



## Main directions of research in modern management acmeology

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**Abstract.** The relevance of the topic is determined by the need to adapt management processes to new challenges of digital transformation, the dynamics of the social environment, and the demand for effective training of future specialists. The aim of the study was to identify leading acmeological trends that ensure the professional development of an individual in contemporary society. The article examined the main directions of development of modern management acmeology as an interdisciplinary field that combines knowledge from psychology, pedagogy, and management sciences. The research employed methods of comparative analysis of scientific sources, systematisation of modern approaches, and content analysis of relevant publications. The research results allowed for the identification of four main directions of modern management acmeology: digital transformation of management practices; professional growth through acmeological approaches in education; integration of psychological and pedagogical approaches in the context of professional self-realisation; and the acmeological approach in the secondary education system. Each direction covered specific problem areas: from the formation of acmeological competencies in future educators and managers to the study of the influence of organisational culture on individual self-realisation. Special attention was paid to the implementation of acmeological technologies in secondary and higher education, the development of internal motivation, reflection, self-organisation, and responsibility, which were the main criteria for professional development. The practical value of the work lies in formulating recommendations based on the analysis of the four identified main directions of development of modern management acmeology, which allowed for the effective realisation of the potential of the acmeological approach in the educational environment. The research results can be used to improve educational programmes, develop innovative methods for training a new generation of leaders, and foster management thinking that meets the challenges of the 21<sup>st</sup> century

**Keywords:** acmeological approach; digital transformation; professional growth; integrated approach; professional self-realisation

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## Introduction

In modern conditions of globalisation, digital transformation, and the increasing role of human capital, interest in management acmeology is growing as an interdisciplinary field that studies ways to achieve personal and professional acme for a leader. This area of scientific inquiry combines achievements in psychology, pedagogy, and management sciences, allowing for the formation of a holistic understanding of a leader's personal development, their ability for strategic thinking, self-realisation, adaptation to complex changes, and reaching the pinnacle of professional excellence. However, despite the growing number of studies in this field, there is fragmentation in the coverage of approaches, limited consistency of results, and a lack of critical analysis of their context. In the works of S. Nosratabadi *et al.* (2020) and F. Ciampi *et al.* (2021), the strategic development of a leader and the need for forming an acmeological management culture in changing conditions are highlighted. However, both studies are limited in their empirical aspect: the first is based primarily on theoretical modelling, the second on a limited sample of private sector managers, which complicates the generalisation of results. In these conditions, management acmeology acts as a methodological basis for researching and forming such qualities in future managers.

In the field of educational management, the research by T. Shanskova (2021) and Y. Sokol & O. Ponomariov (2023) demonstrates the interrelationship between the effectiveness of institution management and the level of a leader's personal development. At the same time, the authors do not pay due attention to comparing acmeological models applied in different types of educational institutions and almost do not analyse external factors (organisational culture, digital readiness, etc.). The issue of implementing acmeological technologies in professional training is highlighted in the works of M. Yevtukh & T. Skoryk (2020) and S. Henkal (2021); however, these studies primarily focus on the pedagogical context and do not consider the broader

management space. The experience of the military sphere, presented in the works of A. Shabaldak (2020), O. Boiko (2020), and O. Didenko & S. Shumovetska (2021), demonstrates the effectiveness of acmeological approaches in a strictly regulated environment, but raises doubts about the applicability of the obtained conclusions to more flexible management systems. Of particular note is the study by Y. Shrestha *et al.* (2021), which raises the important problem of integrating digital technologies and artificial intelligence into management practices. However, methodologically, the study focuses on potential benefits without a deep analysis of the challenges associated with implementing such innovations in the context of acmeology. Analysis of existing research allows for the identification of several main problems: insufficient consistency of terminology, limited cross-sectoral comparisons, a narrow empirical basis, and insufficient attention to the digital dimension of acmeological dynamics. These scientific gaps indicate the need for a comprehensive interdisciplinary analysis that combines psychological, pedagogical, and managerial approaches.

The relevance of the research lies in the need for systematisation and analytical rethinking of modern approaches to management acmeology in changing conditions. The aim of the article was to conduct a critical analysis and classification of the main directions of modern research in the field of management acmeology. The research objectives were: to conduct a systematic review of relevant publications, identify leading trends, and outline promising directions for further research. The scientific novelty consisted in identifying the main directions of modern management acmeology, taking into account contextual features, analytically comparing scientific approaches, and identifying interdisciplinary growth points.

## Materials and Methods

The study of the main directions of modern management acmeology was carried out using a

comprehensive methodology, which involved a combination of theoretical analysis, qualitative methods, and an interdisciplinary approach. The sequence of the study consisted of two main stages: analytical and generalising, each based on the use of defined methods and sources. The primary material for analysis included scientific articles, analytical reviews, and open-access publications dedicated to the issues of management acmeology. Sources published between 2020 and 2025 were selected, particularly from Scopus, Web of Science, Google Scholar databases, as well as from Ukrainian professional publications indexed in scientific-metric systems. The selection criteria for sources included: thematic relevance, availability of empirical data, methodologies applied, interdisciplinary approach, and peer-review status of publications.

In the first, analytical stage, a content analysis of publications was conducted to identify the main theoretical and methodological approaches to management acmeology. Particular attention was paid to works reflecting its application in the context of education and management. A comparison of authors' approaches to forming acme-competencies and an assessment of the consistency of results were carried out, revealing discrepancies in methodology – specifically, varying levels of empirical basis, inconsistent operationalisation of concepts, and the absence of long-term measurements. In the second, generalising stage, methods of systemic analysis, classification, and typologisation of existing research were applied. Based on the previous stage, a typology of the main research directions in modern management acmeology was formed, identifying four main vectors: digital transformation of management practices; professional growth through acmeological approaches in education; integration of psychological and pedagogical approaches in the context of professional self-realisation; and the acmeological approach in the secondary education system. Comparing the results of various studies allowed for the identification of scientific gaps, including the lack of research on digital acmeology

in the public sector, insufficient longitudinal studies on the effectiveness of acme-approaches, and unclear indicators of professional acme.

The use of content analysis was justified by the need for a structural understanding of a large volume of scientific information. The typologisation method allowed for the identification of structural regularities in the development of acmeological knowledge. The application of elements of acmeological modeling provided an understanding of potential trajectories for a leader's professional growth. The comprehensive methodological approach was determined by the interdisciplinary nature of the research subject – the intersection of psychology, pedagogy, management, and digital technologies. The sequence and logic of the study allowed for a holistic understanding of the state, trends, and contradictions of modern management acmeology, as well as substantiating directions for its further development.

## Results and Discussion

As a result of the theoretical study, four main directions in the development of modern management acmeology were identified, reflecting the interdisciplinary nature of this field and its practical significance in various areas of professional activity. The identification of these specific directions is based on an analysis of the content of scientific sources from 2020-2025 and the author's comparative analysis of institutional practices for manager development in different countries worldwide.

The first direction is the digital transformation of management practices. Research has shown that the implementation of digital technologies, particularly Artificial Intelligence (AI) and algorithmic management, significantly influences the formation of new leadership models and organisational flexibility. This is confirmed by works that analyse the interrelationship between digitalisation and organisational agility, as well as studies that examine the impact of digital tools on management processes. This direction is one of the most dynamic in modern

management acmeology. It encompasses research on the impact of AI, digital strategies, and organisational flexibility on the development of managerial competencies and leadership models. S. Hossain *et al.* (2025) explored the concept of dynamic managerial capabilities in the context of AI. The authors conducted 20 semi-structured interviews to identify the main competencies of leaders in conditions of digital transformation. They identified three main components of digital leadership: technical, adaptive, and transformative abilities, which enable managers to effectively interact with AI and make strategic decisions in conditions of uncertainty. This aligns with the conclusion that the new generation manager must act as a digital facilitator, capable of managing not only people but also technological ecosystems.

From the perspective of empirical analysis, it is important to note that digital transformation is not merely a technical update of management tools; it involves a profound change in culture, leadership mentality, organisational behaviour, and decision-making logic. For instance, a study by B. Al-Nuaimi *et al.* (2022) showed that digital transformative leadership is closely related to the level of organisational flexibility. A practical example of this can be the implementation of ERP (Enterprise Resource Planning) systems, such as SAP S/4HANA or Oracle NetSuite, which integrate financial, logistics, and human resources functions into a single digital architecture. This allows managers to make real-time decisions, which is critically important for the functioning of modern organisations in a changing environment. Another example of digital transformation is the use of Big Data analytics in managerial decision-making processes. Companies that have integrated tools like Microsoft Power BI or Google Looker Studio demonstrate a higher level of adaptability due to their ability to identify consumer behaviour trends, supply chain risks, or internal organisational vulnerabilities. This also contributes to the formation of proactive leadership focused on preemptive strategies.

In the study by M. Madanchian *et al.* (2024), published in "Procedia Computer Science", the emphasis is placed on how the integration of AI changes traditional management practices. The authors note that AI contributes to the development of an adaptive, data-driven, and personalised approach to leadership. Specifically, through the use of chatbots (e.g., based on GPT), emotional recognition systems (like Affectiva or Realeyes), and predictive analytics, leaders have the opportunity to better understand team morale, ensure targeted communication, and predict the effectiveness of strategic decisions. The author's analysis indicates that digital transformation is not only a technological change but also an acmeological challenge for managers, as it concerns a new quality of professional development. An acmeological perspective involves not only acquiring digital skills but also fostering innovative thinking, the capacity for reflection, working with creative teams, managing interdisciplinary knowledge, and taking responsibility for the social consequences of technological solutions. Research in the first direction confirms that the digital transformation of management practices is an important vector of modern management acmeology. It requires the development of new managerial competencies, the adaptation of organisational structures, and the implementation of innovative leadership strategies. The key is not simply digital tools, but the leader's ability to harmoniously integrate them into the humanitarian and interpersonal context of management activities.

The second identified direction in the development of modern management acmeology is professional growth through acmeological approaches in education. Within this direction, the analysis of not only the effectiveness of educational technologies but also the transformations of a specialist's personality in the process of their professional development acquires particular importance. At the current stage of societal development, when knowledge becomes obsolete at an extraordinary rate, the ability for continuous self-development, adaptation, and integration of

new meanings into professional activity comes to the forefront. Experimental studies indicate the effectiveness of the acmeological approach in improving the professional skills of specialists in various fields of activity, where acmeological technologies contribute to the development of personal qualities, motivation for professional activity, and the ability for self-reflection. However, it is important to emphasise that at the core of this approach is not just the growth of professional mastery, but the formation of a personality who understands their mission, is capable of proactive action, and thinks strategically and value-driven. An analysis of the work by Z. Sharlovych *et al.* (2023), who conducted research in the field of postgraduate education for nurses, indicates a profound transformation of a specialist's motivational sphere under the influence of the acmeological approach. In particular, an increase in the significance of spiritual and moral values was recorded, which is critically important in professions involving helping others. This leads to the conclusion that acmeology not only develops technical competencies but also forms stable internal attitudes of a humanistic orientation, which ensure high professional ethics.

At the same time, generalising the materials from S. Kalaur's (2023) research, it can be assumed that the integrity of the acmeological approach – its psychological, pedagogical, and motivational components – ensures the sustainability of pro-

fessional development. It not only forms new professional competencies but also instils in an individual an internal demand for continuous improvement, which aligns with the principles of “lifelong learning”. Motivation for self-realisation acts not only as a goal but also as a condition for effective acmeological education. These conclusions also correlate with the results of research by L. Anarbek *et al.* (2025), which demonstrated the importance of an individual approach in the professional development of future educators. The revealed gender difference in the level of reflection and self-regulation suggests the need for differentiated educational strategies. It is here that acmeology demonstrates its advantage over traditional pedagogical methods: it is based on recognising the uniqueness of each individual's professional path, on purposeful work with internal attitudes, and not just with “technical” knowledge.

An example of using acmeological approaches in education can be AI-supported reflection – a 2024 study that showed that generative systems (LLMs) effectively structure students' reflective journals, stimulating critical thinking through individualised feedback. Quantitative data showed a significant increase in student engagement in the reflective process (Yuan & Jiazi, 2024). Examples of the potential of acmeological technologies and the promotion of their institutional changes are also provided in Table 1.

**Table 1.** Use of acmeological approaches in education

	Technology	Example of use
1	Reflective journals	Interactive platforms (e-portfolios) that archive weekly analytics of experience
2	Online mentoring/coaching	Mentorloop/Chronus systems are used in the United States to track professional development
3	Simulation cases (VR)	VR models are used in the United Kingdom to develop leadership skills
4	AI support for reflection	LLM assistants analyse diaries and give advice to students through generative AI

**Source:** developed by the author

The generalisation of the results leads to the conclusion that the acmeological approach in education shapes the subject of professional

growth – not a passive consumer of knowledge, but an active integrator. This approach not only stimulates the development of cognitive skills,

but also transforms the system of values, world-view guidelines, styles of interpersonal interaction, and the ability to achieve professional autonomy. In other words, not only professional but also personal acmeological evolution takes place. In addition, acmeological educational technologies have the potential for institutional transformation of the training system. They allow the formation of educational programmes that are based not only on standards and results but also on processes of personal dynamics. The practical application of this approach is demonstrated in individualised educational trajectories, the use of reflective journals, coaching sessions, mentoring and dialogue-based forms of learning. Professional growth through acmeological approaches in education is a strategic direction in the development of modern personnel management. This is not just educational influence – it is the purposeful development of a personality capable of acting at the limits of their capabilities, in the context of dynamic changes and with a high level of personal awareness. Acmeology in education is becoming a mechanism for forming a new type of leader – mature, responsible, morally motivated, and professionally competent.

The third distinct direction in the development of modern management acmeology is the integration of psychological and pedagogical approaches, which provides interdisciplinary depth in the professional growth of the individual. At the intersection of these two fields, a productive field for the development of acmeological competencies is formed, which becomes a decisive factor in the professional growth of specialists in various fields. This is especially relevant in conditions of intense change, where the ability to adapt, self-develop and work in situations of uncertainty come to the forefront. Scientific research, in particular the study by G. Hakobyan *et al.* (2021), shows that the emergence of acmeology as a science is directly related to the integration of psychology, pedagogy and sociology. This is not just a mechanical combination of elements, but a synthesis of methodological

principles that makes it possible to build a systematic model of personal development in professional activity. It is important to emphasise that it is the psychological component – motivation, reflection, awareness of one's own professional path – that is the foundation on which pedagogical action in the field of adult vocational training is based.

The phenomenon of andragogy – adult education – deserves special attention, where the acmeological approach opens up new opportunities for taking into account the individual experience, needs and motivational attitudes of the personality. Given the challenges of the times, adult learners need not only knowledge but also tools for self-change. Therefore, the development of acmeological programmes based on psychological and pedagogical synthesis is not only expedient but also a necessary stage in the transformation of the vocational training system. In this context, it is worth referring to the study by T. Gumennykova *et al.* (2023), which shows the practical implementation of the integration approach in the context of globalisation challenges. The analysis shows that creating an educational environment where the individual is the main value is impossible without the synergy of pedagogy as the science of teaching and education and psychology as the science of the inner world of a person. In particular, the introduction of psychological support in educational institutions not only increases the effectiveness of learning, but also strengthens the emotional intelligence, level of professional responsibility and academic integrity of education system employees.

Another fundamentally important aspect is the development of acmeological competencies of future specialists while they are still in education. In this regard, the study by L. Anarbek *et al.* (2022) is particularly revealing, as it proved the effectiveness of combining distance learning with acmeological practices. The authors' analysis of the results of this experiment suggests that acmeology in online learning remains effective as long as a person-centred approach is

maintained. In other words, even through digital platforms, it is possible to successfully develop such important traits as self-reflection, responsibility, motivation to achieve, and readiness for professional self-realisation. A synthetic assessment makes it possible to formulate the following important points. First, the integration of psychology and pedagogy in acmeology is not optional or auxiliary; it constitutes the very essence of this scientific field. Secondly, it is through psychological and pedagogical mechanisms that the potential of acmeological development is realised: the formation of professional identity, the development of emotional intelligence, critical thinking, and the ability for continuous self-improvement. And thirdly, practice confirms that an interdisciplinary approach not only improves the quality of the educational process, but also provides long-term positive effects – increased professional stability, ethical responsibility, and internal motivation for growth.

The integration of psychology and pedagogy into acmeology management is not only scientifically sound, but also a practical necessity for the formation of modern specialists. In times of rapid change and labour market instability, interdisciplinarity becomes the key to flexibility and, consequently, to achieving the heights of professional mastery in acmeology. The third identified direction of development of modern management acmeology is characterised by a deep integration of social and psychological factors that shape the context of professional development of the individual. The analysis shows that no specialist functions in a vacuum – their professional development and self-realisation take place in a dynamic social environment, which is both a resource and a challenge. That is why, within the framework of acmeology, it is important to study not only the individual characteristics of a person, but also the social conditions that either contribute to the achievement of “acme” or block it. This direction requires a comprehensive approach to the analysis of the interaction of the motivational structure, emotional intelligence,

social maturity and the nature of social relations. In fact, in the process of achieving professional “acme”, a person realises themselves not only as a professional but also as a social agent – through roles, responsibility, communication, and decision-making in interaction with others. This necessitates reflection, self-assessment, the development of emotional and volitional stability, and the ability to behave constructively in conditions of uncertainty, which are the basic psychological prerequisites for managerial competence. The study by A. Breu & T. Yasseri (2023), which analyses the influence of individual psychological characteristics and the organisational environment on the formation of passion for work, only confirms the assumption about the importance of a dynamic socio-psychological balance. From the point of view of acmeology of management, it is especially important not only to identify the type of passion (harmonious or obsessive), but also to create an environment in which the former becomes dominant. Harmonious passion is not only emotional involvement, but also a sign that a person is at a point in their development where external conditions are consistent with their internal goals, values, thinking style, and behavioural patterns.

At the same time, managers and administrators must learn to recognise manifestations of obsessive passion, which are often disguised as “dedication to the cause” but ultimately lead to professional burnout and internal maladjustment. This requires the implementation of not only flexible management strategies, but also acmeologically oriented personnel development tools – coaching, mentoring, reflective sessions, case analysis, i.e., methods that combine psychological support with pedagogical influence. A positive example of the application of acmeological technology is AI Coach (Coaching Copilot) USA/Japan (pilot projects), which uses a combination of a chatbot (LLM) and a live coach. The system encourages self-analysis and helps to form a managerial vision. In particular, scientists note an improvement in participants’

self-confidence, their adaptive and transformational competencies through dialogues with an AI coach (Arakawa & Yakura, 2024).

Equally important is the concept of social maturity presented in the study by A. Omelchuk (2022). A resource-based approach to understanding social maturity as an integrative personality characteristic allows it to be taken beyond age-based developmental models. It has been proven that social maturity is not just the ability to interact, but a quality that ensures the functionality of the personality in a system of complex social relationships, particularly in conditions of high responsibility, multitasking and competition. This leads to an important methodological position: for the development of managerial competencies, it is not enough to rely solely on knowledge or organisational skills – socio-psychological attitudes, readiness for interpersonal interaction, emotion management, and decision-making in complex conditions are also important. Social maturity, therefore, is not a static characteristic, but a process that develops under the influence of educational, professional, and personal experience. Synthesising the results of the analysis, it has been proven that combining social and psychological approaches in acmeology of management allows for a comprehensive view of the formation of a new generation of specialists – independent, responsible, capable of reflection, flexible to change and resistant to stress. In practical terms, this opens up broad opportunities for the development of educational programmes, training courses and psychological tools aimed at developing social maturity, emotional intelligence and a harmonious type of passion for work. In turn, this creates the basis for achieving professional “acme” – the highest point of personal development in professional activity.

In modern conditions of global transformations, the educational environment acts as one of the basic spatio-temporal contexts for personal formation. The fourth direction of development of management acmeology, focused on integrating the acmeological approach into

the secondary education system, represents an extremely promising area of research. This approach not only expands the possibilities of school education but also creates a basis for forming the student as a subject of self-development and future professional self-realisation. One aspect of the acmeological approach is its focus on the development of personal qualities that form the basic competency framework for effective functioning in conditions of uncertainty, rapid changes, and multi-vector life scenarios. This refers to self-organisation, responsibility, critical thinking, goal-setting, and the ability to make independent decisions – these are precisely the characteristics that provide the foundation for the student’s further entry into the world of professional activity. In this context, secondary school ceases to be merely a source of knowledge; instead, it transforms into a platform for personal growth. Own observations and analytical work within the study provide grounds to assert that the acmeological approach in school must rely on three interconnected components: a developmental educational environment, psycho-pedagogical support, and the individualisation of educational trajectories. The direct participation of the student in choosing own learning path contributes to the growth of their responsibility and forms skills in self-analysis and reflection. An important condition for the implementation of this approach is the formation in educators not only of methodological but also of acmeological competencies, in particular, the ability to support students in their development as subjects of life activity.

The analysed study by N. Sydorчук (2022), which substantiates the need to include the course “Fundamentals of Acmeology” in the system of training future educators, only confirms the importance of acmeological thinking in the school process. However, acmeological principles should become pervasive – that is, they should be integrated not only into a separate course but into the entire pedagogical strategy of the school. Fundamental in this process is the concept of subjectivity: the student must not only

acquire knowledge but also form the ability to independently interpret, evaluate, and apply it. Thus, acmeological education is education aimed at the future, focusing not on standardised knowledge, but on the development of the individual as a strategic resource.

Modern digital transformations, as noted by N. Myronchuk (2020), open up additional opportunities for implementing acmeological approaches through ICT tools. Information and communication technologies are not only a technical means but also a powerful mediator of self-organisation (Semenovska *et al.*, 2023). Provided with proper methodological support, they allow the student to implement their own educational strategies, establish feedback, build an individual educational trajectory, and develop critical thinking through the analysis of large volumes of information. At the same time, the use of ICT requires educators to have a new level of readiness for digital pedagogy, and managers to be aware of digital practices as part of the educational institution's management culture. The study by S. Lytvynova (2018) demonstrates the promising nature of using computer modeling as a means of developing metacognitive and cognitive skills. It is considered not only as a tool for subject learning but also as a means of forming modeling thinking, which is fundamental to managerial activity. The ability to model a situation, predict its development, see alternatives and risks is critically important in the context of future career choice. Therefore, school education

should purposefully develop these skills as universal – regardless of the professional field the student gravitates towards. Based on the synthesis of the analysed sources and a conceptual vision, it can be stated that the acmeological approach in secondary education is not limited to the implementation of individual methods or courses. It is about the transformation of the educational paradigm itself, which should direct the student not only to successfully passing external examinations but to a successful, self-realised life. This is the strategic goal of modern education, which, within the framework of management acmeology, has gained a holistic understanding. In conclusion, we can state: the fourth direction of modern management acmeology has not only scientific but also applied significance. Its implementation in school education creates prerequisites for forming a new generation of specialists who are able not just to adapt to changes, but to independently initiate and effectively manage them. Thus, the acmeological approach acts not as an option, but as a necessity for the development of education aimed at a quality future. Based on the analysis of the four identified main directions of development of modern management acmeology, a holistic system of recommendations has been formulated, which allows for the effective realisation of the potential of the acmeological approach in the educational environment. A summarised table of recommendations for managers and educators is presented below (Table 2).

**Table 2.** Recommendations for realising the potential of the acmeological approach in the educational environment

No.	The field of management acmeology	Recommendations for managers	Recommendations for educators
1	Digital transformation of management practices	<ul style="list-style-type: none"> <li>✓ Create a digital infrastructure for effective management (electronic document management, monitoring, online reporting).</li> <li>✓ Implement digital tools for team collaboration and decision-making (Trello, Asana, Google Workspace).</li> <li>✓ Systematically improve the digital competence of management.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Actively use digital platforms in teaching (Zoom, Moodle, Google Classroom).</li> <li>✓ Develop students' digital hygiene, self-organisation and critical thinking skills in the information environment.</li> <li>✓ Maintain a digital portfolio and e-journal of personal growth.</li> </ul>

Table 2. Continued

No.	The field of management acmeology	Recommendations for managers	Recommendations for educators
2	Professional growth through acmeological approaches in education	<ul style="list-style-type: none"> <li>✓ Create institutional conditions for continuous professional development (coaching, mentoring, online communities).</li> <li>✓ Integrate acmeological criteria into the internal staff evaluation system.</li> <li>✓ Provide micro-education and individualised professional development paths.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Introduce self-assessment and reflection journals.</li> <li>✓ Develop professional mobility, adaptability and self-management skills.</li> <li>✓ Participate in professional educational hubs and teacher associations.</li> </ul>
3	Integration of psychological and pedagogical approaches in the context of professional self-realisation	<ul style="list-style-type: none"> <li>✓ Provide support for the development of staff emotional intelligence (training, facilitation, psychological support).</li> <li>✓ Build a system to support professional burnout and personal exhaustion.</li> <li>✓ Foster a culture of trust, openness and constructive feedback within the organisation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use pedagogical technologies that take into account the emotional state of students and teachers (empathic learning, dialogical practices).</li> <li>✓ Work on your own emotional stability and work-life balance.</li> <li>✓ Promote the formation of a sense of personal value and prospects for self-realisation in students.</li> </ul>
4	Acmeological approach in the secondary education system	<ul style="list-style-type: none"> <li>✓ Promote the implementation of acmeologically oriented educational programmes and projects.</li> <li>✓ Ensure the individualisation of students' educational trajectories at the level of the educational institution.</li> <li>✓ Support the creation of a learning environment that promotes initiative, leadership and self-realisation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Focus teaching on the development of students' basic acme competencies: goal setting, self-organisation, critical thinking.</li> <li>✓ Use interactive methods that promote reflection and self-awareness (debates, project-based learning, portfolios).</li> <li>✓ Promote the formation of personal goals and awareness of one's own life path.</li> </ul>

**Source:** developed by the author

Even through digital platforms, it is possible to successfully implement acmeologically oriented integration of psychological and pedagogical approaches, if it is based on the principles of reflexivity, individualisation and the development of value-based self-determination of the individual. The application of such approaches contributes to the creation of an environment where managers not only master new management strategies, but also go through stages of deep personal growth, forming their own path to professional acmeology.

### Conclusions

The article reveals the main directions of development of modern management acmeology as an interdisciplinary field that combines the achievements of psychology, pedagogy, and management sciences for a comprehensive study of professional development. A general analysis of recent studies has identified four leading areas: digital transfor-

mation of management practices; professional growth through acmeological approaches in education; integration of psychological and pedagogical approaches in the context of professional self-realisation; and the acmeological approach in the secondary education system. Thanks to its flexibility and interdisciplinarity, management acmeology in the context of secondary education is capable of synthesising psychological, pedagogical, social and managerial aspects, forming not just a functional performer, but a thinking, responsible and reflective personality. Acmeological approaches are particularly relevant in the digital age, when traditional learning models are losing their effectiveness and new formats require a high level of autonomy, adaptability and internal motivation.

It has been established that management acmeology effectively responds to the challenges of digital transformation and social change by offering new strategies for developing management

potential, forming professional competencies and supporting self-realisation. In particular, the feasibility of introducing acmeological technologies into the system of professional training of specialists and secondary education has been proven, which contributes to the formation of personal qualities, self-organisation, reflection, responsibility and goal-setting in students. The importance of socio-psychological factors, such as group dynamics, emotional intelligence, and organisational culture, in ensuring the effectiveness of management activities is also emphasised.

Thus, the results of the study confirm the high theoretical and practical significance of management acmeology in the context of the formation of a modern system of education and professional training. At the same time, the data obtained indicate the need for further theoretical and empirical research, in particular, the study of the impact

of digital environments on acmeological processes, the development of adaptive leadership models, and the expansion of tools for assessing acmeological competence in various professional fields. Promising areas of scientific research include theoretical and empirical analysis of the effectiveness of implementing the acmeological approach in various areas of professional activity, as well as research on gender, cultural and age aspects of management acmeology.

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None.

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## Основні напрямки досліджень сучасної акмеології управління

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**Анотація.** Актуальність теми зумовлена потребою адаптації управлінських процесів до нових викликів цифрової трансформації, динаміки соціального середовища та запиту на ефективну підготовку майбутніх фахівців. Метою дослідження було визначення провідних акмеологічних тенденцій, що забезпечували професійний розвиток особистості в умовах сучасного суспільства. У статті розглянуто основні напрями розвитку сучасної акмеології управління як міждисциплінарної галузі, що поєднує знання психології, педагогіки та управлінських наук. У процесі дослідження застосовувалися методи порівняльного аналізу наукових джерел, систематизації сучасних підходів, а також контент-аналіз актуальних публікацій. Результати дослідження дозволили виокремити чотири основні напрями сучасної акмеології управління: цифрова трансформація управлінських практик; професійне зростання через акмеологічні підходи в освіті; інтеграція психологічних і педагогічних підходів у контексті професійної самореалізації; акмеологічний підхід у системі середньої освіти. Кожен із напрямів охоплював специфічні проблемні поля: від формування акмеологічних компетентностей у майбутніх педагогів і управлінців до дослідження впливу організаційної культури на самореалізацію особистості. Особлива увага приділялась впровадженню акмеологічних технологій у середню та вищу освіту, розвитку внутрішньої мотивації, рефлексії, самоорганізації та відповідальності, що були основними критеріями професійного становлення. Практична цінність роботи полягала в формулюванні на основі аналізу чотирьох виділених основних напрямів розвитку сучасної акмеології управління рекомендацій, які дозволили ефективно реалізувати потенціал акмеологічного підходу в освітньому середовищі. Результати дослідження можуть бути використані для вдосконалення освітніх програм, розробки інноваційних методик підготовки керівників нового покоління та розвитку управлінського мислення, що відповідає викликам 21 століття

**Ключові слова:** акмеологічний підхід; цифрова трансформація; професійне зростання; інтеграційний підхід; професійна самореалізація