



## Teacher in social role of manager and of leader

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The study addresses the specifics of the educational management at the universities in the Czech Republic. It defines its differences and also common features in relation to the leadership and stresses their interconnection in the processes of systematic planning, organizing, financing, monitoring, leadership of people, controlling and evaluation. The educational management is also a field of study at some universities with technical, economical and humanistic specialization.

**KEY WORDS:** educational management, leadership, manager, leader, management, direction, management techniques, leadership methods.

### 1. Introduction

Educational management is relatively a new term in the Czech pedagogy. The educational management is generally defined as a system of educational management in the country, covering the central macro management (at the level of the Ministry of Education), the middle management levels (regional), and the management at the local level (individual schools, boards of education, university senates). The educational management, in a broader sense of

the word, includes all activities and institutions, which create or realize the educational politics. It concerns planning, organizing, financing, monitoring and evaluation of functioning of the different educational spheres.

The term educational management in the strict sense means management of the concrete type of the school at a particular level (elementary school, high school and university). It designates subjects (the director or dean of the school, the deputy director or vice dean, the rector of the university, the economist of the school etc.) who run the operation of the concrete school or educational institution, primarily in the sphere of educational process and programme planning, curriculum of the school, fields and modules of study, material, financial and human resources or relations of the school with other subjects (with parents or social partners).

The educational management is also a field of study at the universities with economical, technical and humanistic specialization. The educational management and leadership, as a field of study, is also determined for further education of senior executives of individual sections at the pedagogical institutions and schools of all types and levels.

## **2. Leadership styles – management and leadership**

Since the beginning of the scientific research of economic organizations (at the turn of the 19<sup>th</sup> and 20<sup>th</sup> century), the theme of their successfulness in the market economy is associated with the role and influence of the people at the top posts. The saying, that enterprises and institutions are so successful as are their senior executives, proved to be right. The schools (primarily the high schools and universities) in the Czech Republic began to operate in a market environment and this fact of course requires steady improvement of the educational management and leadership effectiveness<sup>1</sup>.

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<sup>1</sup> F. Heller, *Leadership*. In: A. Sorge, M. Warner, *The IEBM Handbook of Organizational Behaviour*, Thomson learning, London 2001.

The respective procedures, used for selection of suitable candidates for the top posts at the universities and methods of their further promotion in the framework of the schools, copy to a certain extent the results of considerations about the issues that contributed to the success of senior executives and their institutions. These considerations, roughly since the second half of the 20<sup>th</sup> century, were associated with concepts of the “leadership” or creative management and at the same time broaden out by the dimensions of the relation between the senior executive and his subordinated colleagues. It can be stated that some people consider the management and leadership identical, whilst the other consider these terms as mutually incompatible ones. Some of them consider one of these terms as a part of the other one. The theory and practical application of management and leadership methods and techniques now represent two basic approaches of work with concrete workers and work teams in organizations.

Differences in Approach of Leaders and Managers

Leader	Manager
Strives for change	Prefers stability
Is concentrated on leadership of people	Is concentrated on management of work
Has followers	Has subordinates
Realizes a vision	Fulfils the targets
Uses personal charisma	Uses formal authority
Appeals to the heart	Appeals to the reason
Accepts the risk	Avoids the risk
Looks for new ways	Keeps to old ways
Takes the blame rather on himself	Directs responsibility on others

Managers constitute the head and brain of a successful firm or institution. In their work they stress rationality and control and solve problems associated with the goals and accessible resources. Their work philosophy can be summarized to the following question: what kind of problems should be necessarily solved and how to manage the results as well as possible so that employees could

serve the company well? Their access to fulfilment of targets is for them rather a necessary duty than effectuation of their own needs. They are tied up with their firm, they prefer certainty and try to avoid any risks.

Leaders do not have subordinates in the strict sense of the word. They oftentimes lead teams or working groups but they do not build their position on a formal authority. They keep to the rule, that issuing instructions does not inspire followers. They cannot do without a certain charisma when they try to acquire the trust of their subordinates.

Some distinctive types of leadership styles, based on the different approach to the subordinates, can also be found in the environment of universities:

- Exploitative- authoritative style – gives workers minimal room for participation in the decision making process. It is focused on distribution of targets. It suppresses the motivation of workers and gives cause for concentration on minimal performance.
- Benevolently – authoritative – the leader sometimes lends his ear to the workers but makes decisions himself. The workers try to fulfil the required tasks.
- Consultative style – the leader determines the goals to be achieved. Workers are allowed to influence certain decisions concerning the methods of work. This fact results in more favourable motivation climate and better relation between the workers and the leader.
- Participative-group style – workers participate in the process of setting goals and distribution of the tasks right from the beginning and are allowed to influence the methods used during the work.

Further similar typologies are based on the same criteria (for example the authoritative leadership style, the democratic style and the liberal style). The background of some other models shows more complicated criteria of assessment, For example the so called theory of managerial grid is based on the finding that the leadership

includes two independent dimensions: the interest in production and interest in people. Both these dimensions are represented in a different extent and variable combination at individual senior executives<sup>2</sup>.

### 3. Personality of a Leader and his Authority

A question used to be sometimes placed, whether being a successful leader is an innate disposition or whether it is a personality prerequisite or whether an individual becomes a successful leader successively. "The basic tool" of every leader is undoubtedly he himself, his personality – not at all as a "hypothetical construct" or something given for ever and invariable but as a real "tool" which can be developed and improved to a certain extent in the course of life (in accordance with the needs of an individual – leader and his environment, followers and also with the broader society). At the same time it is evident and increasingly confirmed by the praxis that the personage of eminent leaders has something common, viewed as a structure of their motivation (the sphere of values, standards and the accented need of power) and performance (highly developed abilities, especially social, broadly structured knowledge and specific skills), as well as the display of behaviour, that commonly inspires and keeps the confidence of their followers.

The authority of a leader, when speaking of its specified resources, is among other things also interrelated with professional prerequisites, personality characteristics, interaction schemes in professional environment, with situation behaviour of those involved and with the total social climate. The aforesaid prerequisites can be formulated in the so called typology of authority associated with the outlined division criteria, some of which are overlapping and are used as synonym. The following text shows the structure of the possible distinctions:

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<sup>2</sup> M. Tureckiova, *Řízení a rozvoj lidí ve firmách (Management and development of people in the firms)*, Grada Publishing, Praha 2004.

## Classification of the Authority Types and the Structure Criteria

- Genetic  
natural authority (innate disposition)  
acquired authority
- Social personal  
according to the social status positional  
functional  
real  
according to the behaviour consequences of the social environment  
imaginary  
formal  
according to the prestige  
informal
- The viewpoint of the “bearer” in the historical development:  
parental authority, authority of the fittest, authority of elders,  
authority of monarchs, religious authority, official authority,  
scientific authority etc.

The characteristics of individual types of authority:

- Real and imaginary authority.

Real authority - is based on the fact that subordinates respect the stipulated strategy, manifest the responsiveness to the given instructions, the activity of the groups is characterized by persistence and cohesiveness also in the crisis situations.

Imaginary authority - enables display of distrust of the subordinates in the group, reluctance to cooperation, the bearer of authority, despite of the existing attributes of recognition, experiences lack of support of his colleagues in demanding situations.

- Natural and acquired authority

Natural authority - results from spontaneity, personality features or professional skills of the bearer and can be emphasized by temperamentally dispositions.

Acquired authority – education and individual goal-oriented endeavour forms a part of it, it can be acquired in the course of a man's activity and it is based on natural authority which can be sometime cultivated, corrected or restricted.

- Personal, positional and functional authority.

Personal authority – represents a natural influence arising from individual qualities, abilities and skills of an individual, from his personal input into the social situation.

Positional authority – signifies a certain extent of influence acquired by an individual thanks to his position in the organization system and represents to a certain extent the officially transferred influence.

Functional authority – represents the influence based on the expected fulfilment of tasks and the quality of performance of a certain social role or function.

- Formal and informal authority

Formal authority – is a degree of influence arising from a certain position and the corresponding activity in the organizational hierarchy of an institution or enterprise irrespective of the concrete individual and his personal qualities.

Informal authority – is based on human and professional characteristics of an individual having natural and spontaneous influence on other people.

- Statutory, charismatic, professional and moral authority

Statutory authority – used to be identified with formal or positional authority.

Charismatic authority – results from the personality, its strength influences an exuded energy, healthy confidence, communicative skills, kindliness and tact.

Professional authority – can be acquired by professional knowledge and skills.

Moral authority – is cultivated by honest and responsible relation to oneself, to other people and to the world.

Problem for everybody is to find the right degree of interrelations between the individual types of authorities when used in concrete situations – in professional and personal life. A challenge represents the emphasis on interrelations and balance between the adopted statutory, professional and personal (eventually charismatic) authority in relation to the existing conditions at the school and family. Somebody can be counted for a greater professional authority, someone else is respected from his human and moral side and somebody is respected only due to his statutory authority and the resulting power position.

### **Authority of a teacher and its three resources**

- cognitive and branch dimension
- social dimension
- personality dimension

The multi dimensional and multi disciplinary approach is important for clarification of the issues in relation to the leader authority which takes into account the philosophical, sociological, psychological and pedagogical approaches in their synthesis. The charisma is possible to attract by warm and truthful relations to people, the statutory authority can be acquired by care about the entrusted sphere, the professional authority can be gained through professional knowledge and skills and the moral authority by respecting ethical values and standards of the society. It is well known that real positive authority should be systematically built for a long time however it can be lost very quickly<sup>3</sup>.

Finally, a leading personality can be each of us whether as a parent, teacher, head of a working or sports team or “only” as an educated, responsible and trustworthy citizen. Developing of habits necessary for leading personalities is in fact nothing else than a process of thorough self-knowledge and assessment in relation to the asset of a man in the increasingly demanding and complex situations and activities.

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<sup>3</sup> A. Vališová, *Authority in Education – Free Association with Authoritativeness?*, “Littera Scripta”, 1/2016, volume 9., VŠTE, České Budějovice 2016.



#### **4. Conclusion – how to effectively manage a working team?**

Every executive (as a manager or a leader) is forced to inform, make decisions, coordinate, encourage, punish, protect and represent in the course of management. The greater is his authority, the deeper is the regulation of peoples' behaviour in his environment, anticipating the instructions of the executive. How can we define the principles of the correct management? The following recommendations may be taken into account:

- Count on the team work, pursue it and support it.
- Acquire the technique of making right decisions and use it.
- Base the facts on facts and not on emotions.
- Before making key decisions listen to views of your colleagues.
- The best way how to improve the quality of work or services is to ask the workers who perform the work and listen to them.
- Strive for relations of mutual trust and respect between the workers.
- When making decisions take into account the behaviour of 95% of ordinary workers and not the minority of those, who slow down the work and cause problems (treat them quickly and resolutely).
- Before assigning responsibility for a problem to someone, study carefully what exactly happened.
- Avoid making decisions "from top to bottom" based on power whenever it is possible.
- Encourage creativity even if it is connected with a certain risk.
- Be tolerant to honourable mistakes
- Create an open atmosphere that anticipates and enables a feedback.
- Stipulate plans and goals in the framework of a team and propose how to achieve them.

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