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PECULIARITIES MANAGING ORGANIZATIONAL CHANGE IN A COMPLEX AND UNCERTAIN DIGITAL ENVIRONMENT

Abstract: In this article, the authors examined the structure of a public-private partnership mechanism for modernizing the economies of Russian regions using research on labor market development trends in the regions, including the sustainability of entrepreneurship in Russia. Specifically, they explored the characteristics, trends, patterns, and new forms of innovative management within the labor market system. The authors also examined current and controversial issues of economic restructuring, explored ways to improve its efficiency, and formulated key guidelines for long-term economic policy.

Key words: transformation, development model, economic restructuring, efficiency, economic policy, innovation management, small and medium-sized businesses.

Language: English

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Introduction

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The relevance of this study lies in the fact that today, conducting business without digitalization is simply impossible. New technologies have enabled

operations we couldn't even imagine ten years ago, while many familiar ones have, in turn, been transformed beyond recognition. At the same time, as the technological complex expands, corporate architectures continue to rapidly increase in complexity. The goal of this study is to develop tools

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for managing complexity as a component of the VUCA world. We present experience and evidence of why digital transformation leaders need to change their thinking, and offer the author's interpretation of complexity and how to manage it. The practical significance of this study will enable organizations to develop a strategy for shaping corporate culture in the context of digitalization of business processes. History abounds with examples where the increased complexity of, for example, mechanical tools led to increased functionality and was perceived as a purely positive outcome. A simple example is a multi-purpose knife. A simple knife made of good steel has always been a sought-after tool. It turns out that it can

be improved by increasing the number of components and used for a variety of different operations, but increasing the complexity of the design has its limits: if left unchecked, the knife will eventually become overloaded with additional functions and become extremely difficult to use. The following pattern is observed in virtually all areas of human activity: as the complexity of an object increases, its usefulness increases, but not indefinitely. With excessive complexity, its usefulness decreases sharply.

This means that we can talk about the optimal complexity of an object or process (Figure 1):

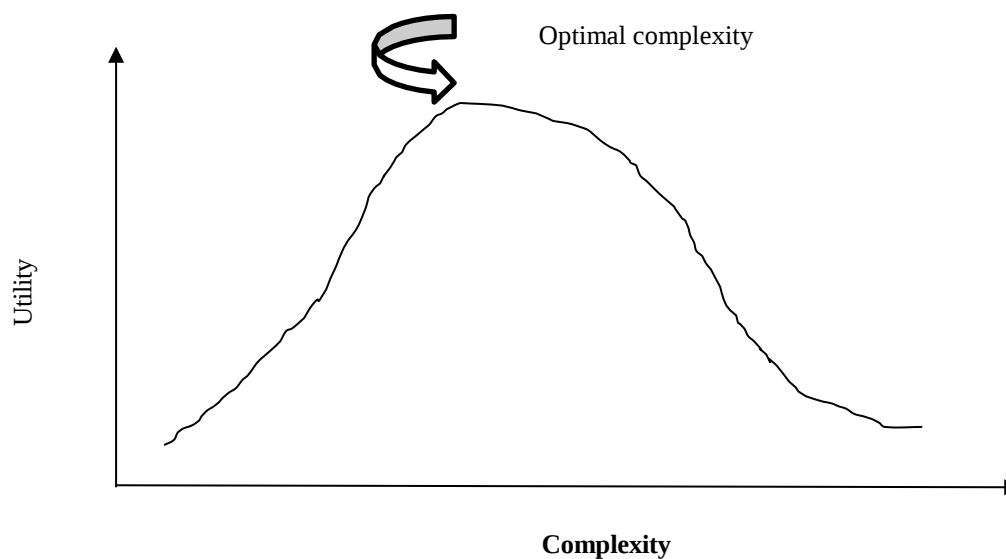


Figure 1. Complexity behavior graph

In the paradigm of thinking about complexity in relation to more or less homogeneous elements, all the components of a multi-purpose knife are tools. Enterprise architectures are systems characterized by a different kind of complexity: the diversity or heterogeneity of their constituent elements and the relationships between them (business processes, data, applications, integration mechanisms, and the people involved in development or maintenance). This complexity is inevitable. Digital transformation presupposes the abandonment of clunky legacy systems, but these systems may contain important data, and often, old investments have yet to pay off, so managers hesitate. Consequently, companies end up with monstrous architectures, partially hosted in the cloud, but largely composed of numerous legacy solutions, somehow connected with hacks. However, even a full-fledged transition to the cloud will not make the architecture simple: the number of elements that need to be maintained, updated, or integrated with other solutions is still extremely large.

Main part

However, complexity has its benefits; it often

increases system resilience. A single application failure doesn't necessarily mean the entire architecture suffers, especially if it's designed so that individual segments can be shut down. Under certain conditions, complex systems can be adaptive—this is demonstrated by modern microservice architectures, which include hundreds of components that can be easily rebuilt if needed. Another advantage of complex systems is their difficulty in duplicating them. While each individual element of a system can be replicated, replicating the entire architecture is extremely difficult. However, if you ignore increasing complexity, the downsides outweigh the benefits, as such a system gradually becomes less and less understandable even to those directly involved. It's like asking any developer if they can describe the architecture of a large company in detail. This is even more so when it comes to managers or product owners, who make decisions about the evolution of the architecture or its component parts. Localized changes made in an effort to improve individual processes or products create bottlenecks for adjacent teams, leading to failures and further complexity. The system becomes unmanageable and unpredictable: it's

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difficult to develop and control, developers are drawn to patchwork solutions, and loopholes for attackers appear. Crucially, the corporate architecture is embedded within an even larger system—the company as a whole, with its organizational structure, corporate culture, and accepted management practices. Problems can arise at the intersection of systems, and they typically arise from short-sighted management. For example, the KPIs of the department responsible for an application are tied to the number of failures. How willing will employees be to inform neighboring teams if something goes wrong? A communication breakdown will likely lead to more serious problems later, when colleagues begin implementing their own applications, while a single metric can ruin a potentially good architecture. The foundation of complexity management is critical and systems thinking. Before introducing seemingly useful but complicating changes to any system, you should ask yourself and your team:

1. Is it possible to do without complication?
2. What is the balance between the benefits of increased complexity and the risks associated with reduced transparency and understandability of the system?

These questions are part of the critical thinking process. When implementing innovations, a clear understanding of the rationale for each action is essential. According to an Accenture expert, in light of the current crisis, a company may have several key areas for IT development: creating remote workspaces, ensuring departmental efficiency and cost optimization, strategically managing a portfolio of digital initiatives and adjusting priorities, and improving infrastructure resilience and company security. Lack of focus is one of the reasons digital transformation efforts fail. Dozens of simultaneously running projects begin to pull a company in different directions. But goals and plans are important not only in the case of a complete overhaul of processes and technologies. One can recall numerous cases of "improving" a familiar software product, where the interface is dramatically complicated to introduce a rarely used feature, forcing users to spend significant time learning the new version of the old program. Another consequence of increasing program complexity can be a slowdown in performance. The true goal of service development—making it more user-friendly—becomes secondary. Modern management practices such as agile methodology and design thinking promote systems-based development of new products and services by engaging users in the design of innovations. After all, the negative consequences of excessive complexity most often arise when products or services are developed by people who don't actually use them. The second set of issues relates to systems thinking. This refers to the idea of the interconnectedness of all system elements. Therefore, when implementing any changes to a

system, it's essential to monitor feedback loops (especially subtle ones), namely:

1. How exactly will a particular complication affect the functioning of other elements and the system as a whole?
2. Are possible nonlinear relationships taken into account?
3. Where might unforeseen consequences arise?

The desire to radically simplify an architecture can actually lead to its complication. Decommissioning all legacy systems and redundant applications at once is very risky for core processes. Experts recommend taking a gradual approach, replacing internal systems with flexible, modular options, for example, using cross-platform interfaces, and eventually eliminating unnecessary components. When the European Parliament granted third-party developers the right to create applications and services related to financial institutions in 2015, Deutsche Bank and OTP proactively configured APIs (application programming interfaces). This allowed them to connect existing systems to external service providers without completely transforming their architectures. With digitalization, visible changes primarily affect technologies and business processes. However, any organization is a sociotechnical system, so technological change inevitably impacts its social subsystem. For example, you implement a SaaS application for procurement and encounter resistance. The obvious reason is a reluctance to master yet another software product. But dig deeper, and you might discover that's not the issue. Experts from the Moscow School of Management SKOLKOVO claim that operating in "murky waters" is commonplace for many companies.

Looking at the agenda of international conferences in the field of corporate training, such as the Global ECLF Summit, we can identify three business trends that will allow us to understand the place of the learning and development function (L&D) in processes.

Trend 1. All major organizations worldwide are undergoing transformation, the goal of which is to create a foundation for successful development in the context of digitalization. However, very few are satisfied with the pace of change and how quickly they are able to adapt to new approaches to product and customer engagement. Responsibility for skill development is shifting to employees.

Trend 2. Organizational design is changing. Giant companies are failing to keep up with the speed of transformation and, in order to achieve greater agility, are transforming themselves into platforms for small teams to collaborate, with co-creation of value and teamwork becoming more prominent.

Trend 3. The way transformation is managed is changing. While previously it was top-down, organizations are now combining different

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approaches based on in-depth customer analysis and horizontal collaboration across departments and functions.

Today, the following shift in emphasis in the work process can be recognized (Figure 2). The following trends are evident:

- from completing work tasks to solving problems;
- from relationships between superiors and subordinates to team building and interpersonal interactions;

- from routine work to automation;
- From regular professional development to continuous learning. The world is changing rapidly, and digital technologies are permeating every aspect of life.

"The key skill needed now for adapting to the new world is digital literacy. The questions surrounding it are questions about the multitude of interactions possible between people and data," the expert believes.

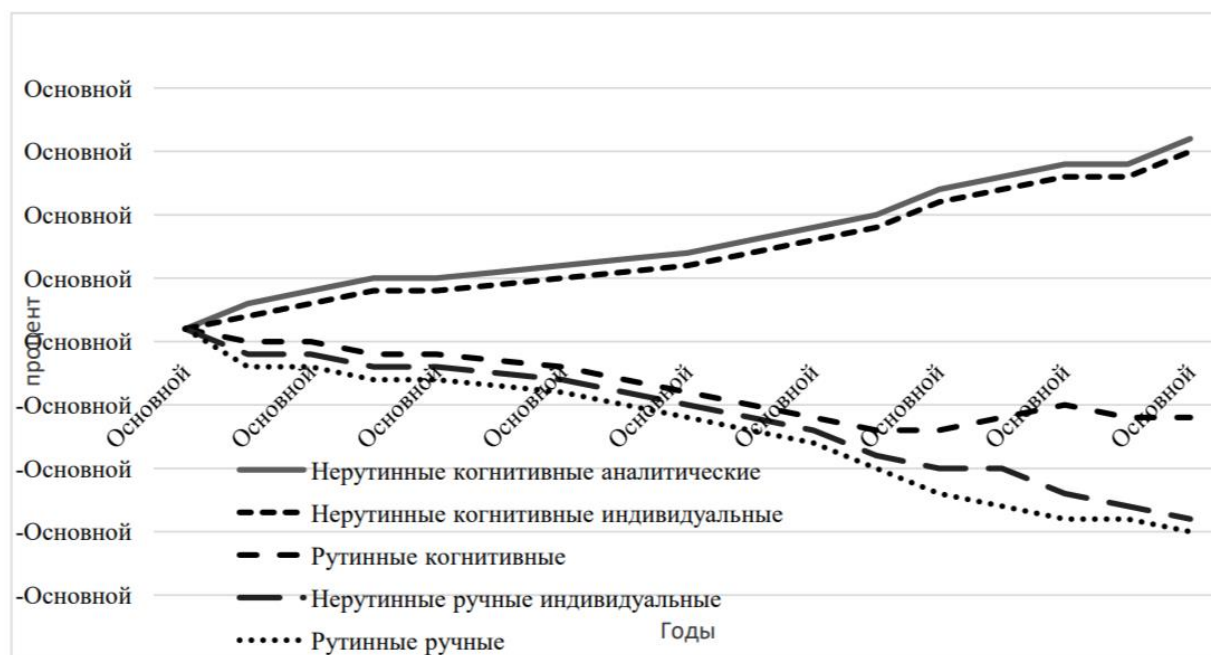


Figure 2. Changing nature of work operations in 15 European Union countries in 2018–2024.

According to Maria Dobryakova, a leading expert at the HSE Institute of Education, it's important to understand the principles by which information enters your media landscape. Information is constructed by people and can be constructed to suit various interests. "Digital literacy is based on traditional literacy, which is expanded to include new formats, contexts, and tools. Our cognitive abilities remain the same, but they are increasingly externalized," says Maria Dobryakova. "In his book, Platform Capitalism, Nick Simchek discusses Google, Facebook, and Amazon as a new type of business model that survives by aggregating and processing data. But who owns the 'raw data'—me, society, or the platform owner? Digital literacy is necessary to leverage your opportunities and protect your interests."

Digital literacy is a unique, comprehensive knowledge encompassing both the sciences and humanities, but focusing on a specific specialty. It is fundamentally different: it is closely connected to practical tasks and is quite easily verified. A situation

arises where multidisciplinary fidelity is "by default." Such a situation lacks consistent logic. While project work can be divided into stages, team communication is constant, and the project changes in real time. Working with data, we don't have to navigate the entire process ourselves. Analytics systems help us identify and navigate the key points. We are moving from the logic of time to the logic of space. The technological changes we are witnessing today are characterized by unprecedented speed, scale, and impact on all spheres of society. In the business context, the following areas of their influence can be noted:

1. Customer expectations: Consumer behavior becomes rational due to the opportunity and ability to control information flows and shift attention only to the most relevant.
2. Product improvement: Products and services can be significantly improved using digital technologies.
3. Collaborative innovation: creating and promoting data-driven services requires new forms of

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human interaction. Learning hasn't kept pace with the pace of change.

4. Organizational forms: The emergence of new business models (sharing economy, on-demand economy, global service delivery platforms) forces us to rethink organizational forms and processes.

As a result, organizations are forced to constantly stay abreast of change and regularly transform their business processes. At the same time, the issue of the timeliness and relevance of training and retraining is becoming paramount. Most expert organizations, commissions, and councils agree that the new digital world requires not only digital skills, but a broader range of competencies. Imagine a driver who finds themselves in a country with unfamiliar traffic regulations and is forced to adapt their routines to them. In such a situation, not only driving skills become especially important, but also attentiveness, stress resistance, and quick reactions—things that go beyond mere driving experience. This simplified image allows us to understand the role of universal skills in a crisis, when old behavior patterns no longer work and new ones are only just emerging. How do training providers interpret this role in a situation where even such conservative sectors as healthcare and education are forced to rapidly and massively implement digital work practices? Universal, cross-functional skills have many definitions and interpretations—they can be interpreted as both supra-professional competencies and basic ways of thinking and working with information that enable more effective acquisition of new knowledge and the development of new skills in the future. When faced with the need to transition online, two important components must be considered:

- availability of technical capabilities and technical literacy;
- the willingness of managers and employees to adapt to new working conditions, which includes developed universal skills in learning, self-organization, and communication.

Much today depends on the leadership qualities of managers: how effectively they can restructure teams to a different format of interaction and a different work regime. Cross-functional skills also play a significant role here, namely:

1. ability to interact effectively;
2. think critically;
3. creatively analyze existing opportunities.

Meta-skills (trans-professional skills) are the competencies a person needs to be successful in any field. A prime example is critical thinking. It allows

one to look at current events and assess the current situation as objectively as possible. Another important skill is creative thinking. This skill is essential for both line employees and managers. Only a creative thinker can solve equations with many unknowns every day. A third important skill is emotional leadership. A modern leader not only delegates tasks but also inspires people. Our entire life consists of activity and thinking. This activity can be our own or through interaction with the world around us and people. Meta-skills include ways of thinking, acting, and interacting. The ability to think, the ability to solve problems, the ability to organize joint activities, and the ability to act creatively—these are basic meta-skills. Today, there is a significant decline in the ability to effectively collaborate to solve problems, and this is one of the key skills for progress. In our understanding, meta-skills are not located above other skills and competencies, as the name might suggest, but alongside them. Well-developed meta-skills enable a person to assess or create the necessary conditions for achieving a desired outcome, applying all their skills and competencies (as well as the skills of others). Product development provides a good illustration of the role of meta-skills in the transformation process. The classic development process assumes that the final step is the product launch, after which we have no influence on the product. However, today this process is continuous: even after the launch, the product manager monitors customer feedback and makes changes accordingly. The laggards are managers who are incapable of working within the paradigm of continuous change, because they still think in terms of "before launch - after launch." Paradigm shift cycles are becoming shorter and shorter. For example, five or six years ago, machine learning was just a narrow field of data science. Today, machine learning tools have become widely applicable practical tools. Such transformation cycles will only shorten, to the point of a permanent crisis. In such circumstances, it's important to emphasize the importance of the following meta-skills: understanding the difference between analytical and synthetic processes, the ability to switch between them, and the ability to prioritize. For further discussion, it seems particularly important to focus on those skills needed to maintain effectiveness—the skills of working in a mixed team and the skills of the leader who initiates and organizes these processes (Figure 3).

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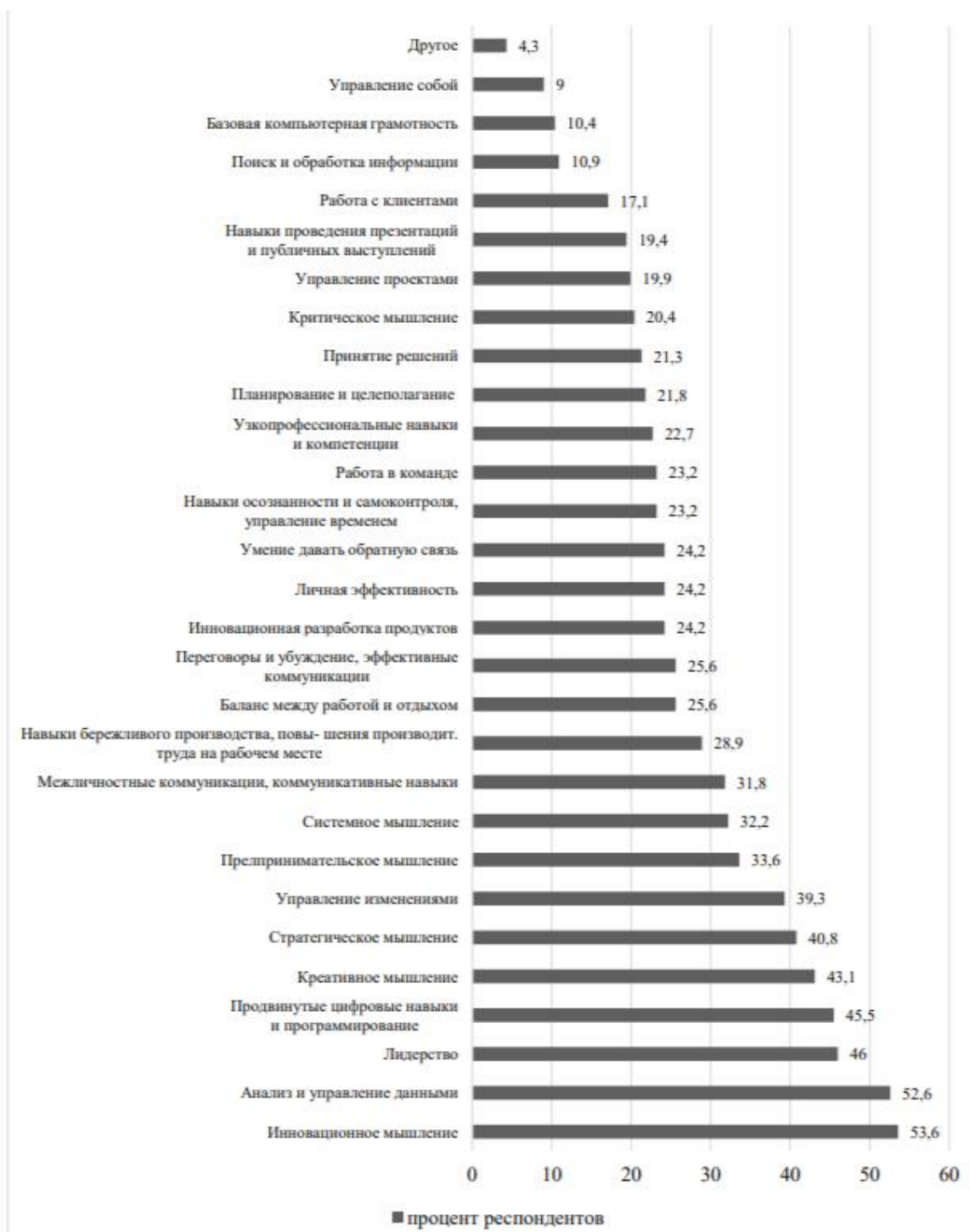


Figure 3. List of skill gaps in Russian companies, %.

When discussing the role of transferable skills in the transformation process, it's interesting to examine one possible classification of such skills. We suggest considering the Skills 4.01 model, the result of an interesting and important collaboration between Global Education Futures and IBM. The goal of these organizations' experts was to develop a relevant model of transferable skills that can be used as a starting point for developing corporate, school, and university

educational programs. The first step is to free yourself from bias. Simplifying categories are necessary, but they should only be used as a starting point. For example, you might categorize someone as a skeptic or an enthusiast to convey your idea. But then it's important to monitor how they respond to your proposals and build on that response. What should you do in a team?

– At the beginning of each new project, jointly

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develop rules for joint activities, which can be formalized as a charter. This way, all participants, with different values and work habits, will understand what is expected of them.

- Make questions about personal opinions and feelings a natural part of team communication: What do you think happened? How did you feel when it happened?

- Use statements that explain psychological states:

"When you act a certain way, I feel this way." Then the team will become accustomed to not second-guessing their colleagues' motivations or hiding conflicts, but openly discussing them and seeking solutions.

- Play team games that help you understand your own motivation and that of your colleagues in an informal setting.

- Mutual understanding in multicultural teams largely depends on the skills of the leader: how skillfully he or she can moderate communication.

There are significant cultural differences in how people in different countries view the concept of certainty. For example, in Japan, it is considered rude to jump to overly precise conclusions because it limits the choice of colleagues. In Germany, on the contrary, it is customary to exaggerate one's confidence in an opinion and result, otherwise one risks being labeled as a lacking authority. An experienced team leader recognizes these different calibrations of certainty and will ask clarifying questions. In the first case: "Which options seem promising to you?" In the second: "What alternatives do you see?" The team is an environment for skill development. If team members have a mindset of mutual learning and are able to establish effective communication, the team becomes a learning community in which knowledge is shared and a wide range of skills—both professional and supra-professional—are developed. All this is the result of joint research, design, and solving complex problems. Universal skills begin to develop in a person long before they start school. Moreover, they are formed throughout life under the influence of the environment and activities, even if this process is not reflected upon or directed. But without consciously working with these abilities, we cannot do in a world where lifelong learning is becoming a necessity.

Higher education is regulated by Federal State Educational Standards. These define both the fundamental knowledge students must master and the skills and competencies they must develop. In practice, striking a balance between these two educational outcomes is not easy: in a classroom system with a clear division into disciplines, personal skills often fall to the margins of teachers' attention. Different countries are seeking their own ways to structure education to accommodate the development of essential 21st-century skills, even going so far as to eliminate curriculum restrictions (as has happened in

Finland). All successful educational reforms have adopted a strategy for developing meta-subject skills and competencies through solving subject-specific problems and mastering fundamental knowledge. Implementing this strategy, namely:

Stage 1. Creating a motivating environment in which the teacher's job is to stimulate the student's own learning activity. This is facilitated by content personalization, gamification, and horizontal learning (peer-to-peer).

Stage 2. Formative assessment: the student needs assessment to understand their progress or the need for improvement.

Stage 3. Tasks that promote the development of meta-subject skills: aimed at independent search and analysis of information, teamwork, and project development.

Any task is a combination of four components. What needs to be done? What should be done and how? How should the result be presented? How should one test oneself? For developing universal skills, the formulations of the second and third steps are especially important, namely:

- the way in which the problem is proposed to be solved, for example, in a team or individually;

- through community engagement, feedback and subsequent adjustments – or through logical proof alone;

- How to present the result (should you publish the work on a public platform and analyze feedback, or simply submit it to the teacher and receive a grade?).

Compare, for example, the following assignment formulations. While reading a text, find the answer to a problematic question and present a version of the answer as a mind map. Or: master a particular method, identify the difficulties and risks that arise when applying this solution, and offer classmates an algorithm for protecting themselves in such situations. The development of universal competencies "wires" both the solution method and the presentation of the results. The strategy for developing cross-functional skills at leading universities is the maximum combination of training and practice. The principles for implementing this strategy are:

- A large number of elective courses.

- Work on educational projects - cases for potential employers.

- Alternating semesters of study with semesters of work in companies.

- Emphasis on independent research and projects, including group projects.

- Abandonment of lecture-based classes in favor of seminars, laboratories, and interdisciplinary workshops.

- Encouraging volunteer activities.

Curiosity is a drive for new knowledge and experience, inherent in humans from birth. Thanks to curiosity, we learn new programming languages,

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master new tools, and discover new ways to do familiar things. However, curiosity as a skill fades over time, replaced by a fear of the unknown, a desire to remain in our comfort zone, and an aversion to change. Such age-related changes are understandable, but they can lead to stagnation in our careers and personal lives. To develop curiosity, we need to break it down into its component parts. Curiosity is a combination of:

- observation;
- skills to ask questions;
- the ability to use different sources of information to look at a subject of interest from different angles.

Adaptability requires a certain flexibility that allows us to modify our behavior based on external conditions. We demonstrate adaptability by facing new challenges and moving forward despite setbacks. This requires the ability to think clearly, see the big picture, and learn independently. Universal skills cannot exist in isolation, so developing adaptability is closely linked to the development of other skills. For example, adaptability may require a creative approach to finding alternative solutions or effective communication with others. What can be useful in developing adaptability?

1. Try new things. This could be new dishes, social roles, or experiences.
2. View difficulties as opportunities. When faced with a challenging task or situation, try brainstorming with colleagues or friends and jointly identify potential solutions.
3. Don't be afraid to ask for help and offer it. Asking for support isn't a sign of weakness, but rather an essential element in building a constructive and welcoming atmosphere. Offering advice can be beneficial to you too: you'll be able to formulate your ideas and receive feedback.

Communication skill involves the ability to openly and honestly share information, creating an atmosphere of mutual understanding. Many other skills depend on this skill: for example, creative and critical thinking are more effective when supported by the ability to receive, understand, and process information from others; the ability to actively listen is associated with leadership qualities. When developing communication skills, it's important to be aware of a small pitfall: we tend to focus on our preferred communication methods and underestimate others; for example, those who prefer email avoid phone conversations. Nevertheless, it's important to step outside your communication comfort zone to expand and deepen your skills. Possible ways to develop communication skills include:

1. Public presentation. Most people find public speaking difficult. For this reason, it's best to practice it as often as possible. Organize a TED-style event (short, inspiring 15-20-minute talks on a given topic) and give everyone a chance to try their hand at being

a speaker.

2. Keeping your own video blog is a great way to practice before a public speaking session: some people find it easier to practice public speaking without an audience.

3. The game exercise "Listen and Draw." This exercise is performed in pairs. You need two sheets of paper and two markers. One participant draws a picture behind the other participant's back for three minutes. They then describe the picture out loud, and the other participant tries to recreate it based on the description (this step takes approximately five minutes).

Then the participants switch roles. After the exercise, discuss the experience: what was the most difficult? What did you learn during the game?

Skills for working in diverse teams.

Above all, we need to view team diversity as a benefit, not something to be overcome. We need to prioritize diversity as a long-term value. We can only be together without losing our individuality and personal potential if we learn to complement each other, negotiate, and fulfill agreements. This is a shift from a culture of individuality to a culture of personalization.

Conclusion

One way to develop skills for working in diverse teams is to learn to interact with complex social systems. This is one of the key competencies developed by students at Minerva Online University. Collaboration skills are in greater demand today than ever before, thanks to the proliferation of social media, videoconferencing technologies, and cloud services. In today's world, the ability to effectively interact in a multicultural and interdisciplinary context, build relationships, identify needs, and appreciate different perspectives and values is essential. Like any other skill, collaboration goes hand in hand with others—for example, it requires developed communication skills. Digitalization makes business processes more transparent, measurable, and manageable, and employees who are disadvantaged by this can sabotage it. Missing this subtle connection can deprive a manager of the opportunity to influence a situation detrimental to corporate culture and the business as a whole. In other words, when implementing digital transformations, one must be extremely mindful of the potential for difficult-to-predict systemic consequences. New skills required to adapt organizations to change become obsolete as they are transferred to employees. In such circumstances, people's ability and motivation to "learn as they go," including daily in the workplace, becomes crucial.

The article examines the right to a favorable environment in light of the state's economic policy;

The problem of aligning the Eurasian Economic Union and One Belt, One Road;

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Management and information technology: inevitability and efficiency;

Managing organizational change in the complex and uncertain digital environment.

In addition, the authors examined the effectiveness of improving the system for managing the socio-economic development of the region, public-private partnership as a tool for implementing the socio-economic policy of the region, the potential for structural modernization of the economy of the North Caucasus macroregion using the mechanism of public-private partnership, a study of trends in the development of the labor market of the Northwestern Federal District, including the sustainability of entrepreneurship in Russia, namely:

- peculiarities;
- trends;
- patterns.

Developing the innovative potential of small and medium-sized businesses in the ferrous metallurgy sector. New forms of innovative management in the warehouse management system.

The Russian economy is currently undergoing a period of profound transformation. In the coming years, our country will need to fundamentally renew its economic system to meet the challenges and changes we are witnessing in the global social and economic order. We must create a development model capable of securing our country a significant place in the modern world.

The authors examined current and controversial issues related to economic restructuring and the search for ways to improve its efficiency. They also formulated key guidelines for long-term economic policy and the main factors and sources of economic

growth. Particular attention must be paid to the theoretical and applied aspects of developing a new paradigm for Russia's socioeconomic development, which should ensure dynamic and sustainable economic growth in the new reality.

The authors' analysis of the socioeconomic situation in Russia in the new reality, taking into account the nuances of structural adjustment, revealed that setting new goals requires changes to current socioeconomic policies and adjustments to the system of national projects and strategic planning documents. In this article, the authors develop theoretical and methodological principles for the balanced development of society and the environment in accordance with the concept of sustainable development and the role of humans as the central link in the eco-socio-ecological system. This study demonstrates the need to reorient the economy from development based primarily on raw materials to the active use of the inexhaustible potential of high-tech and human resources. The authors of the article have developed measures aimed at maintaining economic growth through current consumption and a proportional distribution of transfers between current consumption and investment in infrastructure. Its publication can be used to formulate a new economic policy in the current context, aimed at addressing the development objectives of the Russian economy set by Russian President Vladimir Putin.

The overarching theme will create a broad framework for the participation of specialists interested in current issues of Russia's socio-economic development in the new reality, theoretical and methodological approaches, and practical research results in this scientific field.

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