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LEADER AND MANAGER - STAFF CORPORATE DEVELOPMENT STRATEGY IN EDUCATIONAL INSTITUTIONS

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This article reveals the features of organization management business units in the field of education. Indicated that the concept of “govern”, “leadership”, “administration” can be considered identical to the concept of “management”. Isolate factors that, according to the authors influenced the appearance and use of the term "management" in the domestic pedagogical theory and determined factors forming a style guide: subjective and objective.

The author draws parallels between the leader and manager – leading parties that determine the development strategy of the educational institution. In the context of the subject identified the characteristic features of leader and manager, indicated a common professional competence - a willingness to to make decisions and take responsibility for it. We have analyzed the stages of formation and leadership development, determined functions of education manager, defined trends in theory and practice of modern management.

Key words: manager, leader, leadership, pedagogical management, management, leadership styles.

The reformation of social processes of XX-XXI century is characterized by the growing influence of management on all aspects of society, organizations and people. During this period management emerged as a science, summarizing large management practice and developing recommendations for its improvement. Principles, forms and methods of management expanded in the spheres of influence and, besides business and economics, became extensively used in science, education, health, art and politics. Though, recently it was considered almost impossible.

Education is a dynamic system, so the content and education curriculum depends on the development of science and culture. Along with the change and development of culture, the meaning, the purpose of task and technology of training and education are changed. For example, in the second half of the twentieth century three learning and education strategies has changed: academic, technological and humanitarian.

The science and practice of management have arisen as a result of the social division of labor. The need to control is due to the specific features of functioning of the society, the collective nature of practice, people’s need to communicate, etc. [1, p. 21].

The theory of Education Management has been quite actively developed recently. The scientists as Vashchenko L., Pikelna V., Zverev V., Yelnikova G., Dmytrenko G., Maslov V., Oliynyk V. are exploring the management of educational establishments as a social system based on innovative changes happening at the beginning of XXI century.

The new philosophy of management has changed the concept of "manager" and "management." For the long period of time the management of the organization (structural units) primarily involved performing administrative functions, using the power of government and binding regulations. However, in terms of democratization of social process, management activity is based on cooperation of people and joint coordination of activities under professional management.

The concept of "educational management", which is now widely used, until recently, has not been used. This term has been actively used in psychological and pedagogical manuals only in the late twentieth century. However, the usage of the term "management" dates from the 70th of XX century. There are such terms as "management," "leadership," "administration", which can be considered to be identical to the concept of "management".

We believe that the appearance and usage of the term "management" in national pedagogical theory is caused by the following factors:

- Versatility of scientific approaches and technologies developed within modern management theory. It makes it possible to use them in different areas of management, including the field of management of pedagogical systems - educational institution in general and the structural units in particular;
- Active usage of the term "management" is due to the fact that for a long time the entire system of governing in educational establishment was seen as a certain set of conditions that allow it to ensure the best development without taking into account the role of a human in the successful management of this process;
- Management of education and training needs the knowledge of the laws and regularities of the interconnected processes and knowledge of regularities of activity management.

The urgent need of finding new approaches to the management in the network of educational institutions led to the choice of the theme of our research. The purpose of the article is to identify the specific features of a leader and a manager, within their correlation, analyzing different approaches to management activities.

Well known is the definition of a leader (the one who leads, the first coming in front) and manager - hired worker, employed with professional activity in organizational management of enterprises, firms, institutions, endowed with defined powers.

The modern management system requires the training of personnel management, which would combine the functions of a leader and a manager. A manager should be a head designated according to the legislation, and the leader who has undisputed authority within staff. We offer the correlation of personal qualities of a leader and a manager's functions. They are systematized in Table 1.

Table 1

Correlation of leadership qualities and functions of a manager
(Elaborated by the authors)

<i>Leader</i>	<i>Manager</i>
Elected (defined) by community, supporters	Appointed within the existing legislation
Takes the initiative or supports the initiative groups	Passes instructions and orders
Analyzes the work done	Reports about the executed work
Determines the reason of failure	Finds justification for failure
Takes responsibility for himself	Looks for perpetrators
<i>Ready to make decisions and take responsibility for it.</i>	

The comparative analysis of the aforementioned features makes it possible to argue that the union of a leader and a manager in one person can happen if many conditions are being followed. One of them is - a willingness to make decisions and take responsibility for it.

In the process of administrative activity different leadership styles are formed: authoritarian (autocratic), democratic, liberal and mixed. Their essence is well known, and therefore does not require a thorough analysis. However, it should be noted that experienced, competent leader, skilfully combining and using elements of different styles of leadership, becomes a true leader.

The following factors that form leadership styles are allocated:

- Subjective (knowledge of modern scientific management, compliance of personal features to the object of management, cultural and moral level, life philosophy and leader's value, experience and business features);
- Objective (compulsory requirements for managers of specific systems, features of the special areas of activity, patterns of control, level of hierarchy management, social and psychological characteristics of subordinates).

Skilful combination of practical experience and organizational ability, professional competence and strategic thinking creates a true leader.

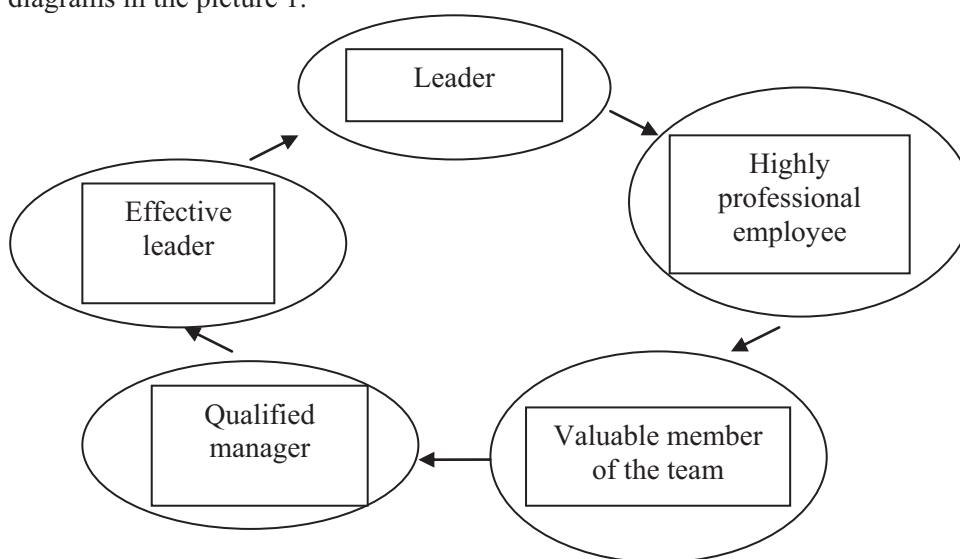
Leadership it is the ability to influence others while achieving certain goals. It is the ability to make people want to do the job. In this context we also distinguish such notion as "leadership skills".

Leadership - influence, power, "window" and "Mirror" [3]. If the influence and power do not require further explanation, the "window" and "mirror" deserve being specified. Based on training materials, it should be noted that a true leader is

the one who at the successful work of the structural unit (organization), "looks out the window", giving all the merits to others, not focusing on his face. Though, at the same time, during the difficult period of reforms, reports, etc., the leader "looks in the mirror" and takes full responsibility.

Leadership skills include: charisma (the ability to inspire), persuasiveness (logic, logical thinking) ability to motivate and constructive changes.

A gradual growth of the leader is allocated. We have reflected in the circuit diagrams in the picture 1.



Picture1. The levels of leadership

We analyze stages of formation and leadership development:

1 - highly professional employee contributes actively using his abilities, knowledge, experience and skills to organize his work;

2 - valuable member of the team makes a personal contribution to reach the goals of the company; works effectively with other team members;

3 - qualified manager organizes people, rationally allocates resources to carry out tasks;

4 - effective leader formulates concrete vision of the future subdivision and consistently makes everything possible for the company to follow the planned way; ensures high standards of quality;

5 - Leader - his leadership allows getting unique and long-term results because of a paradoxical combination of outstanding personal qualities and strong professional will [3].

N. L. Kolominskiy substantiated psychological diagram of a manager (head) of educational establishment, where the following structural elements are identified [2]:

- Psychological demands (diagnostic, prognostic, designing, organizational, communicational, motivational, emotional, volitional, estimating, moral, physiological and physical);
- Psychological processes, qualities of a personality (practical and psychological understanding, empathy, strategic thinking, teaching ability, academic ability, language ability, altruism, sociability and social vitality);
- The content of professional functions.

We consider that it is appropriate to analyze more thoroughly the content of some professional functions. In particular, one of the leading features of the head-leader plays goal-setting that involves the analysis of the educational unit (establishment) in order to determine strategic directions of development, the team planning and preparation and decision making, implementation of controlling activities.

The leading function of education manager is to create a psychological climate in the team, which includes: selection of staff and distribution of responsibilities according to their psychological characteristics; the formation of individual style, reflecting the peculiarities of the staff, headed by manager; self-organization, self-development; effective implementation of administrative work and leadership impact on people; creating a positive attitude and optimism in others.

Another function of an education manager is emotional and motivating focus of management, manifested in ensuring ethical criteria of a manager, educational impact on others, the effective performance of all management functions, especially in critical conditions and stressful situations.

The management in the system of education, as in other spheres of human existence, takes into account the psychological (individual psychological characteristics of the person, the content of activities and behaviour) and psychosocial factors (patterns of relationships in the group and communication style) that affect this process.

In contrast to the technical systems, management in education is always personal (person to person) It is the interaction of two people - the head-teacher (teacher) and subordinate (employee, student). The difficulty lies in the fact that people can be managed easily and efficiently only when they want to be managed. If they do not want to, then they should just be forced. However, leadership is much more efficient and more effective than coercion. Therefore, to ensure the effective implementation of the goals and objectives of management in education we need to take into account psychological peculiarities of this process.

At the beginning of XXI century in the theory and practice of modern management were trends which allow us to identify prospects, to define goals and succeed in implementing educational innovations. Among the major trends we can highlight the following: increasing the role of democratic governance, which promotes the active participation of teachers in innovations and implementation of specific management functions both within their school and education in general; strengthening of global trends in the world that is not only about common forms of reproduction and management, but also about own national style in management; development of modern technologies, which encourages awareness of the role and importance of logistics in any educational institution.

Thus, the theory of education management (educational management) is being actively developed and is practically oriented branch of scientific knowledge. It actively assimilates general management approaches and develops on the base special models and methods to improve the efficiency of administrative activity in education. The real performance of doctrines and concepts where the purpose and methods are formulated and outlined for their implementation, depends on the specific historical conditions that drew up out of educational traditions.

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**ЛІДЕР І КЕРІВНИК – УПРАВЛІНСЬКА СТРАТЕГІЯ РОЗВИТКУ
КОЛЕКТИВУ ОСВІТНЬОГО ЗАКЛАДУ**

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Розкрито особливості організації управлінської діяльності структурними підрозділами в галузі освіти. Зазначено, що поняття “управління”, “керівництво”, “адміністрування” можна вважати тотожними поняттям “менеджмент”. Виокремлено чинники, які, на думку авторів, вплинули на появу та використання терміну “менеджмент” у вітчизняній педагогічній теорії, та визначено чинники, що формують стилі керівництва: суб’єктивні та об’єктивні.

Автори проводять паралель між лідером та керівником – провідними особами, які визначають стратегію розвитку освітнього закладу. У контексті досліджуваної теми визначено характерні ознаки лідера та керівника, вказано спільну професійну компетентність – готовність приймати рішення і нести за це відповідальність. Проаналізовано етапи становлення та розвитку лідерства, схарактеризовано функції менеджера освіти, визначено тенденції розвитку теорії та практики сучасного менеджменту.

Ключові слова: керівник, лідер, лідерство, педагогічний менеджмент, управління, стилі керівництва.