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Managerial culture in the professional activity of an education manager

Kultura menedżerska w działalności zawodowej menedżera oświaty

Słowa kluczowe: menedżer edukacji, kultura zarządzania, rozwój edukacji.

Streszczenie: Artykuł analizuje rolę kultury menedżerskiej w działalności zawodowej menedżera edukacji, która jest określana zdolnością i gotowością do prowadzenia spójnych działań, uwzględniających funkcje zawodowe menedżera: społeczno-ekonomiczną, prognostyczną, projektową, łączoną. Głównym zadaniem menedżera edukacji jest efektywna organizacja procesu edukacyjnego, zapewnienie wysokiej jakości usług edukacyjnych w warunkach konkurencji między placówkami oświatowymi. Uzasadniono funkcje zawodowe menedżera edukacji na poziomie administracyjnym, pedagogicznym i samorządowym. Podkreślono, że kultura menedżerska menedżera zakłada, iż posiada on odpowiednią wiedzę, która odślania treść funkcji menedżerskich, komunikacji menedżerskiej, teorii motywacji pracowników, a także spełnia wymagania dotyczące cech osobowości menedżera jako lidera: jego indywidualnych zdolności i talentów, kompetencji zawodowych.

Uznano, że następujące cechy osobiste są istotne dla działalności menedżera edukacji: przewidywanie (polega na rozpoznawaniu potencjału możliwego rozwoju instytucji edukacyjnej, podejmowaniu działań usprawniających jej działalność); obiektywność (polega na zdolności określania poziomu rzetelności i prawdziwości przedstawionych informacji, podejmowania sprawiedliwych decyzji oraz oceny efektywności każdego pracownika); spójność (polega na rozwiązywaniu zadań funkcjonalnych zgodnych z ogólnym celem organizacji, uwzględniając czynniki prawne, menedżerskie, psychologiczne i pedagogiczne); przedsiębiorczość (polega na stosowaniu kreatywnego podejścia w wykonywaniu funkcji zawodowych, wspieranego nabytym doświadczeniem i umiejętnościami w świetle aktualnych wymagań rynku usług edukacyjnych); mobilność (zdolność do wykorzystania istniejącego doświadczenia menedżerskiego do działalności innowacyjnej w procesie edukacyjnym).

Stwierdzono, że kultura menedżerska menedżera edukacji jest istotnym składnikiem rozwoju edukacji, ponieważ wpływa na skuteczność znaczących zmian, które determinują charakter i tempo modernizacji procesów edukacyjnych.

Key words: education manager, management culture, education development.

Abstract: The article considers the role of managerial culture in the professional activity of an education manager, which is determined by the ability and willingness to perform congruent activities, taking into account the professional functions of a manager: socio-economic, prognostic, design, combined. The main task of the education manager is defined, which is the effective organisation of the educational process, ensuring the provision of quality professional educational services in the conditions of competition between educational institutions. The professional functions of an education manager at the administrative level, at the pedagogical level, and at the level of self-government are substantiated. It is emphasized that managerial culture of a manager implies that the manager has relevant knowledge which reveals the content of managerial functions, managerial communication, theories of employee motivation, as well as compliance with the requirements for personal characteristics of a manager as a leader: his or her individual abilities and talents, professional competencies. It has been found that the following personal qualities are important for the management activities of an education manager: foresight (involves identifying the potential for possible development of an educational institution, taking measures to improve its activities); objectivity (involves the ability to determine the level of reliability and truthfulness of the information presented, to make decisions fairly and to evaluate the effectiveness of each employee); consistency (involves solving functional tasks that meet the general goal of the organization, taking into account legal, managerial, psychological and pedagogical factors of influence); entrepreneurship (involves the use of a creative approach in the performance of professional functions, supported by the acquired experience and skills, taking into account the current requirements of the educational services market); mobility (the ability to apply existing managerial experience to innovative activities in the educational process). It is concluded that the managerial culture of the education manager is an important component in the development of education, as it affects the effectiveness of significant changes that determine the nature and pace of modernization in educational processes.

Introduction

The training of highly qualified managerial personnel is becoming not only economic but also general social importance. The requirements for specialists in managerial activities in education are growing and becoming more complex in accordance with the needs of society and scientific and technological progress. Today, a specialist in the field of educational management should be able to see the new and promising, to design the development of training taking into account the laws of the market economy [4]. The processes of modernization, restructuring and optimization of domestic education require education managers to analyze the educational process, choose the optimal strategy and tactics for the development of an educational organization, offer and develop individual educational trajectories for students, be responsible for management decisions, and perform control, correcti-

ve and evaluative functions in modern pedagogical literature. We have concluded that the professional activity of an education manager correlates with promising areas of development of the entire educational system, which is in constant development and improvement using innovative processes in the design and testing of the management content of a competitive educational organization. Currently, the process of understanding the educational process from the point of view of economics, management, pedagogy, psychology is underway in order to make it scientific and reasonable [7; 12].

When modelling the process of professional training of a manager, we were guided by the theory of social systems management presented in the works of such researchers as I. Ansoff, I. Zyazyun, V. Kremen (philosophical aspect); V. Bondar, O. Yelnikova, V. Maslov (managerial), L. Lukianova, V. Oliynyk, N. Protasova, V. Semichenko (andragogical); I. Bekh, O. Panchenko, S. Honcharenko (didactic).

A study of scientific and pedagogical literature [1; 2; 7; 12] has shown that the professional activity of an education manager correlates with promising areas of development of the entire educational system, which is in constant development and improvement using innovative processes in the design and testing of managerial, content, activity-technological, control and evaluation elements of the educational process.

Features of the professional activity of an education manager

The features and essential characteristics of the professional activity of an education manager are determined by the ability and willingness to perform congruent types of activities taking into account the professional functions of the manager: socio-economic, prognostic, managerial, design, combined. The main task of an education manager is to effectively organise the educational process to ensure the quality of professional educational services in a competitive environment between educational institutions.

The leading direction in the professional training of an education manager is preparation for the implementation of managerial and pedagogical activities, which involves the interconnection of both managerial and pedagogical university activities, taking into account complexity, systematicity, and integrativeness. We agree with T. Sorochan and adhere to the following interpretation of concepts and definitions: an education manager is a subject of management of the processes of education, upbringing and development of a student's personality, which implements in pedagogical practice managerial and pedagogical functions that involve the training of a specialist in demand in the labour market through the use of labour, material, information, socio-economic, scientific and methodological resources using the principles, functions, methods, and management technologies [11]. Administrative and pedagogical activity is a systematic sequence of algorithmic steps aimed at designing a comfortable educational environment, socialisation of

students, effective professional development of educational process subjects in the interconnection 'administrative management – educational process management – self-government', which guarantees the continuous development of an educational organisation. Management and pedagogical training is a specially organized educational process aimed at a productive dialogue between the teacher and students, the main result of which should be readiness for future professional activity, based on deep knowledge and formed competencies in the field of management and pedagogical activity [10]. On the basis of the studied scientific and pedagogical sources [2; 3; 6; 8], we have identified the basic theoretical approaches that form the basis of managerial and pedagogical training of education managers: systemic (responsible for the interconnection of all components of professional training), programme-targeted (implements the hierarchy of goals in the management structure of an educational organisation). In the course of the study, we were guided by the research on the managerial activity of an education manager, conducted by T. Sorochan [11]. She emphasises the characteristics of the profession of education manager, taking into account the requirements for knowledge, skills, abilities and qualities of a specialist that underlie his/her qualification requirements.

The analysis of professional, normative, psychological, substantive, personal, technological, informational components of the content of the education manager's activity revealed that the occupational profile makes it possible to study the versatile activity of a specialist in two vectors: the model of personality and the model of activity of a future specialist [1; 2; 7; 9]:

1. General characteristics of the speciality. The field of professional activity of the education manager is to ensure effective management of the educational process; organisation of management activities in an educational organisation; practical implementation of pedagogical management in the context of the development of an educational institution. An education manager should carry out the following types of professional activities: socio-pedagogical, organisational and managerial, socio-economic, psychological and pedagogical, scientific and pedagogical, social prognostic, economic and managerial, socio-pedagogical, etc.
2. Characteristics of personal and professional qualities and abilities necessary for the implementation of professional activities.
3. Content of education. The following blocks forming the system of knowledge, skills and abilities in the management and pedagogical sphere are distinguished: general scientific (general humanities, natural science disciplines designed to guarantee classically fundamental training of education managers, formation of managerial culture of specialists), managerial (ensuring effective pedagogical management); successful adoption of economically sound management decisions to optimize costs and increase the profitability of an educational organization) and pedagogical (provides quality training of an education manager, a sought-after and successful specialist who is able to build a professional career that meets the requirements of time and society).

4. Professional functions of an education manager:
- at the administrative level: development of conceptual provisions for the strategic development of an educational organization with the involvement of specialists in the field of pedagogical management, economics, psychology, quality management of educational services; development of plans and forecasts for the effective work of the teaching staff and the entire educational organization as a whole; organization of effective and systematic work on the management of pedagogical staff in an educational institution and innovative pedagogical activities; development of a plan of motivational and stimulating indicators of professional activity of teachers and administrative and managerial staff, control and evaluation of the activities of both structural units and a particular pedagogical employee [2];
 - at the pedagogical level, the following functions are realized: educational (pedagogical support for the establishment of a base of systemic knowledge and practical skills of professional activity); educational (formation of the professional and motivational vector of students, formation of the managerial culture of the future education manager); developmental (raising the level of professional knowledge, formation of professionally important qualities of a future education manager); innovative (implementation of innovations in the pedagogical practice of an educational organisation, which increases the efficiency of the educational process); methodological, scientific and other functions;
 - at the level of self-government: setting goals for personal self-development and professional improvement; formulating tasks for effective goal achievement; willingness to take risks in making management decisions under conditions of uncertainty; mastery of time management technologies. Constantly changing environmental conditions of any organization put forward new requirements for the level of education and qualifications of managers, which contributes to the development of such a concept and phenomenon as managerial culture [4]. The managerial culture of an education manager is considered as a new and important direction in the field of management. This phenomenon is given great attention both by the heads of organisations and by the teaching staff of educational institutions as a response to consumer demand. A manager's managerial culture is inextricably linked to his or her personal qualities and professional skills and abilities.

Structure and functions of managerial culture of a manager

The structure of managerial culture can be represented by three elements [9]:

1. The set of managerial knowledge, which manifests itself in the form of acquired foundations of management theory and management, viewed through the prism of consciousness, emotions and feelings.
2. Management relations that would contribute to the application of theoretical foundations in practice, the socialization of management activities.

3. Management activities that allow transforming existing knowledge, norms and values into sustainable qualities and characteristics of a particular person. To formulate the concept of «managerial culture of a manager», it is necessary to determine what place this culture occupies among other, related cultures. Managerial culture belongs to the category of professional culture. Professional culture is an important socio-cultural factor in the formation of a personality characterized by norms and standards related to a particular type of activity [1]. The managerial culture of an education manager implies that the manager has relevant knowledge that reveals the content of managerial functions, managerial communication, theories of employee motivation, as well as compliance with the requirements for the manager's personal characteristics as a leader: his or her individual abilities and talents, professional competencies. The managerial culture of a manager should be formed during his or her professional training at a higher education institution. The influence of the social environment and personal needs of the student contributes to continuous development and self-improvement. The assessment of the mastery of managerial culture is carried out by dividing it into levels, which are presented in Figure 1.

The management process exists in every sphere of human activity that requires the knowledge, skills and experience of people. The effectiveness of managerial activity depends on many factors, including individual psychological characteristics of the personality that correspond to the peculiarities of management, personal organiza-

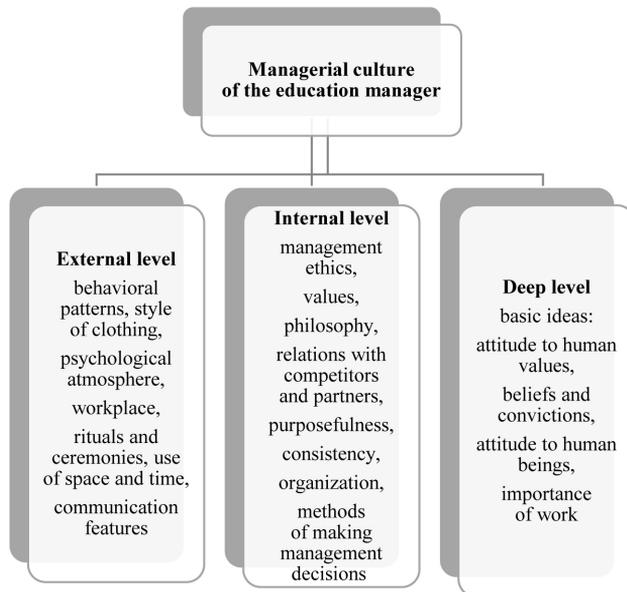


Fig. 1. Structure of the management activities of an education manager

tional skills, internal readiness for management, etc. Socialization has a significant impact on the formation of the managerial culture of an education manager [4]. It is in the context of social interaction that the manager begins to understand both the purpose of the organization's activities and the individual goals of employees, which in turn determines the managerial culture. Managerial culture is more practical than theoretical. Its peculiarity lies in the fact that it is a practical system of measures and methods that are directly related to practice. In this regard, it is necessary to define the functions performed by the managerial culture in Figure 2.

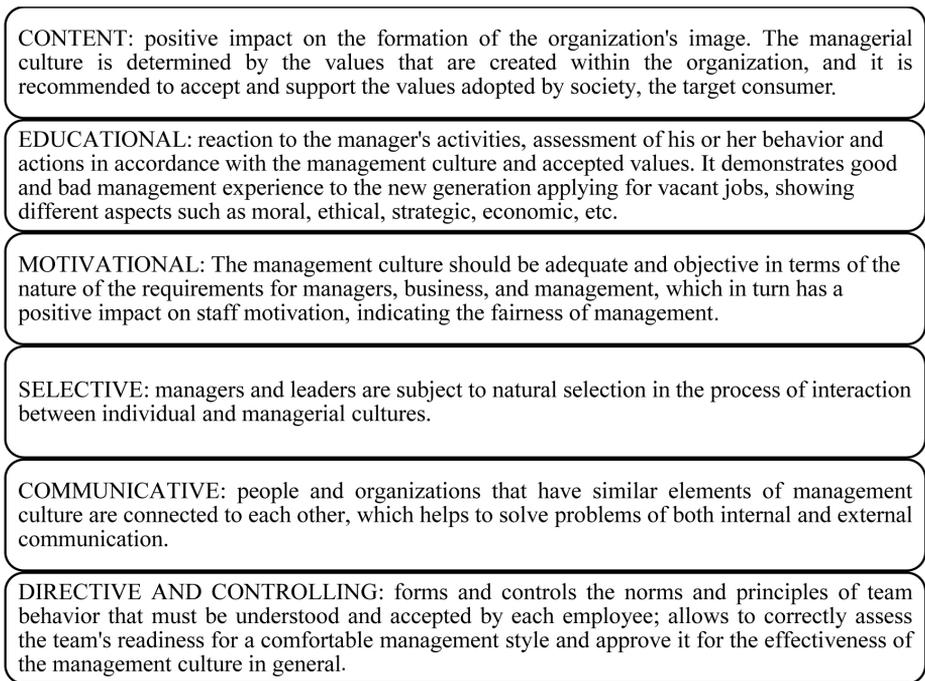


Fig. 2. Functions of the managerial culture of the education manager

Managerial culture is formed, developed and operates in the course of practical activities of management entities. In order to increase the level of managerial culture, it is necessary to use up-to-date knowledge of the essence of management, as well as to apply modern management methods that correspond to the organizational structure of the organization [2]. The quality of managerial culture depends on the application of modern management methods, which characterizes managerial culture as a set of management processes and decisions aimed both at preserving the integrity of the entire organization and at the development of individual structural units.

Features of the managerial culture of the education manager

The main features of the managerial culture of an education manager are:

1. Application and use of modern management innovative technologies. Without the ability to put forward, apply and use innovative management ideas, management culture will not be effective.
2. The presence of professionally organized managers: executives, leaders, and even groups of specialists – experts. It is this category of employees who are responsible for the quality and level of managerial culture, proposing innovations and solving management problems.
3. Professionalism as the most important attribute of managerial and professional culture. The level of professionalism correlates with the level of managerial culture. These concepts are inseparable, as the continuous improvement of processes and personal qualities are interconnected.
4. Communication culture is an important indicator of managerial culture, as communication ensures efficiency of labor activity, mutual understanding, and compliance with the rules of business and informal behavior. Social and professional communication reflects the level of managerial culture, its pros and cons.
5. Managerial ethics as an important indicator of manager's managerial culture is a set of rules and norms of employee behavior in relation to colleagues and management [3]. Thus, the managerial culture of a manager is presented as the theoretical, psychological and technological readiness and ability of an individual to competently implement his or her knowledge of effective management in specific situations, to show flexibility of professional thinking in solving managerial tasks.

The education manager, under the influence of external and internal factors of influence on the organization in modern conditions, should have the following characteristics [1; 12]:

1. Foresight – involves identifying the potential for possible development of an educational institution, taking measures related to improving its activities.
2. Objectivity – implies the ability to determine the level of reliability and truthfulness of the information presented, make decisions fairly, and evaluate the effectiveness of each employee.
3. Consistency – involves solving functional tasks that correspond to the overall goal of the organization, taking into account legal, managerial, and psychological and pedagogical factors of influence.
4. Entrepreneurship – involves the use of a creative approach in the performance of professional functions, supported by the acquired experience and skills, taking into account the current requirements of the educational services market.
5. Mobility – implies the ability to apply existing management experience to innovative activities in the educational process.

6. Leadership – involves the ability to identify important facts and details, motivate employees to increase productivity, find the strengths and weaknesses of each individual and suggest the right direction.

Conclusions

The managerial culture of an education manager is an important component in the development of education, as it influences the effectiveness of significant changes that determine the nature and pace of modernization in educational processes. In the process of managing an educational institution, an educational manager has the right to use various methods, which include social stimulation, persuasion, material motivation, etc. Based on this, a model of social interaction between the education manager and subordinates is created, his/her management style is determined, and a method of feedback is formed.

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