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## MILESTONES OF ADMINISTRATIVE ACTIVITY OF HEAD LEADER OF EDUCATION INSTITUTION

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*The article analyzes the specific features of the management of educational system, reveals the essence of leadership as a new management paradigm, which provides for the implementation of such a model of management of educational institutions, in which tight control and direct intervention in the educational process of inferior place flexibility, consultation mechanisms of management and self-government. The main milestones of administrative activity head leader of the institution are considered: the creation of conditions for values and personal interaction, which is characterized by the definition and adoption of agreed common values and mutual interpenetration of the humanistic value orientations of coexistence, the possibility of self-realization of each; facilitation maintenance, which enables the creation of director-facilitator the conditions for the disclosure of the creative potential of employees, support the process of building the trajectory of their professional and personal development to achieve the highest results in the professional activity, resistance at talent, creativity and initiative as the most important resource of the success of the organization, in particular, and administrative; reflexiv-*

*ity management activity, which means that the result of the interaction between the manager and managed is expressed in the fact that the latter have developed the ability to control their activities and is characterized by the direction on the implementation of the basic functions of the teacher is to stimulate the development of each individual, delegation of many powers and responsibilities for the results of the training and labour participants of the educational process. It is concluded that certain guidelines stipulate creating favorable conditions for the management of the institution on the basis of leadership*

**Keywords:** leadership, management activity, the head leader, values and personal interaction

*У статті проаналізовано специфічні особливості управління педагогічними системами, розкрито сутність лідерства як нової управлінської парадигми. Розглянуто основні орієнтири управлінської діяльності керівника-лідера навчального закладу: створення умов для ціннісно-особистісної взаємодії; фасилітаційний супровід та рефлексійність управлінської діяльності. Зроблено висновок, що визначені орієнтири зумовлюють створення сприятливих умов для управління навчальним закладом на засадах лідерства*  
**Ключові слова:** лідерство, управлінська діяльність, керівник-лідер, ціннісно-особистісна взаємодія, фасилітація, рефлексія

## 1. Introduction

Modernization of national higher education is impossible without solving the problem of changing meanings and nature management education institution. We are deeply convinced that it is the style and nature of management depend not only psychological atmosphere in education institutions, but also its development and interaction with the external environment. Dynamic processes in modern society, changing the paradigm of education and the subjects of educational activity, lead to the fact that managers of educational institutions that manage only as influence is increasingly faced with a natural resistance from teachers, parents and students.

Given this urgent implementation of such a management model educational institutions, where strict control and direct intervention in the educational process give way to flexibility, coordination and self-control mechanisms. The bearer of a new management paradigm, which is often defined as the leadership, is the head of the institution, from which depends on the establishment of new principles and values in the institution of education. However, the problem of determining the basic guidelines of management of the head leader of the institution is not duly reflected in the current academic sources.

## 2. Literature review

Various aspects of the educational system are considered a large number of works: management philosophy [1], management of educational institutions [2–4], management training in high school [5], training managers, leaders in higher education [6], psychological aspects of management [7]. So, in the book of the President of the National Academy of Pedagogical Sciences of Ukraine academician V. Kremen "Philosophy human centric strategies in educational space" [1] for the first time in the history of national social science was the concept "human centric" thought – as a new philosophical understanding of man analyzed. The author was systematically grounded the necessity of philosophy human centric statement as a response to the challenges of the modern global world. Considering the problems of managing educational institutions, V. Bondar [2] stresses the need for a system approach to the implementation of administrative management of the institution, according to scientists, is a dynamic system. Management has a clear pur-

pose – regulation, stabilization system to which it belongs, that is the education institution with all its components. An important feature of modern management (T. Shamova [3]) is its reflexive nature. According to the researcher, reflexive management – a management in which the construction of the interaction is fundamentally different. It "runs" self-development of personality through the mechanism of reflection. E. Hrykov [4] considers management functions as the fundamental types of management activity, which reflects the overall logic of management and related to the objectives of the development of the educational institution. The attention of the organization content characteristic of scientists presented management functions, among the main tasks were defined the following: to acquaint members with the content of the activities to implement the objectives of the educational institution in the management cycle; the formation of the readiness of workers to implement these tasks; solving the logistical and financial problems connected with the implementation of the objectives of the work. Social and psychological differences management educational institutions as complex humanitarian systems were analyzed V. Bereka [5]. The scientist emphasizes the subjectivity of object and results management in education. Unlike the final result in the management of other areas, the result of educational management is not indifferent way influence on subordinates, particularly assess themselves, their behavior and management of all parties communicate. Summary of understanding of leadership as the new paradigm was represented by S. Kalashnikova [6]. The researcher were analyzed the theoretical and methodological principles of training of managers-leaders in contemporary social transformations. Psychological aspects of educational institutions were considered L. Karamushka [7]. Scientific focuses on the need for social and psychological methods of management.

However, the problem of determining the basic guidelines of management of the head leader of the institution is not duly reflected in the current academic sources.

## 3. Aim and research problems

Aim – is disclosing the contents of the main targets of the management activity of head-leader of the education institution.

To achieve this goal have been resolved following tasks:

- various aspects and identified specific peculiarities of educational system were analyzed;
- the urgency essential meanings change management were grounded;
- as a new paradigm of educational organizations was offered leadership, characterized by delegation of authority and cooperation;
- based on a synthesis of understanding of leadership and management features characteristic of modern educational institutions were defined basic directions of management activity head-the leader of the school and were revealed their contents.

#### 4. Characteristics of the main targets of management activity head-the leader of the educational institution

Relevance of the essential meanings change management in today's conditions is caused by the need to mobilize all the efforts of the educational community to overcome the crisis and conduct of the challenging reforms. Increasingly, as the new paradigm of organizational management offered by modern researchers leadership, characterized by fluidity, delegation of authority, cooperation, diversity, social significance and modesty [8].

In our study we consider leadership as a "kind of formula, the essence of which is to determine the synergistic effect due to the integration of the following components: vision of the leader of a development strategy, the ability to involve his plan team followers, own motivation and charisma of a leader in directing energy led the team in channel necessary to improve competitiveness, reputation and image of the company and the country as a whole" [9].

Education system and institutions that make it are complex humanitarian system, so management of these systems has specific characteristics. Most fundamentally, from our point of view, these differences are represented by V. Bereka. The scientist highlights the following social and psychological differences in management education:

- focus on man management process;
- higher than in other areas, the dependence of the result of psychological qualities of the subject (team leader institutions, teaching staff, etc.);
- dependence on outcome of value-orientation unity of all elements of the education system, the target inter-level consistency of management;
- significant impact on the outcome of administrative work modality and semantic saturation interpersonal interactions in communication (for "horizontal" and "vertical");
- dependence (more significant than in other areas) result from social and psychological phenomena caused by interpersonal professional interaction (social-psychological climate, conflict, leadership, leadership style, etc.) and the influence of socio-psychological mechanisms of impact as persuasion, suggestion, imitation, admiration;
- feminization of object of management influence (collective institutions, educational institutions) with display of positive and negative in terms of management features female psychology;
- ambivalent attitude of the heads of educational institutions, which is due to a combination of each indi-

vidual team member rather high level of education with high self-esteem, strong sense of self-worth, with didactic orientation inherent in teachers, which causes some criticism, resistance management guidelines above;

- dependence of the result of the management of most number of factors beyond its regulatory influence and power (genetic, natural factors of the psyche, the impact of family disciples (students), their environment outside educational institutions, general economic and political conditions, etc.);

- subjectivity, "personhood" object and results management in education. Unlike the final results in the management of other areas, the result of educational administration is not indifferent to the means of influence on subordinates, particularly assess themselves, their behavior and management of all parties communicate. It shall take particular difficulty in finding rational methods, techniques, facilities management education institutions [5].

Generalization of understanding of leadership as a new paradigm of management and characteristics of management features modern education institutions allows you to consider the major reference management activity head-the leader of the school.

In our opinion, effective management of an educational institution head-the leader must carry both value-personal interaction of actors, aimed at identifying problems and organizing efforts for the successful development of the institution of education and self-development of its employees. We will consider interaction by S. Masovets as a psychological phenomenon, as a source, the condition, the scope of subjects self-actualization, as well as the exchange of internal potency, as a result of which the growth of the personal potential of each individual [10]. During the interaction between all participants, expressing their own orientations, should determine the value foundation of joint activities, i.e. value-personal interaction involves understanding the value orientations of the other and their approval. Thus, the process value-personal interaction is characterized by the definition, agreement and adoption of common values, mutual interpenetration and cross-fertilization values orientation of the humanistic coexistence, the possibility of self-realization of everyone.

Understand the importance of personal values and interaction in management changes the position of the head of the institution, which in turn causes a change approaches, principles and content management. Head-leader seeks to use various forms of cooperation, activation of psychological mechanisms to harmonize the goals of all participants of management. Matching management objectives with the personal goals of the participants of the educational process, the head-leader removes the feeling of pressure "foreign" management decisions, awareness of unfreedom by bringing them in the form of regulatory requirements.

The system of value orientations head of the institution, which formed and developed throughout his professional and life path, is an important factor of management in the organization values and personal interactions in institution. This system of values orientation conditions the behavior of the leader and determines the

choice of development strategy under his guidance the institution and the means of its implementation. Activities of head-leader to create conditions for value-personal interaction of all participants of the educational process updates their self-development and spiritual enrichment, the result of which is the development of the educational system as a whole.

Another important benchmark in the management of the head-leader is awareness of the need to exercise its facilitation ("facilitative") support. Analysis facilitation of phenomenological psychology K. Rogers allows for A. Orlov, use this term as "initiation, activation". The need facilitation in management due to the fact that the information society key to successful professional activity is the ability of the individual to the targeted self-development during life. As a teacher-facilitator accompanies the process of self-knowledge, self-development and self-improvement of the individual student in the training, so and head-facilitator should create conditions for opening the creative potential of employees, accompanies the process of constructing the trajectory of their professional and personal development to achieve the best results in professional activities. Relying on talent, creativity and initiative should be seen as the most important resource of the success of the organization, including management activity [11].

Despite the fact that the function of facilitation in management today is not singled out, we believe that its implementation feasibility indirectly confirmed by the following below considerations. V. Bondar, aim management activity is the provision of effective assistance to the pedagogical staff in improving training and education of students [2]. With the same positions essence of management is interpreted V. Afanasyev. The scientist notes that manage people – it is, above all, teach them what and how do.

E. Hrykov notes that the school management is a form of social control, which, functioning as a government, or a form of coercion or persuasion, or recognition of authority, or a combination of the first and second and third. But at the same time to manage the institution use the power levers has not a comprehensive meaning. This is due to the specific educational activity that is inherently creative. Therefore, the management of this activity to the fore comes out not the dictates and authority, and the training of teachers through various forms of methodical work [4].

Thus, the authors reveal the essence of management through the provision of an effective employee assistance team, learning the best ways to operate to achieve their goals, which is content a facilitative management function and.

The concept of "facilitation" has its own attributes: truth and openness, acceptance and trust, empathic understanding. The first element is the authenticity, sincerity or congruence. When you are talking about empathy you understand the empathy of emotional state of another person, then if the congruence is reliving their own feelings about their openness to yourself and other people. Congruence means authenticity, openness, honesty, one of the three "necessary and sufficient conditions" effective contact and relationships (along with

empathy and non-evaluative positive adoption), developed within the human centric approach.

Facilitation in the management is based on the following idea: structural and content organization-specific features are not random, they appropriately reflect the adequacy of its reactions and processes the conditions in which it is located. The implementation of facilitative support in the management activity of the head-leader provides training, counseling staff, assistance in case of need. Leader and facilitator cannot demand better results from employees, not making sure not the correct perception of the content received tasks sufficient competency to solve them.

Basic concepts of facilitation – openness, acceptance, trust, support is consistent with the entity human centric approach to the management of an educational institution, which is based on the implementation of the specific actions the ideas of self-knowledge, self-development and self-realization of the subject. Facilitation during management activity involves the formation of the interest of its members in creating conditions for professional and personal development, stimulate the minds of people, their freedom, freedom of choice. Professional freedom does not mean permissiveness and freedom from professional duties, and encourages the development of creative educational activities. Realizing that excessive freedom can lead to a breakdown of the system, the position of head-facilitator is to find mechanisms that allow to support the initiative, innovation on the one hand, and to prevent imbalances in the system on the other hand.

An important property of facilitative support in the management activity of the head-leader is its orientation on the understanding and acceptance by all the participants of the educational activity of the need to work in conditions of interpersonal communication, to develop the skills of empathic understanding, that cause professionally and personal development. Facilitation of interaction in this case by the transition from regulated algorithmic forms and methods of interaction to development, interactive, stimulating the self-knowledge and self-development.

We believe that mandatory signs management which provides head-leader is its reflexivity. As noted by T. Shamova, "... reflexive management is a management, in which the construction of the interaction is fundamentally different. It "runs" self-development of personality through the mechanism of self-reflection" [3]. No management through instructions, guidelines, beliefs, coercion, etc. will not replace or even not equal effect on quality of independent activity (or rather amateur) aimed at achieving their own goals, carried out by means elected independently too.

The position of the individual in relation to their own activity is reflected its expression in the fact that the process of this activity is for the identity of a particular object of management, and the personality is the subject of this management. And only to the extent in which formed in human mechanisms of own self-government, it can act as an independent personality. One of these mechanisms is the reflection. It rethink their actions, their experiences collisions of communications enables people to build their future life path.

According to the research of psychologists and teachers a reflexive management is considered as an essential characteristic of any interaction. Qualitative characteristic reflexive governance is the fact that the result of the interaction between the manager and managed is expressed in the fact that the latter have developed the ability to control their activities. Reflexive management allows you to realize the basic function of the teacher – encouraging the development of each individual. The essential characteristics of reflexive management is delegated many powers and responsibilities for the results of studies and work by participants in the educational process.

### 5. Results of the research

Therefore implementation of such a management model educational institutions, where strict control and direct intervention in the educational process give way to flexibility, coordination and self-control mechanisms becomes relevant. The bearer of a new management paradigm, which is often defined as the leadership, is the head of the institution, which depends on the establishment of new principles and values in the institution of education.

### 6. Conclusions

Therefore, management on the basis of leadership is a process that provides for the delegation of authority, flexibility, coordination of control and self-control mechanisms when the subjects of management have the opportunity to build their own position on condition of approval and acceptance of common values.

The main targets of the management activity of the head-leader what focus on understanding the need to value-personal interaction in management activities, the importance of its facilitative follow-up and reflection, determine the creation of favorable conditions for the life of all the actors of the educational process, effective functioning and development of the education institution.

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