

# Manpower Is All-Important

## On Methods of Musical Institute Personnel'S Formation

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**Abstract**—The stuff formation of a creative educational institution is the most important component in the work of a manager. This is a difficult multi-faceted process, including invitation of high professionals, retraining of existing staff, stimulation of creative growth of working professionals, creation of conditions for professional development of specialists, formation of a process of creative enthusiasm in the company, etc..

**Keywords**—Competitive selection; retraining; cultivation of young talented professionals; the search for funds to improve skills; growth stimulation

*If everyone would take his proper place, many vacant positions will appear.*

Alexander Kulich

*An art of management consists in not letting people to get too old in their position.*

Napoleon I

### I. INTRODUCTION. TO THE PROBLEM OF A PROFESSIONAL STUFF FORMATION

The phrase "Manpower is all-important" reminds of an importance of person's professional skills seen in the person's approach to problems solution. A correct recruitment makes a considerable impact on a realization of a set task.

All around the world, a relation to nouveaux-riches is full of a criticism: the proverb "From rags to riches" stings badly self-pride of those, who – by some quirk of fate – rocketed up in career ladder *having had no time for confirmation of the height of the acquired title by their activities*.

The conservatory establishment in Magnitogorsk's, town of plant workers, could become a target for mocking, unless the higher educational institution would reach the level of other conservatories. Well, to do it without relying on worthy personnel was impossible. The personnel strength enhancement of our young conservatory went on three directions as follows. *The first* one was connected with a *re-training* of gifted and promising musicians-teachers worked in our music high school on a level of a higher educational institution. For their creative development, necessary conditions were ensured, in particular, studying in Russian higher educational institutions for an assistantship-training on

probation or work over dissertations (it was discussed already above).

*The second* direction consisted in a renewal of the teaching staff on expense of *invitations on key positions* (management of chairs, dean's offices, etc.) of specialists *having an experience of work in higher educational institutions*.

*Third* one was *nurturance of own young personnel members* from among promising graduated of the Magnitogorsk's conservatory.

The re-training in postgraduate courses-probations got through under a sign of personnel's overall understanding, and there was nothing left for me but only *to find finance for out-payment of the studying* and business trips expenses. It was not hard to do it as the regional culture board was easily receptive of re-training of personnel and was not greedy for funds. For the first decade of the institute's work, about 80% of conservatory's pedagogical personnel graduated from postgraduate and assistantship-probation courses.

With a not less optimism, the third direction was developed: willingly, gifted graduates of our music high school entered in the Magnitogorsk's conservatory and then to its postgraduate courses: they loved this town. Here, the main troubles of a manager were connected with *non-committing errors in people's selection*: a number of those, who had a desire to work in the higher educational institution, exceeded the number of positions in our chairs.

From managerial point of view, the most complicated task turned to be the invitation of non-resident specialists. Firstly, we had *to convince them in prospectivity* of the Magnitogorsk's conservatory, Secondly, *to create conditions for their work* (salary, corresponding level of students, positions, etc.) and, of course, *to provide them with lodging*, which in the circumstances of economic recession seemed almost inconceivable.

### Was of Specialists' Support

Notwithstanding, funds for it were found after opening of foreign department, a contingent of which mainly consisted of Koreans, who paid by a hard currency for their studying. So using exactly this kind of financing, the conservatory was buying residential apartments. In the middle of 90-ies, a residential real estate cost in Russia was quite cheap, so for 15 to 18 thousand dollars in Magnitogorsk, it was possible to

acquire a quite decent two-bedroom flat. By the way, in order to increase a contingent of foreign students, I had to open a *temple* for Koreans in our student quarter because always they were eager to preserve their community. The invited Korean pastor Kim, who was provided by the conservatory with a *premises for the temple*, in his turn was obliged to invite gifted musicians from Korea, so the latter replenished the numerical strength of our foreign department and hence the institute's treasury.

Being convinced by my guarantees of conditions creation for creative intentions realization and residence providing, from Novosibirsk's conservatory, there arrived the well-known violinist-teacher professor A.V. Gvozdirov and the Ph.D. (later on the higher Doctor of Science) of art criticism professor M.M. Berlyanchik, who became an organizer of Magnitogorsk's musical science. From Tashkent's conservatory, there arrived the violoncellist professor V.Z. Chakhvadze, the Ph.D. of art criticism musicologist N.V. Chakhvadze (since 2015 the higher Doctor of Science) and the higher Doctor of art criticism professor S.A. Zakrzhevskaya. From Donetsk's conservatory, there came Ph.D.s of art criticism docents A.A. Glazunov (violin) and G.F. Glazunova (piano). Together with the Russian-speaking musicians from Novosibirsk's conservatory, there arrived the Vietnamese violinist Tkhan' Buy Kong, who obtained his education in Moscow's conservatory (he was an educatee on the chair of professor Yu.I. Yankelevich). The arrival of these specialists was highly significant for the formation of the musical institute in Magnitogorsk.

A stringed department of Magnitogorsk's music high school in 70-ies–80-ies went through a most profound crisis, which became especially sharp by 1985. Really, there was a ground to surrender oneself to despair: students played worse and worse; a real interest to stringed instruments in the town was absent. Our teachers did not know, where to find and how to bring up talented and interested children: the violin was out of favor. We had to convince our teachers in reality of existence of masters able to raise professionals even in conditions of the industrial town. Nevertheless, our teachers had heavy doubts in it.

Since beginning of work of A.V. Gvozdirov and then of Tkhan' Buy Kong in the conservatory, the chair was transformed completely. A little bit later from the town Rudny (Kazakhstan), there was invited the viola player S.A. Ogariov – So many excellent teachers! A new blood, new priorities, new approaches to business. The situation changed cardinally both in musical schools of the town and in the Magnitogorsk's conservatory, where from many towns, schools graduates started arriving to. It was an effective managerial decision, results of which our teachers even could not estimate properly at the beginning. The consciousness came later on, when the stringed chair took the leading position among other chairs of the conservatory.

The specialists' invitation was fulfilled according to the principle of *a search of professionally strong leaders* for our administrative and creative positions. For example, in order to *awake* theoreticians and musicologists, to "involve" them in our higher educational institution's continuum, from republic

Uzbekistan, there was invited the higher doctor of science of art criticism professor S.A. Zakrzhevskaya. And the business set the wheels in motion! Today, the chair of theory and history of music was fundamentally transformed: most part of teachers defended dissertations. In his turn, in his period of working in Magnitogorsk, the professor M.M. Berlyanchik – backed up by prepared by him young scientists of the institute – founded a scientific school in the area of musical performance and pedagogies. A priceless assistance in re-training of personnel was rendered by professors of Moscow's conservatory V.Yu. Grigoryev, E.G. Sorokina, T.A. Gaidamovich, E.B. Dolinskaya, Yu.N. Rags and others. It should be noted that Helena Borisovna Dolinskaya brought up – in Magnitogorsk – about forty Ph.D.s and higher doctors of art criticism and became a founder of Magnitogorsk's and – even wider — of South-Ural's musicological school.

## II. CONCLUSION

Some advices:

As own mission, one should take the most challenging tasks. Upon condition of his persistent activities and thrift, the problems are solvable.

While selecting personnel members, it is important to rely on people, behind shoulders of whom there are concrete results, such as defended dissertations, published works, a name earned by concert performances, etc. –

A real care of personnel envisages solution of their current troubles of common: providing with a lodging place, a decent salary, a position, students, etc. But even this is only half-business. The main thing is creating a ground for realization of their creative aspirations.

In the work with personnel members, in one face, a manager should combine several hypostases: a town's head, a housekeeper, a rector of conservatory, a pastor and even a street gypsy predicting only happy future.

To the work with young specialists, it is necessary to plug in the most competent and careful teachers. It is not worth relying on indifferent or lazy mentors even if they are extremely talented.

It is important to remember always: people confide their fates to only those leaders, who show real care of them.

Typical mistakes at personnel members' selection:

–A decision is made based on a visual estimation of a pretender;

–A decision is made without a recommendation of a manager from a previous job place of a pretender;

–A decision is made based on a protection of third parties (relatives, acquaintances, colleagues, etc.);

–A decision is made without submitting an employment sheet (resume) of a pretender;

–A decision is made with use of the principle "own one is good, while a stranger is bad (graduate of the same institute,

native of the same locality, representative of the same nationality, etc.);

–A decision is made without a collegiate discussion of a candidature.

There is an alternative: competitive tests between pretenders.

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