

FORMATION OF AN EFFECTIVE MANAGEMENT STYLE
OF AN EDUCATIONAL INSTITUTION

ФОРМУВАННЯ ЕФЕКТИВНОГО СТИЛЮ КЕРІВНИЦТВА
ЗАКЛАДОМ ОСВІТИ

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ABSTRACT

The article focuses on the description of the issues of interaction between the manager and subordinates in higher education institutions. The leadership style largely depends on the level of culture and value orientation of the manager, his focus on achieving pedagogical results. Increasing the role of educational personnel in the activities of an educational institution determines the relevance of studying the issues of interaction between subordinates and the manager. The subject of the research is the description of the features of interaction between managers and subordinates in public and private institutions of Higher Education. The aim of the article is to reveal the existing problems on the interaction of the manager and subordinates in higher education institutions and providing recommendations for the formation of an effective management style of an educational institution. The article deals with the problem of interaction between the manager and subordinates in higher education institutions and gives recommendations for improving the effectiveness of the leadership style (effective interaction of the manager with subordinates) in public and private institutions of Higher Education. The results of the research can serve as a basis for further study of the peculiarities of effective management of higher education institutions in the changing conditions of our time in other countries.

Key words: educational institution, educational process, interaction, manager, subordinates.

In the course of the educational process in an educational institution, there is a need for interaction between subordinates and the manager. The staff of an educational institution will not be able to perform its tasks successfully if it does not achieve proper interaction and well-coordinated work of the team both vertically «manager-subordinates» and horizontally «interaction of individuals and groups of the team». In turn, team management is a creative matter, and depends on the person to whom this matter is entrusted, on his temperament, worldview, competence, scale of thinking, communication skills and other important qualities.

Each manager in the education system develops his own leadership style, which depends on a whole set of his personal qualities: the level of Education, competence, character traits, the ability to find contact with subordinates and students, and other important qualities.

Formulation of the problem. The relevance of the problem lies in the fact that there is a lack of the research combined with issues of interaction between the manager and subordinates in higher education institutions.

The object of the research is the interaction of the manager and subordinates in educational institutions.

The subject of the research is the description of the features of interaction between managers and subordinates in public and private institutions of Higher Education.

Analysis of recent research and publications. The methodological and theoretical basis of the research was the work of such outstanding scientists as: O. V. Baieva, O. P. Bieliaieva, V. P. Bekh, O. I. Marmaza, H. V. Sukhovii, Z. Udych, R. Tannenbaum, W. Schmidt and others.

American Scientists R. Tannenbaum and W. Schmidt studied how managers influence subordinates. Within the framework of the considered management styles, in their opinion, the following options for interaction between the manager and subordinates are possible: the manager makes a decision and gives subordinates the command to execute the decision; the manager makes a decision, explaining it to

subordinates; the manager makes a decision, consulting with subordinates; the manager corrects the decision after consulting with subordinates; the manager consults with subordinates and makes decisions; the manager sets the framework in which subordinates make their own decisions (Tannenbaum, Schmidt, 1978).

The **aim of the article** is to reveal the existing problems on the interaction of the manager and subordinates in higher education institutions and providing recommendations for the formation of an effective management style of an educational institution.

Presenting main material. Leadership style is most often associated with social and cultural competence (Udych, 2019). Civic, social, and cultural competencies can influence how a manager communicates with the team and takes into account individual differences in employees. Also, cultural competence is important for interacting with different cultures, and social competence can be useful for building internal team interaction and communicating with stakeholders.

Depending on the context and personal approach of the manager, cognitive competence may also be important, which includes the ability to analyze and make informed decisions, or entrepreneurial competence, which may be key to the development and implementation of innovative ideas and strategies (Sukhovii, 2023).

Thus, the leadership style can reflect different aspects of these general competencies, depending on how they interact in a particular context and field of activity of the institution.

According to O. I. Marmaza, each manager in the education system develops his own leadership style, which depends on a whole set of his personal qualities: the level of Education, competence, character traits, the ability to find contact with subordinates and students, and other important qualities (Marmaza, 2021).

Undoubtedly, the leadership style also largely depends on the level of culture and value orientation of the manager, his focus on achieving pedagogical results. Increasing the role of educational personnel in the activities of an educational institution determines the relevance of studying the issues of interaction between subordinates and the manager.

Let's consider recommendations for improving the effectiveness of the leadership style (effective interaction of the manager with subordinates) in the University.

1. *Respect.* Subordinates respect the manager when they feel the self-respect that comes from the manager. Showing concern for the subordinate as a person will later help the manager in a difficult situation.

2. *Trust and delegation.* The employee expects support and trust from the manager, which increases if the manager's actions contribute to the promotion of employees. Trust disappears if the manager supports the growth of incompetent people.

3. *Training.* The effectiveness of a manager is related to what you can learn from him/her. Therefore, the manager needs to surpass his subordinates, he needs to be able to act as a teacher. The manager doesn't teach, the subordinates learn from him.

1. *Respect.*

To organize a management style that maximizes respect between the employee and the manager, the manager needs to consider the following steps:

1) establishing open and transparent communication: the manager should create an atmosphere in which employees feel that their opinions are appreciated and taken into account; regular meetings, discussion of issues and problems, encouraging employees to express their ideas and suggestions, and paying attention to their opinions;

2) maintaining a culture of mutual respect: the manager must create an atmosphere in which respect for employees comes from both the manager and the employees themselves (setting high standards of interaction and professionalism, and encouraging them to adhere to them; paying attention to the behavior and attitude of employees among themselves, and responding in a timely manner to any manifestations of disrespect or conflicts);

3) providing opportunities for growth and development: the manager must support the development of his employees by providing them with opportunities for training, professional development and career growth (regularly assessing the needs of employees, conducting individual conversations and developing training and development plans that are consistent with their goals and ambitions);

4) showing respect for the opinions and ideas of employees: the manager should show respect for the opinions and ideas of his subordinates, actively listening, answering questions and giving them the opportunity to express their thoughts and ideas (it is important to take into account the opinion of employees when making decisions and give them the feeling that their contribution is appreciated and taken into

account);

5) awareness of the affairs and achievements of employees: the manager should be aware of the affairs of employees and their achievements; conduct regular individual conversations, review and analyze the work of employees, and recognize their achievements publicly; express gratitude and appreciation for their work and concrete results;

6) resolving conflicts and problems with respect: the manager must show respect and emotional intelligence when resolving conflicts and problems, establish conflict resolution processes and ensure that they are transparent and fair; conduct regular dialogues with employees so that their interaction is open, honest and resolved taking into account their needs and interests.

Let's consider what steps the manager should take to create such an atmosphere. Creating an atmosphere in which employees feel that their opinions are appreciated and taken into account is an important task for a supervisor in a higher education institution. This allows to increase motivation, improve communication and collaboration, and promotes creativity and innovation. To achieve this goal, the manager can apply the following approaches:

a) showing respect and support: the manager should actively express respect for employees and their opinions (which can be done by welcoming each employee's contribution to collective discussions and taking steps to ensure that their ideas and suggestions are taken into account when making decisions);

b) creating a trusting atmosphere: the manager must create a trusting environment in which employees feel free to express their opinions without fear of negative consequences (for which it is necessary to be open to feedback, as well as maintain the confidentiality of the information provided);

c) creating regular communication: the manager must maintain regular communication with employees in order to be aware of their ideas and opinions (meetings, briefings, feedback and individual conversations can be used to exchange information and create an open dialogue);

d) goal setting and development: the manager should involve employees in the process of setting goals and creating action plans (it is important to allow employees to make suggestions and ideas to improve their work, as well as provide them with opportunities for professional development);

e) recognition and awards: the manager should recognize and reward employees for their positive contributions and ideas (which can be achieved through public recognition, awards, or encouragement to demonstrate to employees that their opinions and participation are valued);

f) opinion-based action: the manager should take action based on employees' opinions to demonstrate that their ideas are really important (implementing suggestions and ideas, feedback on results, and expressing gratitude for their participation).

The manager should be open and ready to cooperate with subordinates, show interest in their opinions and suggestions, and actively use their ideas to improve the work of the higher educational institution.

It is important to understand that respect is a process that requires time, constant interaction and constant effort. Following the above steps will help to create the basis for a management style that is characterized by a high level of respect between the manager and employees.

2. Trust and delegation

The manager should show respect for subordinates by entrusting them with their tasks and responsibilities; delegate responsibility, and devote time to mentoring and support to help employees grow and develop in their role. Trust is mutual and contributes to the formation of respect.

Trusting and delegating tasks and powers by a manager to their subordinates means transferring responsibility and authority to perform certain tasks and make decisions. This approach is based on the principle that the manager shares some of his work and responsibility with subordinates in order to improve the efficiency of the team and empower employees.

Task transfer assumes that the manager defines specific goals and tasks that need to be completed, and transfers the assigned task to his subordinate. In this case, the subordinate gets a clear understanding of what is expected of them, including the results, deadlines, and resources that are available to them. At the same time, the manager tries to give the subordinate enough freedom in choosing ways to achieve their goals, implement decisions and apply their professional skills.

Delegation of authority, in turn, involves transferring not only tasks, but also the corresponding powers and resources for their implementation. This means that the manager trusts his subordinates to make decisions, be able to participate in the planning process, and monitor the implementation of their goals. At the same time, the manager must provide subordinates with the necessary information and access to resources so that they can successfully perform their work.

Trust and delegation have a number of advantages. First, it helps to expand the team's abilities, as

each member has the opportunity to apply their knowledge and skills, as well as make their own decisions. Secondly, it increases the motivation of employees, because they feel valuable and responsible for their work. Third, it allows the manager to focus on more important tasks, as they can switch to strategic planning and team development instead of performing operational tasks.

However, it is important to keep some aspects in mind when trusting and delegating tasks and authority. The manager should be ready to support and accompany the subordinate during the task, promote the development and growth of professional skills. It is also necessary to take into account the abilities and experience of the subordinate when distributing tasks. In addition, the manager should monitor the results of work to ensure that the goals set are achieved and take action if necessary.

To create an atmosphere of trust between the manager and subordinates, it is necessary to pay attention to several aspects. Below are the detailed steps:

1) to be open and accessible (the manager should be accessible to his subordinates; listen to their questions, ideas and problems, and be ready to provide assistance or guidance: regular meetings and conversations with subordinates will help create an open and trusting atmosphere).

2) to respect and treat subordinates with understanding (it is important for a manager to show respect and understanding for his subordinates, regardless of their professional level or experience; involve all employees in decision-making and take their opinion into account).

3) to provide support and feedback (it is important for the manager to support his subordinates, help them achieve their goals and encourage their success; regularly provide feedback on the work done, help improve productivity and develop employee skills).

4) to be transparent and honest (the manager should be open and honest in his actions and communication with his subordinates; share information about strategic plans, changes and take into account the opinion of employees – transparency will help to create an atmosphere of trust and cooperation).

5) to encourage team spirit and cooperation (the manager should create conditions for cooperation and mutual support: conducting team events, joint trainings, meetings and other forms of communication that contribute to the development of team spirit and mutual understanding).

6) to admit mistakes and be ready to learn lessons (the manager must demonstrate his own openness, willingness to admit his mistakes and change his working methods to create the impression that all team members can equally admit mistakes and grow).

7). to maintain a work-life balance (the manager should show understanding of the needs of his subordinates in their personal lives: increasing flexibility in work and providing vacations or flexible work schedules can help build trust and respect).

It is important to remember that creating an atmosphere of trust requires constant work and effort. The manager must show constant interest and care for his team, and this is the only way to achieve deep trust and cooperation.

As a result, trust and delegation of tasks and powers by the manager to their subordinates create a favorable working environment, contribute to team development and improve work efficiency. This allows the manager to make better use of resources, expand opportunities, and achieve his goals.

3.Training

In order to act as a teacher and enable subordinates to learn from a supervisor, the following measures should be taken:

1) to be available and open to communication and feedback (subordinates should be able to contact the manager with questions, problems and ideas at any time; the manager should maintain an open and trusting atmosphere so that subordinates feel comfortable expressing their thoughts and ideas);

2) to invest in the training and development of their subordinates (the manager can conduct trainings, seminars and master classes on various skills and competencies necessary for the performance of work; provide access to educational resources, books and online courses);

3) to delegate authority and provide independence (the manager should give subordinates the opportunity to solve tasks and make decisions independently; to delegate responsibility and trust their employees; to be ready to support them, offer assistance and guidance if necessary);

4) to provide feedback on the work of their subordinates actively (so that they can learn what aspects they need to pay attention to for further development; feedback can also be adapted to the subordinate's style, so that they better perceive and understand the advice offered to them);

5) to act as a mentor or coach (the manager can act as a mentor or coach for subordinates, provide them with guidance and support in the process of training and development; to hold individual meetings during which the goals, achievements and problems of subordinates are discussed, and the manager offers

his advice and implements a development plan with them).

To organize mentoring successfully, a manager needs to take into account the following steps:

a) defining goals and expectations (the manager must define mentoring goals and develop expectations for the learning and development process of subordinates, which may include specific skills or knowledge that needs to be developed, or the achievement of certain professional goals);

b) assessment of the needs of subordinates (the manager should find out what skills and knowledge are lacking in subordinates and what support they need for their training and development, which can be done through questionnaires, interviews or reviewing the results of past assessments);

c) setting specific tasks and responsibilities (the manager should define specific tasks and responsibilities that subordinates should perform as part of the learning and development process, which will help to have objective criteria for evaluating progress and success);

d) development of an individual training and development plan (the manager should develop an individual training and development plan for each subordinate, which will include specific steps and measures necessary to achieve the goals set; the plan can take into account the timing of tasks and the regularity of progress assessments);

e) regular meetings and feedback (the manager should set up regular meetings with subordinates to assess their progress, discuss problems and provide feedback on completing tasks; it is important to create an open and supportive atmosphere in which subordinates can ask questions, share their successes and insecurities);

f) delegation of responsibility and reliability (the manager must demonstrate trust in subordinates, delegate responsibility to them and provide sufficient support in the learning and development process; teach subordinates independence and self-confidence);

g) assessment and recognition of progress (the manager should regularly evaluate the progress of subordinates and recognize their achievements: awards, incentives or public recognition of successful results).

It is important to remember that mentoring is a long and systematic process that requires an individual approach and patience. A supervisor should be willing to invest time and resources in training and developing their subordinates to help them achieve their potential and professional goals:

1) define goals and develop plans (the manager should set clear goals for each subordinate and develop individual development plans; motivate and guide his subordinates to achieve these goals, providing them with the necessary tools and resources);

2) develop team spirit (the manager must create a team culture in which each team member feels valuable and important; conduct team trainings and events to strengthen team spirit and collaboration in the team).

In general, the manager should show interest in the development and success of his subordinates, be ready to support them and provide the necessary training and development opportunities. As a result, acting as a teacher, the manager is able to significantly increase the effectiveness of his team and achieve high results.

Developing team spirit in a team means the ability and willingness of team members to work together, strive for a common goal, and collaborate to achieve success. This includes building trust, communication, leadership, and interaction between team members.

To develop team spirit in the team, it is necessary to create conditions that promote cooperation and cooperation. This can be achieved by setting clear goals and roles for each team member, ensuring openness and transparency in communication, encouraging participation and initiative of each team member, and developing effective team interaction skills.

Team culture in an educational institution refers to a set of values, norms and practices that contribute to the formation and development of team spirit among students and employees. It serves as the basis for creating a supportive educational environment where team members can work together as effectively as possible.

The team culture in an educational institution encompasses aspects such as interaction and collaboration between students and teachers, fostering mutual respect, supporting and facilitating the development of leadership skills in learners, the ability to collaborate and collaborate.

To develop a team culture in an educational institution, it is necessary to create conditions that promote cooperation and cooperation. Activities may include organizing group projects and tasks that require collaboration, conducting trainings and seminars on teamwork, establishing mentoring to support students in developing team skills and creating forums and platforms for sharing experiences and ideas.

The development of team spirit and team culture in an educational institution is essential for

improving the overall educational environment and ensuring successful student learning. The team approach promotes the creation of strong and effective teams, which in turn contributes to higher productivity and better results in education.

Conclusions. The twenty-first century in Ukraine has been marked by significant political, economic and social changes. The management of higher education institutions has changed significantly under the influence of many factors in recent years (due to quarantine restrictions, martial law, the transition to distance and mixed learning).

The security component of managing higher education institutions has changed. More urgent is the need to conduct scientific research in order to ensure the gap in the effective management of higher education institutions in the changing conditions of our time in Ukraine.

The prospect of further research is to find out the peculiarities of effective management of higher education institutions in the changing conditions of our time in other countries.

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АНОТАЦІЯ

Стаття присвячена опису питань взаємодії керівника та підлеглих у вищих навчальних закладах. Стиль керівництва багато в чому залежить від рівня культури і ціннісних орієнтацій керівника, його націленості на досягнення педагогічних результатів. Підвищення ролі педагогічного персоналу в діяльності освітнього закладу визначає актуальність вивчення питань взаємодії підлеглих і керівника. Предметом дослідження є опис особливостей взаємодії керівників і підлеглих у державних і приватних вищих навчальних закладах. Метою статті є виявлення існуючих проблем взаємодії керівника та підлеглих у вищих навчальних закладах та надання рекомендацій щодо формування ефективного стилю управління освітнім закладом. У статті розглядається проблема взаємодії керівника та підлеглих у вищих навчальних закладах та даються рекомендації щодо підвищення ефективності стилю лідерства (ефективної взаємодії керівника з підлеглими) у державних та приватних вищих навчальних закладах. Результати дослідження можуть послужити основою для подальшого вивчення особливостей ефективного управління вищими навчальними закладами в мінливих умовах сучасності в інших країнах.

Ключові слова: освітній заклад, освітній процес, взаємодія, керівник, підлегли.