

Consideration of the Management Styles for Successful Management of Educational Establishment

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Abstract – The work deals with the problem of using the efficient management style for successful management of educational institution. Autocratic, democratic, and liberal styles of educational managing are described. Main advantages and disadvantages of each management style are observed. The importance and impact of using effective management style in educational institution are underlined.

Key words – management style, successful management, educational establishment, autocratic style, democratic style, liberal style.

I. Introduction

You may become a specialist;
learn it; but you have to be born a manager.
Being a manager is what God and mother give you.
H. M. Zabolotnyi

The modern problems related to the issues of efficient state management and rational implementation of power require the examination of phenomena of leadership, management and management styles. The efficient state management is known to facilitate the stability and order, solution of various problems, favourable psychological climate in the collective, readiness of every employee to contribute to the implementation of hard tasks. When the manager sets proper tasks, determines the means for achieving goals and methods of control, drives the collective's opinion, motivates the employees to full-time work and high results, then the collective starts working as a smooth-running mechanism.

People have their own motives and able to set their own goals. They may be eager or not to do something, and depending on that they choose their behaviour. The management is a complex of actions taken by the manager to ensure the required behaviour of his/her colleagues.

Different management styles may be more or less efficient depending on the degree the executed work (settled task) structuring.

The management lies in the right of a person to charge with tasks, instruct, and demand their implementation, i.e. this is a process of managing the joint activity of group members. Whereas the genuine role of a manager, according to Ch. James, consists in managing the value system of organization.

II. Management Styles

The term of management style is widely used from 30-th year of last century and is closely connected in management and social psychology with such personalities as R. Blake and D. Mouton, M. Vinogradsky, V. Hladunskyy, A. Goncharov, O. Donchenko, O. Kuzmin, K. Lewin, Mc. Gregor, V. Tereshchenko and others. The peculiarities of style formation, its correction, levels of development have been examined by E. Klimov, A. Markov, V. Merlin. Different types of styles and features are singled out by E. Golubev, E. Il'in, A. Rean, etc .

The manager is a core member of any collective. The efficiency of management is determined by *the customized approach*, i.e. by possibility of successful solution of basic problems in human relations.

Each manager adopts certain stereotypes of managerial activity, which are called management style.

Management style (from Latin *stylus* – a stake used for writing) is a complex of principles, norms, methods and practices of influencing the subordinates with the aim of efficient implementation of managerial activity and achievement of the set goals; this is a method of working, behaviour pattern. The style of work relates to the managers, subordinates or executors. Everyone has his/her own style of work, natural perception of style.

The choice of management style in educational institution depends on several factors. In particular, the specificity of the institution and its activities, the circumstances of tasks accomplishment, level of organizational development, style and working methods of top management, compliance of management style to the hopes of subordinates, individual-psychological qualities of personality (character, temperament, ability, intelligence), authority of manager, his/her level of culture and education, and general management experience.

Correct management decisions and skills of their presentation to the faculty, the ability to staff organization, functional distribution of responsibilities, creations of a positive climate within the faculty and the ability to plan impact on the activity of educational institution integrally. The results of good management are: the prosperity of the educational institution, increasing of its image; coordinated work of faculty; growing authority of the head; material benefits for institution; work satisfaction and others. The most important role in the implementation of good administration of educational institution is underlined by using favorable management style.

According to conventional scientific approaches, the main management styles are the following: autocratic, democratic, and liberal ones; three types of managers are differentiated accordingly (autocrat, democrat, and liberal).

Autocratic style. This style stipulates that the manager takes all decisions; competences are strictly defined; i.e. a rigid certainty of ranks of managers who are authorized to take decisions on certain issues related to the organization activity. The structure of management is very strict. This means that decisions approved at the top management levels are transferred to lower levels as directives to be out of questions – they are to be implemented for sure.

Democratic style. It is based on collective decision-making by managers (under especially difficult circumstances other professionals may be involved in decision-making, but employees are not generally involved in this process); deep knowledge of the managerial staff in the problem being resolved, aims of organization; and on all employees being informed of implementation of the set tasks and goals.

Liberal style. It is characterized by modest activity, unwilling and inability of the manager to take any decisions, avoiding any innovations, transferring his/her job responsibilities and functions to other managers and divisions. Under such management, divisions and organization are constantly losing their mobility; employees lose their motivation, initiative and interest in the business of organization.

Modern science increasingly is talking about using a flexible approach to the management of any institution. In order to accurately assess the situation, the manager must clearly understand his/her own abilities and the abilities of faculty, the nature of the tasks and power of employees' needs. Also, the manager must be ready to change his management style. The head who chose a certain style of leadership and clearly it follows may not be able to exercise effective leadership in another situation and another post. The educational manager who wants to work as efficiently as possible, get the most returns from subordinates, can not afford to use one style throughout a career. The modern manager must adapt his/her management style to a particular situation. Effective head is those who know how to behave in different ways that depending on the requirements of reality.

Conclusion

Therefore, it should be noted that efficient impact of the manager (head) of educational institution on the faculty and separate employees does not allow reckless inheritance of any style; it requires the manager to develop his/her own unique style of activity and impact.

Efficient leaders assist their subordinates in gaining responsibility and competence. In such case it is important to know, at what stage of development the collective is at the moment, how the process of its development is going to proceed, and what may be his/her personal contribution to facilitating this process.

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