Educational activities to eliminate gender, interethnic, interfaith and interethnic contradictions:</b>
analysis of the nature and causes of gender, interethnic, interfaith and interethnic contradictions
study of historical experience and modern European approach to overcoming such contradictions
assessment of the peculiarities of these contradictions manifestation in local societies where managers operate
search and selection of measures in which all parties to the conflict are interested
studying peaceful methods of counteracting gender-based and other types of violence.
<b>7. Fostering social justice and ethical standards among employees:</b>
discussing topics and life examples related to morality and purity of human relations..
studying specific topics related to Russian aggression and its consequences.
addressing world cultures.
discussion of the legal basis for eliminating various kinds of contradictions
use of civilized approaches to interaction between different groups in society.

Additionally, other areas of managerial training can be suggested, aimed at applying the knowledge gained in practical activities in teams. It is important that such training programs are based on a solid methodological foundation, include knowledge and skills to apply international experience, specific life examples, as well as persuasiveness and the ability to gain the trust of subordinates.

A wide range of information and communication technology tools can be used to implement these areas.

The ICT technologies presented in the table are not an exhaustive list; they can be expanded depending on the educational goals with further integration into managerial

training programs. The authors of the article are convinced that the use of information and communication technologies to develop non-violent communication skills in managers opens up new opportunities for interactive and personalized learning. Virtual simulations, online courses, mobile applications, and other ICT tools allow creating realistic and efficient conditions for the development of communication skills that are crucial in managerial activities. The integration of such technologies into curricula will help to improve the quality of managerial training, contributing to their ability to resolve conflicts peacefully and communicate efficiently in environments that require empathy and understanding.

This model has the potential to become an important tool for training future leaders who are able to work efficiently in conditions of social tension and conflict, especially in times of war. Its implementation can contribute to the development of peacekeeping skills in the field of management and the creation of stable and harmonious teams in complicated conditions.

The results of the study on the development of practical training model of management students for peacekeeping activities are confirmed by current trends in management and education. In particular, our findings are in line with global trends that emphasize the importance of developing social and emotional skills for efficient management in conditions of uncertainty and conflict. According to a report by the McKinsey Global Institute (Hazan et al., 2024), technological advances, including the introduction of artificial intelligence and automation, are significantly changing the structure of jobs, requiring the development of new skills such as empathy, communication, and conflict management. These skills are becoming key for peacekeeping, as they allow managers to work efficiently with various people and maintain a harmonious atmosphere in teams.

Our results are also consistent with the research of Schleutker et al. (2019), which confirms that the modern European labor market is increasingly in need of teamwork skills, flexibility, and conflict resolution. It is of special actual importance for the Ukrainian context, where the ability of leaders to work efficiently with various people is becoming crucial. The study by Podolchak et al. (2024) also confirms that the success of Ukrainian managers in volatile environment depends heavily on their soft skills, such as empathy, strategic thinking, and effective communication. The military context in Ukraine has reinforced the importance of these skills in supporting teams under stressful conditions, as confirmed by a study by McKinsey & Company.

However, despite the positive results, our research has also revealed some challenges related to the implementation of peacekeeping practices in the educational process. In particular, limited resources and a lack of qualified teachers may complicate the implementation of the model. In addition, martial law in Ukraine adds new challenges, such as the need to adapt curricula to war conditions, including working with IDPs, supporting victims of military actions, and integrating military personnel into civilian life. These challenges require

further research and adaptation of the model to real-world conditions.

Another important aspect of the discussion is the integration of modern information and communication technologies into the educational process. The use of online platforms, virtual simulations, and interactive trainings can make training more accessible and efficient. It is of special actual importance in times of war, when traditional forms of education may be limited. Lemos and Brunstein (2023) emphasize the importance of an empirical approach to assessing skills to ensure that they are relevant to modern challenges. This is also vital to our study, which confirms the need for constant monitoring and adjustment of training programs to prepare managers for new challenges.

In the context of international experience, our findings are consistent with the recommendations of the International Labor Organization (ILO), which emphasizes the importance of developing conflict management skills and supporting employees' emotional health (ILO, 2020). In particular, the ILO recommends implementing flexible work schedules, psychological support programs, and mediation practices to reduce stress and improve the social climate in organizations. These recommendations are reflected in our model, which includes the development of projects aimed at implementing peacekeeping approaches in teams.

Thus, our research indicates the need to develop educational programs that consider the current challenges and needs of the labor market in the context of social and emotional skills. In particular, curricula should include the development of emotional intelligence, leadership skills, and mediation, which is supported by Aleksandrova et al. (2023), who emphasize the importance of intercultural competence and adaptability of managers in a rapidly changing environment. A key component of the training should be a practice-oriented approach, including simulations, role-playing and internships, which will allow managers to practice non-violent conflict resolution and prepare for real-life management challenges.

The developed model of practical training of management students for peacekeeping has significant potential for further improvement. One of the key areas is the integration of new technologies, such as artificial intelligence (AI) and machine learning, to analyze conflict situations. The use of AI will automate the process of identifying the causes of conflicts, predicting their development, and selecting optimal resolution strategies. For example, AI algorithms can analyze large amounts of data related to social interactions in teams and offer recommendations for improving communication and reducing tensions.

Another important area is expanding the range of participants. Involvement of students from other countries, in particular from the EU, can facilitate the exchange of experience and a better understanding of the intercultural aspects of peacekeeping. This could include organizing international seminars, joint projects or exchange programs, which would allow students to gain unique experience in different socio-cultural contexts.

It is also worth considering developing an online platform to support peacekeeping initiatives. Such a platform could bring together students, teachers, experts, and business representatives by providing access to educational materials, case studies, interactive trainings, and discussion forums. The platform could also include tools for conducting virtual mediation sessions, allowing students to practice conflict resolution skills in a safe environment.

In addition, an important step is to develop an interdisciplinary approach. Integrating knowledge from psychology, sociology, law, and other disciplines will help students to broaden their understanding of the causes of conflicts and methods of conflict resolution. This may include the creation of special courses or modules that would cover various aspects of peacekeeping, from emotional intelligence to legal mechanisms for protecting human rights.

## Conclusions

The developed model of practical training of management students for peacekeeping is a relevant tool for developing the key skills necessary for efficient management in conditions of social tension and conflict. It is based on international experience; in particular the practices of the Western Balkans and the Baltic States, and considers the specifics of modern challenges, such as war, migration processes, and the need to support emotional health in teams.

The model integrates theoretical knowledge with practical skills, which allows students not only to understand the principles of peacekeeping, but also to apply them in real-world settings. The emphasis on a practice-oriented approach, including small group work, case studies, and project development, ensures deep learning and the development of the necessary skills. The system for assessing the complexity of teams allows us to adapt training programs to specific conditions, making training more individualized and efficient.

The integration of modern information and communication technologies, such as online courses and interactive trainings, makes the learning process more accessible and flexible, which is especially important in times of war and limited resources. This allows students to gain knowledge and skills regardless of their location, ensuring the continuity of the educational process.

The introduction of this model into the educational process can contribute to the development of peacekeeping skills in management, training managers capable of resolving conflicts via non-violent means, and creating stable and harmonious teams. This is especially vital in the context of current challenges, such as war, social tensions, and the need to support employees' emotional health.

An important area is to conduct further research to evaluate the efficiency of the model and its adaptation to new challenges. This could include collecting data on the results of students' practical training, analyzing successful cases, and identifying areas for improvement. The results of such research can form the basis for developing new curricula and training methods.

Thus, the model has considerable potential for improvement, and its development can help train managers who are able to work efficiently in conditions of social tension and conflict, as well as contribute to the creation of stable and harmonious teams in various spheres of public life.

## References

1. Aleksandrova, N., Shevchenko, O., Kapustina, O., & Sluchaina L. (2023). Intercultural Competence as a Condition for the Formation and Development (Improvement) of Soft Skills for Future Top Managers of International Financial Corporations. *Economic Affairs (New Delhi)*, 68, 711–717. doi:10.46852/0424-2513.2s.2023.12
2. Barreto, I.B., Ibarra, A.F.A., & Barreto, M.B. (2024). Soft skills in administrators for the adaptation of companies to the new post-pandemic normality [Habilidades blandas en los administradores para la adecuación de empresas frente a la nueva normalidad post pandemia]. *Sociología y Tecnociencia*, 14(1), 115–134. doi: 10.24197/st.1.2024.115-134.
3. Ferres, N., & Connell, J. (2004). Emotional intelligence in leaders: an antidote for cynicism towards change? *Strategic Change*, 13(2), 61–71. doi: 10.1002/jsc.665.
4. Hazan, E., Madgavkar, A., Chui, M., Smit, S., Maor, D., Dandona, G. S., & Huyghues-Despointes, R. (2024). *A new future of work: The race to deploy AI and raise skills in Europe and beyond*. McKinsey Global Institute. <https://www.mckinsey.com/mgi/our-research/a-new-future-of-work-the-race-to-deploy-ai-and-raise-skills-in-europe-and-beyond>
5. Higgs, J., Barnett, R., Billett, S., Hutchings, M., & Trede, F. (2012). *Practice-Based Education. Perspectives and Strategies*. SensePublishers. doi:10.1007/978-94-6209128-3
6. ILO. (2020). An employers' guide on working from home in response to the outbreak of COVID-19. International Labour Office. <https://cutt.ly/8T283oq>
7. Wildman, J. L., & Piccolo, R. F. (2017). Using Simulation-Based Training to Enhance Management Education. *Academy of Management Learning & Education*, 8(4), doi: 10.5465/amle.8.4.zqr559
8. Knotts, U. S. Jr, & Keys, J. B. (1997). Teaching strategic management with a business game. *Simulation & Gaming*, 28(4), 377–395. doi:10.1177/1046878197284004
9. Kravchenko, B. O., Mysore, M., Ostafichuk, D., & Prihodko A. (2023). Survival through purpose: How Ukrainian businesses endured amid extreme uncertainty. McKinsey & Company. <https://www.mckinsey.com/capabilities/risk-and-resilience/our-insights/survival-through-purpose-how-ukrainian-businesses-endured-amid-extreme-uncertainty#/>

10. Lemos, V. A. F., & Brunstein, J. (2023). Fostering soft skills leadership through a critical reflection approach. *Industrial and Commercial Training*, 55(1), 143–156. doi:10.1108/ICT-01-2022-0001
11. Podolchak, N., Tsygylyk, N., Chursinova, O., Dziurakh, & Y. (2024). Modern world: methods of soft and hard skills development for the managers to be successful. *Administratie si Management Public*, (42), 145–157. doi: 10.24818/amp/2023.42-09.
12. Schleutker, K., Caggiano, V., Coluzzi, F., & Poza Luján, J. (2019). Soft Skills and European Labour Market: Interviews with Finnish and Italian Managers. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (19), 123–144. doi:10.7358/ecps-2019-019-schl
13. Sheehan, D., & Higgs, J. (2013). Practice-Based Education. In *Realising Exemplary Practice-Based Education*. Practice, Education, Work and Society. SensePublishers. doi:10.1007/978-94-6209-188-7\_2
14. Zuo, J., Zhao, X., Nguyen, Q.B.M., Ma, T., & Gao, S. (2018). Soft skills of construction project management professionals and project success factors: A structural equation model, *Engineering, Construction and Architectural Management*, 25(3), 425–442. doi: 10.1108/ECAM-01-2016-0016