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PSYCHOLOGICAL FEATURES OF INNOVATIVE MANAGEMENT STYLES OF MANAGERS OF EDUCATIONAL ORGANIZATIONS, SELECTED BY THE CRITERION “TEAMWORK IN THE ORGANIZATION”

Summary: The analysis of scientific approaches to understanding the psychological characteristics of the role of the management team is important in the context of ensuring the organizational development of educational institutions. The transformational changes taking place in education today require the introduction of new approaches to the process of managing educational organizations. The practical solution to the problem of forming management teams in educational organizations involves determining and understanding the importance of systematic psychological training of educational managers to form professional management teams. The article reveals the psychological features of innovative management styles in managers of educational organizations, selected by the criterion of «Teamwork in the organization». It is especially important in educational organizations to form not only a teaching staff, but a team where teachers set an example not by words but by their own actions: teach them to be leaders, develop their various social competencies, and most importantly – teach by personal example. Allowed us to iden-

tify innovative management styles in managers of educational organizations, which are selected by the criteria of «Teamwork in the organization» and provide the following skills: orientation of managers of educational organizations on teamwork based on clearly defined roles, willingness to internally accept organizational goals and objectives; to organize joint activities to address management issues, willingness and skills of constructive communication, dialogue and interaction with different categories of people. Identified traditional («fear of poverty», «authority – conquest», «rest home») and innovative («organization», «team») management styles in managers of educational organizations on the indicator «of orientation of managers to teamwork». Highlights the main reasons for managers to avoid team building. Increasing the attention of psychologists to the problem of psychological preparation of managers of educational organizations.

Key words: Educational institutions, manager, team formation, leadership, innovative management style.

1. Introduction

The transformational changes taking place in education today require the introduction of new approaches to the process of managing educational organizations. One of such approaches is the command principle of organization of managerial activity of managers of educational organizations.

The practical solution to the problem of forming management teams in educational organizations involves determining and understanding the importance of systematic psychological training of education managers to form professional management teams. The modern manager of education must clearly define and understand the main tasks of the leader of the management team, which are closely related to the main managerial functions of the manager.

The individual and collective abilities of managers are becoming increasingly important to the rapidly changing modern world and social and economic growth. The effectiveness of any organization in private or public sector ultimately depends on the quality of managerial and supervisory capacity, intellectual adequacy and practical experience of managers. As the pressure from social changes, which brings new behaviors and attitudes to work, increases, the managers' task will become more complex (Semenets-Orlova I., Klochko A., Tolubyak V., Sebalo L. and Rudina M., 2020).

Currently, many professional activities are increasingly moving to the field of project activities, where coordinated teamwork is important. Methodological developments and models for optimization of team and group work are actualized (Ruch W., Gander F., Platt T., Hofmann J., 2016). This issue is important when analyzing the building self-regulatory teams (Bayazitova D., 2019). The organizational and managerial environment is radically changing and becoming more flexible and adaptable to changes. Flexibility and the ability to adapt to the system of subject-subject and subject-object social relations lead to the emergence of new horizontal ties and new spheres of communication, the formation and development of a meaningfully different cultural and organizational environment.

The process of creating an effective team is focused on comparing the capabilities of the team with the requirements of the educational organization, strategies

and plans for its development, therefore, contributes to the organization's goal, consolidated and coordinated work of its members, optimal use of their resources and opportunities, professional and personal growth.

J. Stewart (Stiuart Dzh., 2001) attaches great importance to the team approach in management, explaining this by the fact that today's complex socio-cultural and economic conditions require emphasizing the role of a team of like-minded people. One of the signs of innovative managerial thinking is a stable focus on the formation of management teams.

The formation of a management team in the general case means the process of purposeful «construction» of a special way of human interaction in a group (team), which allows you to effectively realize their professional, intellectual and creative potential in accordance with strategic goals of this group (team).

G. Lozhkin (Lozhkin H.V., 2005) emphasizes the need to create a team in the organization to solve such tasks as solving urgent problems and regular monitoring of the organizational situation to make strategic decisions. The author emphasizes that the team needs the organization as a new powerful resource for its development in problematic situations with responsibility for achieving results.

According to J. Newstrom, K. Davis (Niustrom Dzh., Devys K., 2000), it is appropriate to talk about teamwork when its members are aware of common goals. That is, it can be considered that the «internal» work of team members is needed to analyze and understand the goals.

It is important for managers of educational organizations to realize that the effectiveness of teamwork is influenced by both external (manager, organizational environment) and internal (intragroup processes) factors. As an external factor, the manager must know and understand group processes, be able to recognize the current level of group development of the team and make an impact in accordance with this level.

L. Karamushka, O. Fil (Karamushka L. M., Fil O.A., 2007) explain the need to create competitive management teams in educational organizations by the following circumstances: a) the complexity of the tasks facing organizations today and require the combination of intellectual and volitional efforts of its members; b) dynamism and diversity of tasks, the solution of which is often impossible without the creation of target (project) groups; c) high competi-

tion between different organizations, which requires them to create competitive goods, provide competitive services, increase the competitiveness of managers and staff, etc.

Revealing the features of successful teams in the field of education, P. Tarricone, J. Luca (Tarricone P., Luca J., 2002) emphasize that the process of working with others allows the average employee to achieve significant results. The authors are convinced that all team members must be flexible enough to adapt to teamwork. In this process, the common goal is achieved through harmonious relationships, cooperation, social interaction as opposed to individual and competitive goals. This view is confirmed by P. Harris, K. Harris (Harris P. R., Harris K. G., 1996), arguing that the team environment is the most favorable for achieving the goal, as it involves a constant exchange of knowledge and skills.

The modern manager of an educational organization seeks to have under his leadership not just employees but a team. Therefore, it is especially important in educational organizations to form not only a teaching staff, but a team where teachers set an example not by words but by their own actions: teach them to be leaders, develop their various social competencies, and most importantly - teach by personal example.

Successful teamwork means that its participants must accept and share team goals, use a common strategy to achieve the goal, support and recognize each other's achievements, be committed to teamwork, be satisfied with teamwork, create a unique atmosphere that is comfortable for all without exception.

Effective solution of professional tasks, the implementation of which «goes beyond» the traditional style of management, requires managers of educational organizations to focus on the team principle. Creating a workable, effective management team is a challenge for any manager of an educational organization.

That is why in this article we aim to highlight the features of the team style of management of managers of educational organizations in terms of innovative change.

2. The main text

Effective team management, in our opinion, depends on the level of formation of the management style of

the education manager, namely the innovative management style. According to our approach (Klochko A.O., 2021) innovative management styles are a system of methods, techniques, methods of management in accordance with the innovative tasks that arise today in the organization: the implementation of not only management (administrative) tasks, but also leadership tasks; ability to implement innovative approaches in management; ability to create teams and work in teams; ability to harmoniously combine the interests of the organization and employees; the ability of the leader to continue their own self-development.

Theoretical analysis of the problem (Bleshmudt P. P., 2012; Horbunova V. V., 2014; Karamushka L. M., Fil O.A., 2007; Fil O.A., 2008, Amanchukwu R., Stanley G., Ololube N. A., 2015; Bayazitova D., 2019; Batenburg R., Walbeek W., Maur W., 2013; Black J., Kim K., Rhee S., Wang K., Sakchutchawan S., 2018 etc.) allowed us to identify innovative management styles in managers of educational organizations, which are selected by the criteria of «Teamwork in the organization» and provide the following skills: orientation of managers of educational organizations on teamwork based on clearly defined roles, willingness to internally accept organizational goals and objectives; to organize joint activities to address management issues, willingness and skills of constructive communication, dialogue and interaction with different categories of people. In our opinion, the characteristics of managers of educational organizations in which the mentioned skills are developed are the ability to ensure effective, creative activity of the team, which is able to support new ideas and approaches, innovative activity. In addition, it is important that such managers of educational organizations are able to ensure the development of the team, ie to set more complex tasks and find resources for their implementation.

The main difference of this model is a clear «concern for people» («concern for people» - «concern for production»), which researchers have identified as ideal (Karamushka L. M., Fil O.A., 2007). According to the authors, on the one hand, managers should accelerate the transformation of goals and objectives, on the other hand, they should take into account the wishes and suggestions of staff. A grid of management styles by R. Blake and J. Mouton makes it possible to distinguish five management styles.

According to the characteristics of management styles (Batenburg R., Walbeek W., Maur W., 2013; Karamushka L. M., Fil O.A., 2007] we hypothetically identified traditional («fear of poverty», «authority –

conquest», «rest home») and innovative («organization», «team») management styles in managers of educational organizations on the indicator «of orientation of managers to teamwork» (Fig. 1).

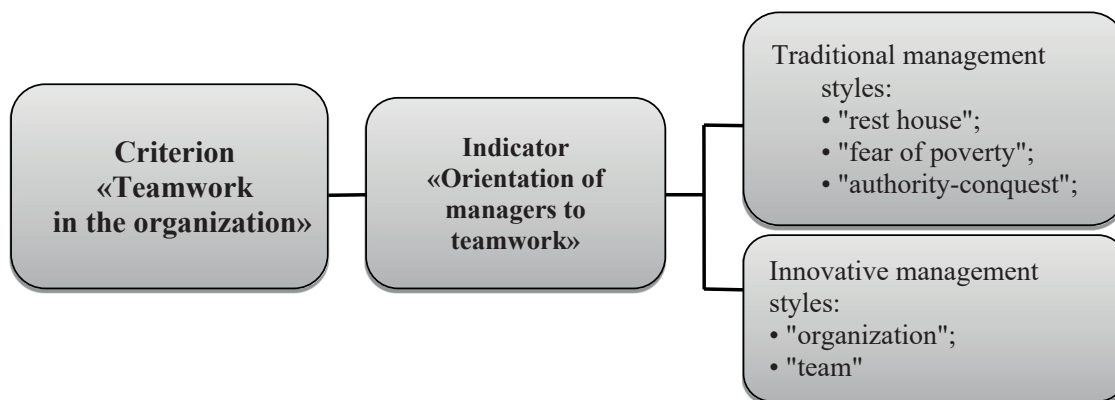


Fig. 1. Innovative management styles of managers of educational organizations, selected by the criterion of «Teamwork in the organization» (indicator «orientation of managers to work in a team»)

We describe the traditional management styles of managers of educational organizations on the indicator «orientation of managers to work in a team».

Management style «fear of poverty». This style of management is typical of managers who make a minimum of effort to establish care for people and perform tasks effectively. Such managers have minimal interest in ensuring that team members enjoy their work. As a result, the organization is dominated by a high degree of disorganization, and deadlines are not met.

Management style « authority-conquest». This style of management managers are characterized by concern for the tasks and lack of interest in their subordinates. Such managers have a high level of responsibility, intelligence and organizational skills. There is a distance between the leader and the team members. At the same time, managers believe that the effectiveness of work depends on a strict organization, so as much as possible exclude people from decision-making processes. With this style of managers, keeping distance from subordinates can increase team productivity. At the same time, a strict policy of style leads to dissatisfaction on the part of team members who are nearby but do not participate in decision-making.

Rest home management style. Managers pay a lot of attention to caring for employees and very little - caring for tasks. Under such conditions, they work in

a warm atmosphere, pleasant and friendly environment. Managers believe that this approach creates the conditions for self-motivation and hard work. However, a weak focus on tasks often creates obstacles to high productivity, leading to «controversial» results.

According to the characteristics of management styles, we can mostly say that management styles «fear of poverty», «authority-conquest», «rest home» can be attributed to traditional management styles.

Let's move on to the characteristics of innovative management styles of managers of educational organizations, distinguished by the indicator «orientation of managers to work in a team».

Management style «organization». Quite a balanced style, because managers seek a compromise (balance) between efficiency and concern for the needs of employees. Such managers are distinguished by progressive views, discussion of decisions with the team, interest in the successful completion of the task. However, managers with this style of management do not insist on new conditions for achieving goals, which often leads to low performance.

Management style «team». Managers are characterized by a significant emphasis on the tasks and needs of team members. Important points for creating a team atmosphere are providing more opportunities for all team members, dedication, trust and

respect, involving all members in decision-making processes, which in turn leads to a high level of task performance and job satisfaction.

According to R. Blake and J. Mountain (Mosca M., Pastore F., 2008), the most effective management style is the «team» style. Such managers combine a high degree of attention to their subordinates and the same attention to tasks. The authors also believe that there are many activities where it is difficult to clearly and unambiguously identify management style, but were convinced that training and a conscious attitude to goals allows all managers to approach the style of «team», thus increasing efficiency.

The peculiarity of the “team” style is its ability to best satisfy both the interests of the organization and the interests of managers, and this is an essential characteristic of the effective activities of the team. It should be emphasized that the style of «team» differs significantly from other styles of managers, when there is an orientation (full or partial) to satisfy only the interests of the organization or only staff, or professional activities are built in such a way that neither the organization nor staff are not satisfied («fear of poverty», «authority – conquest», «rest home», «organization», «team»).

In our opinion, each of the management styles on the indicator «orientation of managers to work in a team» may be effective, but in educational organizations the most successful will be the use of management styles «team» and «organization». Accordingly, these styles, in our opinion, can be attributed to innovative management styles.

It should be noted that the style of «team» was studied among the staff of banking structures (Bleshmudt P. P., 2012), employees of the secondary education system (Karamushka L. M., Fil O.A., 2007), representatives of the management staff of educational organizations of state ownership (Alieksieieva O.I., 2016). In all these scientific investigations revealed an insufficient level of focus on the style of «team», which once again emphasizes the increasing attention to teamwork of managers of educational organizations in order to successfully manage educational organizations.

The literature (Karamushka L. M., Fil O.A., 2007) highlights the main reasons for managers to avoid team building, which includes three groups of reasons: 1) fear of internal competition from team members (most often occur in managers who are not lead-

ers in the organization); 2) the lack of personal need to form a developed team: a) the qualities of the manager as a whole are sufficient for the successful operation and development of the organization without the formation of a management team; b) incompatibility of personal culture of the manager with teamwork due to his conflict, authoritarianism, arrogance, etc., which requires greater distance between managers and subordinates; c) natural introversion of managers, which is manifested in the avoidance of a wide range of communication, rapid fatigue from teamwork; 3) insufficient psychological readiness of managers for teamwork (lack or insufficiency of knowledge, motivation, practical skills of successful teamwork), etc.

At the same time, the results of M. Smirnova’s research show that one of the priority directions of the manager of the New Ukrainian School Concept is the formation of a creative team capable of solving urgent problems of school education reform at a new level of interaction, mutual understanding, partnership and mutual responsibility (Smyrnova M.Ie., 2013).

Successful teamwork implies that all team members accept and share team goals, use a common strategy to achieve the goals, support and recognize each other’s achievements, are committed to teamwork, enjoy teamwork, as well as create an atmosphere that is comfortable for every team member (Scarnati J. T., 2001).

Discussing the features of successful teams in the field of education, researchers emphasize that joint work allows an employee to achieve significant results (Tarricone P., Luca J., 2002). Team members should be flexible enough to adapt to teamwork, and in this process the common goals are achieved through harmonious relationships, cooperation, social interaction as opposed to individual and competitive goals.

3. Conclusions

The main principle on which the activities of educational organizations are based is the principle of joint activities. An essential characteristic of the professional activity of managers of educational organizations is the constant need to interact with people, which is carried out primarily with subordinates and aimed at organizing and stimulating the effective work of employees. With this in mind, the manager

of the educational organization must be able to create and effectively manage teams, while having skills of interpersonal relationships, effective interaction and cooperation of team members, building trust, delegating authority, the ability to intervene in teams to succeed.

Increasing the attention of psychologists to the problem of psychological preparation of managers of educational organizations for teamwork will ensure successful collegial management of modern educational organization, which will combine intellectual, professional resources, experience, creativity to find new areas of work, create constructive professional interaction successful management of an educational organization in a competitive environment.

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