SOCIOMETRICS.US

Sociometrics: Journal of Social Measurement and Analysis
Vol.2 | No. 3 | 2025 pp. 40-47 |**ISSN: XXXX-XXXX**

Intellectual Potential – As A Factor of Management Efficiency of Young Managers

Sadriddin Sharopov
Applicant of the Department of "Sociology of Management and Psychology" of the Academy of Public Policy and Management under the President of the Republic of Uzbekistan
sharopovsadriddin3@gmail.com

Submitted: 02-Sep, 2025
Accepted: 11-Oct, 2025
Published: 26-Nov, 2025

Vol. 2, **No.** 3, 2025. Sociometrics.us

Sociometrics: Journal of Social Measurement and Analysis

***Corresponding author:**
Sadriddin Sharopov
sharopovsadriddin3@gmail.com

Abstract

The article presents an analysis of the factor of intellectual potential of young managers in the development of managerial skills. The concept of intellectual potential is interpreted as an object of interdisciplinary research. Modern management as a type of mental labor in activity requires a high combination of knowledge and skills. Therefore, the article analyzes in detail the concept of intelligence as a product of thinking and reveals it in terms of factors that form intellectual potential. In developed countries, the mental potential of a person is also given in statistical indicators as a unit of measurement of IQ. Intellectual potential, as a combination of various components, has been described in a series of achievements in cognitive sociology. The possibilities of this factor for achieving an effect in the field of management are methodologically substantiated. The text of the article is presented in the form of drawings in order to make the scientific issues under study more understandable and concise. Scientific conclusions of methodological significance have been made, summarizing the scientific views that have been formed in this regard. By further developing the intellectual potential, practical proposals and recommendations for improving management activities are being formed.

Keywords: Intelligence, leader, potential, cognitive, intellectual potential, IQ, emotions, will, competence, professionalism, maturity, basic value, fundamental factor, chain effect, system, component, mental labor, innovative intelligence, personal abilities, leadership, accumulation, integration, team of intellectuals.

Introduction

People with intellectual and professional potential are, by their nature, the advanced and leading strata of society, representing a responsible group that implements innovative ideas necessary for the country's development. If, during a certain period or process, a regressive attitude or neglect towards this factor emerges, the society's development will eventually face a crisis.

Intellectual potential, as the term implies, originates from the word "intellect." Derived from Latin *intellego* or *intellectus*, it means to perceive, feel, be influenced by, understand, know, think, and discern [1]. R. Linn, studying the correlation between intellect and economic development, asserts that "intellect is a factor determining individual income levels, and across regions, the average intellectual potential of the population positively correlates with income per capita." Based on measurements of intellectual potential (IQ) on an average scale of 100 points in 113 countries, it has been established that there are differences among various ethnic groups. According to this research, the average intellectual potential in East Asian countries (China, Japan, Korea) is 105 points, whereas in European countries it is on average 99 points [2]. Thus, intellect is closely linked to hereditary factors, with about 80% of mental capacity being inherited from previous generations.

Materials and Methods

E. Golovchanskaya describes intellect as an individual's ability to comprehend and process perception, emphasizing its role in the rapid development of intellectual reserves for innovative economic progress. Intellect is a multifaceted and complex cognitive process with the following types outlined [3]:

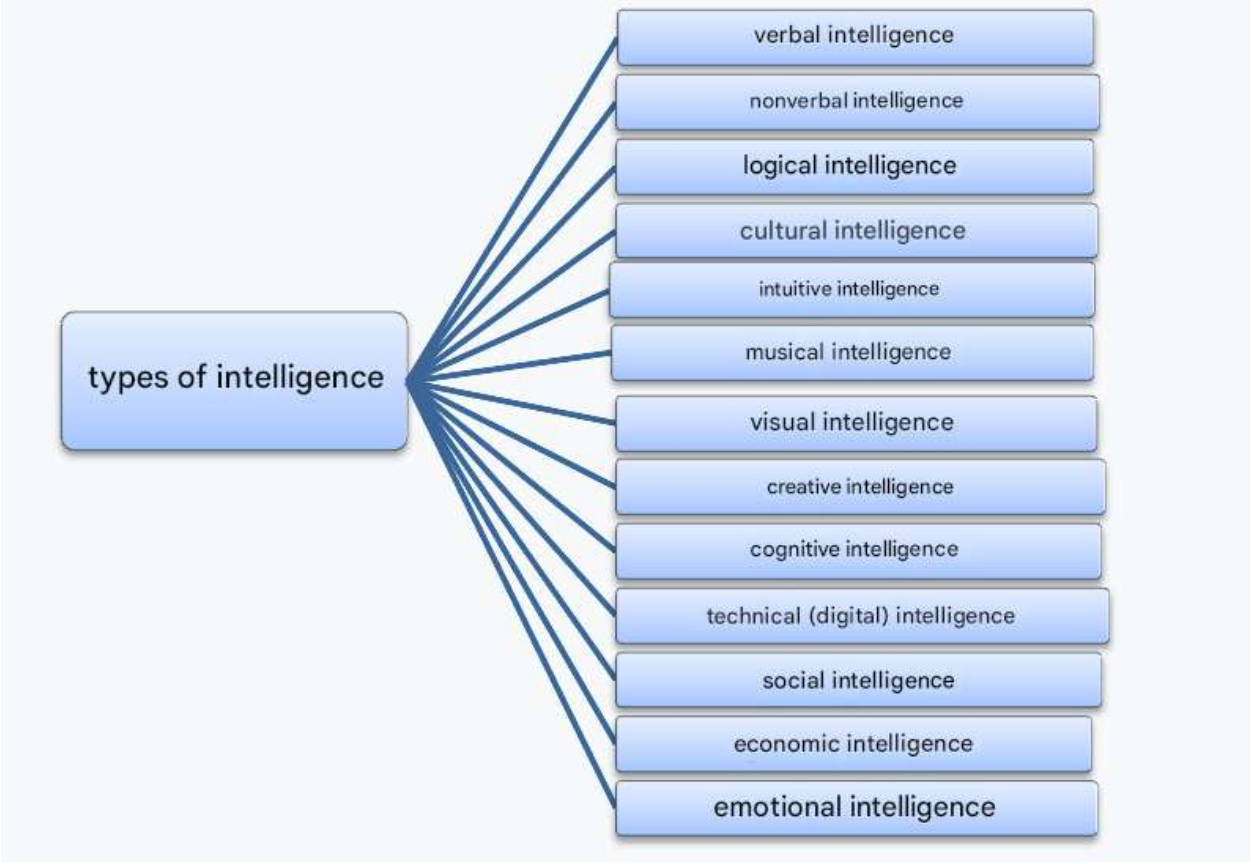

Figure 1. Classification of Intellect Types.

According to A. Evkov, intellect unites all the abilities a person uses to understand reality. With intellect, a person thinks, retains new information in memory, and perceives the surrounding environment [4]. The French psychologist Piaget defines intellect as "the psychological adaptation to new conditions, analogous to an organism's need to adapt to its external environment, representing the cognitive (mental) adaptive capacities of a person" [5]. A key characteristic of intellect is that any content or essence received from the external world is not simply absorbed but integrated selectively into the individual's inner world.

Piaget identifies four stages in the development of intellect. According to him, the first stage lasts from birth to 2 years, the second from 2 to 8 years, the third from 8 to 12 years, and the fourth begins at 12 years and continues throughout life. As observed, intellectual development is closely linked to specific age periods. However, education can accelerate intellectual growth, while lack of education can cause interruptions in this development. For Piaget, intellect governs behavioral regulation at all stages of development. Other scholars such as A. Binet and L. Wechsler view intellect as a person's capacity for learning, acquiring new knowledge, and developing skills [6]. Other sources describe intellect as mental ability, a psychological trait characterized by the capacity to adapt to new situations, learn, retain experience in memory, understand abstract concepts, apply

them, and use knowledge to manage the surrounding environment. Thus, intellect is the sum of a person's abilities to perceive, understand, remember, imagine, reason, focus attention, comprehend, and reflect. An intellectually capable or smart person is one whose cognitive abilities are highly developed and who typically engages in intellectual labor.

Results

In Uzbek literature, the term intellect means intelligence, perception, wit, or mental maturity [7]. "Intellect is a system of human abilities expressing the organization and rational generalization of received information (subject of labor), manifesting as the main factor of intellectual production, which remains personal to its owner" [8]. G.N. Artamonov categorizes the functional subsystems of intellect as follows: verbal intellect, logical intellect, intellectual-emotional, intellectual-volitional, psychological, reflective, cultural, social, theoretical, aesthetic, moral, conscious, and spiritual intellects [9]. Each type of intellect has its own style and methods of thinking, and together they form an individual's unique intellectual module. However, the types of intellect are interconnected in a chain effect within a person's thinking. A defect in one element of this chain inevitably affects others. The coordination of intellect types indicates the maturity of intelligence. Weakening in any element of this functional system leads to a decline in intellectual level and disrupts the balance of "intellect-emotion-will."

V. Proshak defines intellectual potential as "the totality of creative abilities at the professional knowledge level, through which society utilizes individuals' intellectual tools, assimilates new knowledge achieved and created for the socio-economic development of the country" [10]. N.I. Khasankhonova notes that "the growth of intellectual potential depends, on the one hand, on modern scientific and technical equipment (such as space stations, radiotelescopes, supercomputers) which require investments, and on the other hand, on training scientific, technical, managerial personnel, engineers, and highly qualified specialists in various fields. Based on the above, we understand social intellectual potential as a layer that serves the creation of new knowledge and technological products within the scientific and educational system, relying on human, material, and financial resources" [11].

Looking at global experience, a country's development strategy may involve free access to scientific potential or utilization of well-prepared scientific personnel (as in the example of the US economy) to form the economic backbone, or pursue technological renewal based on existing potential and national values (as in the example of Japan's economy). We can say that it is necessary to follow the path of technological renewal. However, both the first and the second are indicators with historical descriptions. To firmly establish oneself among developed countries, it is necessary to organize the preparation of scientific potential and technical personnel.

By summarizing the definitions and approaches aimed at revealing the essence of intelligence, today this scientific category is described in an interdisciplinary manner in three directions. These are as follows:

1. Biological description: the ability to consciously adapt to new situations.
2. Pedagogical description: the ability to learn, be taught.
3. Structural approach: the ability of tools to adapt to goals, or it is a combination of certain abilities and capacities [12].

According to S.P. Lapaev and A.A. Esenbaev, intellectual potential consists of two parts:

a) realized (applied in life);

b) unrealized potential.

However, unrealized potential can have power comparable to realized potential. For intellectual potential to develop, existing knowledge and skills must transition into a developmental state. The potential in a developmental state then moves to an identified state and proceeds to the realization stage.

T. Stewart considers intellectual potential as the sum of knowledge of company employees. They create a competitive environment within the company. V.G. Zinov and K.V. Safaryan define the basic value of business as intangible assets formed by intellectual potential. Therefore, intellectual potential, in a broad sense, is taken as the sum of opportunities of a state, region, community, and individual to achieve unique achievements in science, technology, and moral-educational fields. The intellectual potential of a state or region is based on the intellectual potential of the population. Education plays the role of an institution that forms intellectual potential, which is considered a key factor in ensuring modern progress. Education is a fundamental factor in economic development, relying primarily on knowledge.

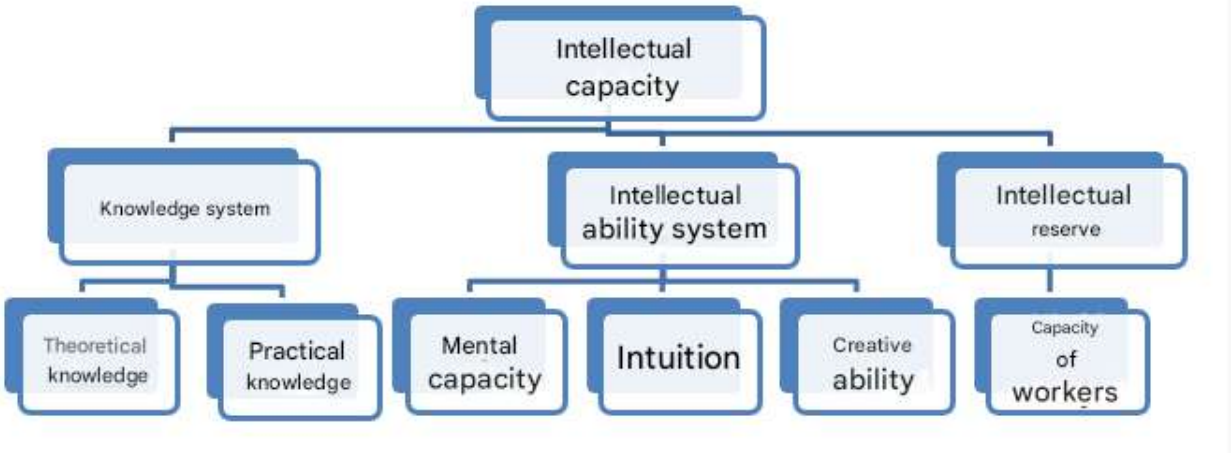

Figure 2. Interconnection of components of intellectual potential.

It is evident that intellectual potential develops in connection with production. Society determines the influence of production methods on the formation of intellectual potential and the possibilities of using it. This is implemented through the level and quality of education. Training new personnel in accordance with modern requirements and adapting them systematically to the system is a key issue.

H. Yorqulov defines intellectual potential as "the moral, educational, and material power that serves the political, economic, social, and cultural development of society, including social groups engaged in intellectual labor, their level of knowledge, intellectual ability, accumulated scientific knowledge, discoveries, and the means and opportunities to bring them to production and social life".

The intellectual potential of society is its ability to generate ideas, introduce innovations into socio-economic development processes, and thereby create conditions for moving forward [13]. In a techno-genic civilization environment where technological processes are supported by human education, scientific (new knowledge), and technical (discoveries, design) activities, the use of human capital in science and technology — such as scientists, engineers, designers, technicians, and highly qualified workers — is becoming a decisive factor in the development of material production and social spheres.

From this, we give the following definition of intellectual potential: "Intellectual potential is a socio-economic category that manifests intellectual ability and creativity and adopts social experience to implement innovative ideas in practice, evaluates events based on practical experience, makes scientific forecasts, and engages in reflection."

Intellectual potential is a state of short-term and precise activation of human thinking, ensuring the rapid acquisition of new knowledge, intellectual skills, and competencies. However, intellectual potential does not guarantee the effectiveness of workers without special education or professional experience [14].

A person's intellectual potential is a multidisciplinary research object forming the field of cognitive paradigms. Cognitive science, as a foundational direction, emerged from the achievements of economics, sociology, linguistics, cybernetics, logic, and psychology and developed as an interdisciplinary complex of sciences. Cognitive science, from Greek cognitio – knowledge, and logos – doctrine, is the science about knowledge acquisition, its organization, and utilization.

According to G. Artamanova: "Cognitive science unified social-humanitarian sciences into a holistic paradigm, that is, a science about intelligence" [15]. The cognitive paradigms of intellectual potential are aimed at scientific study of knowledge, thinking, and intelligence. They also distribute knowledge into branches such as knowledge management, organizational education, cognitive management of communications, and value management.

U.T. Louson described cognitive science as a "social act of intellect and thinking" and demonstrated various approaches of social-humanitarian sciences to reveal features of cognitive paradigms. According to him, cognitive science is "a group of sciences creating theories explaining the essence of cognitive processes based on their study" [16].

In the 1960s, under the influence of cognitive paradigms, I.S. Ladenko studied methodological issues of intellectual system theories, YU.A. Shreyder researched employee intelligence characteristics, A.N. Kochetova explored society's intellectual potential, and S.I. Vovkanich and N.A. Parfetseva conducted research on social intelligence.

The term cognitive science was introduced into scientific use by A. Sikuler, and its branch called cognitive management formed as a science about the laws of managing society's intellectual potential. This branch takes collective intelligence as its object of study. Thus, intellectual potential is studied not only narrowly as a scientific object but also as a branch in the preparation of management personnel.

This involves the scientific social-economic interpretation of categories such as "knowledge management," "human capital," "human resources," "intellectual potential," and "educational potential." According to this, cognitive management covers the problems of organizing and managing the activities of education, science, and cultural institutions. Because existing social communications and relations in these institutions are conditioned by the unity of knowledge, intellect, and cognitive processes. They serve to meet society's cognitive needs.

In these social institutions, the "process of knowledge growth" is nourished by cognitive relations, and the intellectual potential of individuals working there is evaluated according to the level of cognitive achievements.

M.V. Sukharev, who conducted scientific work within the framework of cognitive management, studied the introsociality of individual and social intelligence, stating that "the ideas of a person formed under the influence of the environment acquire individuality and become a 'cognitive model of the world.' If collective activity is regulated by a distributed cognitive model, individual thinking is characterized by intellectual communication with group intelligence" [17]. However, in the development and formation of intellectual potential from a professional perspective, existing resources and social factors influencing it are of great importance.

The process of achieving a society with intellectual potential is conditioned by technological growth in fields ranging from high technologies, spiritual, educational, and social life to economic and manufacturing sectors. This process primarily increases the need for the education system and stimulates the construction of a "education + society" model. The main driving force behind this society is the intellectual elite, who play a key role in raising the intellectual level of society and expanding the cultural elite layer. However, recent research and assessments conducted by scientific and educational communities indicate a sharp decline in intellectual potential among schoolchildren, students, and young specialists, with signs of cognitive and cultural deviation [18]. Therefore, a new function in management, the idea of “knowledge management,” has been proposed.

In the field of organizational management, the issue of establishing centers for knowledge management and knowledge growth has become urgent. The concept of intellectual capital has been developed and recognized as a leading factor in development. It includes tasks such as accumulation, integration, and formation of intellectual teams ("representatives of intellectual labor"). As L.V. Yerushkina emphasized: “The productivity of intellectual capital is associated with solving the problem of selecting employees who are carriers of innovative intellect. The scientific introduction of the concept of 'personal potential' is directly related to these issues” [19]. Personal potential consists of professional knowledge, skills and competencies, creative abilities, creative thinking, idea generation, analytical, critical, and problem-solving thinking.

Other studies show that in any labor collective, two-thirds of employees are non-creative and have reproductive thinking, lacking the ability for creative thinking, innovative activities, and generating new ideas [20]. They exhibit average or low intellectual abilities, knowledge, and competence.

In theories of "intellect management," a distinction is made between objectified (explicit) and subjectified (hidden) intellect. That is, the normative significant intellectual potential of an employee can be assessed based on objective criteria. However, there are no methods to evaluate the hidden abilities embodied in the subject's intellect, which constitute the core of their creative activity and ensure deep interconnections between various knowledge and experience. Therefore, it is vital to develop ways to reveal the hidden aspects of employees' intellect in modern work collectives.

Economic theories do not address this problem crosswise because economic pragmatism excludes the cognitive approach and relies on standardized attestation procedures to assess employees' intellectual potential. Professionalism and intellectual potential effectiveness are encouraged through material incentives, targeted funding, individual researcher awards, and grant funding systems. Similar approaches dominate traditional management concepts.

Although researchers emphasize the priority of science, knowledge, competence, creative experience, intellectual technologies, and innovative solutions in current societies, regressions in intellectual potential dynamics are observed among young generations. Deformations occurring in the education system and socialization processes, especially in cognitive and intellectual socialization, cause disruptions. If these negative processes are left unattended, an increase in “intellectual deviance” and a breakdown in the “intellect management” system are predicted. There is a direct correlation between “knowledge” and “intellectual potential,” with the structural composition of knowledge forming the subsystems of intellectual potential. The quality of knowledge determines the quality of intellectual potential and vice versa.

Building a systemic model of intellectual potential to develop intellect, organize intellectual socialization of youth, and properly manage knowledge is critically important. Finding correct and

effective solutions to these problems will enhance the development of intellectual potential in socio-professional environments.

Conclusion

Economic efficiency, facilitated by good politics, provides the means through which the intellectual energy of a society can flourish. As Sh. Of course, it lasts into adulthood and, as Eisenstadt notes, moral norms play a distinctive role in the process of socialization. The skills and wisdom that children acquire are shaped by their gender, upbringing and surroundings. In adulthood, they are integrated into social institutions, although youth are still relatively marginal with respect to authority. In order for human potential to develop, socialization should be structured and treated as state policy.

Intellectual life is nurtured by scientific thinking, research traditions, and the knowledge built up over generations. At the core are the intelligentsia: those who think, discover, and create—those who advance society. Intellectual potential is as simple as the things we can see, like expressing skills and abilities; yet as abstract as what things theory, practice, and experience shape it to become. While it used to refer mostly to patents & copyrights, today it means the deeper outcomes of knowledge and thought work. New values and demands dictated by an ever-changing inherited newness system, demand the modern youth to behave differently!

At the end of the day, intellectual potential is an expression of who people are and who they have the potential to become, including their motivations, creative energy, and willingness to embrace what the future will bring. The winners in the post-industrial world are precisely those countries that have the strongest intellectual, educational, and technological substructure.

REFERENCES

[1] "Vocabula," *Linguaeterna*, http://linguaeterna.com/vocabula/show.php?n=23572.
[2] Lynn, R., "Intelligence and economic development," *Journal of Higher School of Economics*, vol. 5, no. 2, p. 92, 2008.
[3] Golovchanskaya, E., *Development of Intellectual Resources of the Republic of Belarus: Theory and Methodology*. Minsk: BSU, 2018, pp. 18–19.
[4] Evkova, A., "Application of neural networks in economics," *Young Scientist*, no. 5, p. 76, 2023.
[5] Piaget, J., *Selected Psychological Works*. Moscow: Nauka, 1969, p. 85.
[6] Oleynikov, A. M., "Features of the psychological and pedagogical process in the works of Alfred Binet," *North Caucasus Psychological Bulletin*, vol. 8, no. 3, p. 35, 2010.
[7] *Ruscha-o'zbekcha lug'at* [Russian-Uzbek Dictionary], vol. 2. Tashkent: Uzbek Soviet Encyclopedia, 2013, p. 394.
[8] Yorqulov, H. O., *Problems of Formation and Development of Intellectual Potential in Transition Period State Policy*, Abstract of Cand. Polit. Sci. Diss., Tashkent, 2007, p. 12.
[9] Artamonov, G. N., *System Management of the Development of the Intellectual Potential of Students*, Dr. Soc. Sci. Diss., Moscow, 2016, p. 110.

[10] Proshak, V. V., *Intellectual Potential of Economic Transformation*, Abstract of Cand. Econ. Sci. Diss., Lviv, 2002, p. 6.

[11] "Inson farovonligi va rivojlanish indeksi uning jamiyatdagi o'rni," Cyberleninka, https://cyberleninka.ru/article/n/inson-farovonligi-va-rivozhlanish-indeksi-uning-zhamiyatdagi-rni.

[12] Lapaev, S. P., and Yesenbaev, A. A., "Essence and classification composition of intellectual potential," *Bulletin of Orenburg State University*, no. 13(132), p. 32, 2011.

[13] Nigmatjanov, U. Kh., *Economic Theory*. Tashkent: Iqtisod-Moliya, 2020, p. 234.

[14] "Career Encyclopedia," http://znanie.info/portal/ec-main.html.

[15] "Cognitio," *Wiktionary*, https://en.wiktionary.org/wiki/cognitio.

[16] Lawson, T. E., "Cognition," in *Guide to the Study of Religion*, W. Braun and R. T. McCutcheon, Eds. London–New York: Cassell, 2000, pp. 75–85.

[17] Sukharev, M. V., "Cognitive processes in a local community," *Proceedings of the Karelian Scientific Center*, no. 6, pp. 29–33, 2012.

[18] Tikhonov, A. V., *Fundamental and Applied Knowledge*. Moscow: Canon+ ROOI Rehabilitation, 2014.

[19] Yerushkina, L. V., *Administrative Management*. Nizhny Novgorod: Nizhny Novgorod State University, 2011, p. 30.

[20] Toshchenko, Zh. T., *Sociology of Management*. Moscow: Center for Social Forecasting and Marketing, 2011, p. 253.