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КОМУНИКАЦИСКИТЕ КОМПЕТЕНЦИИ ПОТРЕБНИ НА МЕНАџЕРОТ ВО ОБРАЗОВАНИЕТО

Апстракт: За да се навлезе во структурата на посебните квалитети кои треба да ги поседува еден способен лидер, водач и менаџер, пред се потребно е да се претстави основната структура на личноста: знаења, способности, темперамент, карактер, волја, интереси, ставови. Добар менаџер мора да има технички способности, образовно искуство, јак карактер, иновативност, креативност и разбирање на ризиците во работењето. Всушност, еден човек за да биде успешен менаџер треба да поседува карактеристики на организираност, прецизност, доследност, строгост, влијателност, храброст, разумност, совесност, скромност, стабилност. Современите услови за работа од менаџерите бараат многу знаења и вештини, како и голема мотивација за доживотно учење. Менаџментот е целнонасочен кон постигнување на резултати. Успехот во менаџирањето е развивање на капацитет за да се разбере природата на резултатите и постигањата и тие да се поврзат во соодветни системи на вредности. Успешниот менаџер е добар комуникатор. Во таа смисла трудот е насочен кон комуникациските компетенции потребни на менаџерот во образовните институции.

Клучни зборови: комуникација, компетенции, менаџер, образование.

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COMMUNICATION COMPETENCIES REQUIRED OF MANAGERS IN EDUCATION

Abstract: To realize the structure of the special qualities that should have a capable leader, a leader and manager, first it is necessary to present the basic structure of personality: knowledge, abilities, temperament, character, will, interests and attitudes. A good manager must have technical skills, educational background and experience, strong character, to be innovative, creative and to be able to catch up with the risks on the working place. In fact, for a man to become a successful manager should possess characteristics of being organized, precise, consistent, strict, influent, reasonable, wisdom, consciousness, modest, stabile. Contemporary conditions of working demand a lot of knowledge and skills and a great motivation for lifelong learning. The management who is intentional it is to achieve results. Success in managing is the development of capacity to understand the nature of the results and achievements and to connect them in a proper system of values. A successful manager has a good communication with others. In that sense this paper is focused on communication competencies required of managers in educational institutions.

Key words: communication, competence, manager, education.

Introduction

Education as a social determined process, in its organization and institutionalization is characterized by expressed intentionality following needs of a community that belongs. In that sense, institutions whose main activity is educational, to have needs for professional guiding and management. From there comes the question about guiding and management educational institutions as a functional part of a social system. Namely, community develops and progresses until its main elements follow the evolution direction it traces. It is completely understandable the question about who is going to lead the institution on its path of development and how much it will respond to all needs of a community it exists in. It is especially interesting that the progress of a community is inextricably connected to education. Process of education and its effects are reflected on a long time period, so the vision of educational institutions should be futuristic, progressive, opened for changes, initiative and flexible. At the same time, it is especially important way of guiding and managing an educational institution. Actualizing question about way of following and managing initiated more questions and dilemmas what for is managing of an educational institution needed, in what form, who can be an educational institution manager, what qualities he has to have, what are his activities, responsibilities, rights and obligations.

Namely, when we talk about process of managing in education, most common question is why upbringing and educational institutions need managers or what kind of manager they need in and upbringing and educational institution. Trying to give a full response to that question, we can find a lot of determinations in the literature. All of them are mostly focused to working activities of a manager as a foundation for basic settings of an institution managing. That determinates from its side, functions of a manager. But in our interest in this work are competencies of managers in educational institutions and especially communication competencies of a manager. The following text is a try of symbiosis of four key terms: communication, competences, manager, education.

Managing in education

Concepts of management and leading developed in organizing theory and practice is a subject of interests that protect scientific thought nowadays. Big interest to problem of managing in education products a big number of tries for deciding terms. Besides divided disagreements in access to deciding terms, there is also marked a certain level of agreements of authors. Namely, to give a real definition of management means to approach complexly, because of a complexity of a term. When we talk about management in education we have to have in mind that we talk about complex, multidimensional social phenomenon and that implies multidisciplinary and interdisciplinary arrival to them. True commitment of a term management in education is conditioned of basic action of an institution, and a number of workers in it. Therefore, management in education is related to two constitutive parts as a management with human recourses and management in organization. In other words, management as a process represents a total of activities, actions, relations, connections and conducts in educational institution. Academicians often distinguish between leadership and management. Leadership, they say, is creating the vision, dealing with those outside the institution, and inspiring others. Management is executing the vision, dealing with employees, and maintaining standards. In that sense, we will point out commitment of Kotter, that we appreciate as interesting and that corresponds to subjects of interest in this work, Namely, Kotter (1999, pp.103) defines the difference between managers and leaders. He wrote that manager provides the budgets and plans, but the vision of the future leader. Also, Kotter will notes that manager organizes people to achieve specific goals and continuously monitors the achievement of the objectives. But, leader encouraged specific goals to act to transfer vision to people and inspires them to outside to bureaucracy. But, in basis of

managing are processes of guiding and leading in an educational institution. Management in education is art. As D.D. Eisenhower observed, "Leadership is the art of getting someone else to do something you want done because he wants to do it". Good leaders bring out the best in others. So, good managers must be a good leaders, also. Good managers are artists. They inspire, applaud, chastise, steer and stand on the side. They create, monitor, reinforce, encourage and stand in the back. Sometimes, they stand in the front, too. They recognize that it is their responsibility to help create a setting in which each individual can flourish and everyone can grow. They understand that management is about relationship. Good managers are artists because they recognize that there is no one formula, no particular policy, no set the procedures that will always work with everyone, or even will always work with any one person. Each unique situation and every idiosyncratic individual must be appreciated. They need to know that they must take the developmental approach, and creatively and constructively thinking for the big success in future. To talk about management in an educational institution it is more than needed in process of managing to understand that it is a composite and complex process in which processes of analyzing and diagnosing planning, treatment, leading, following and evaluation are complementary. Management is union of activities through certain functions are done for better ensuring, disposition and mobilization of human potential and needed recourses directing to achieving a set goal. Management represents a universal concept that includes certain knowledge, abilities, capabilities, functions, activities, or simply said managing competencies. From there manager as a qualified person for leading and managing educational institution has certain basic functions as: planning and programming, organizing, function of leading, evaluating, researching, pedagogic and instructive function. Analogous that, a manager decides as a person who uses his capacities (knowledge and skills) in communication with others and managing in institution. Managerial skills include theoretical and practical knowledge and skills. These are: technical knowledge, based on the specific activity of the organization and reflect the ability of successful application of theoretical and practical knowledge of a discipline; social skills: they relate to work with people in the appropriate capacity to effectively communicate, motivate and manage individuals and groups; conceptual knowledge based on a comprehensive understanding of the organization, all its material and human potential, goals and objectives, and its ranking in a specific environment (Vila, Kovac,1997, pp.35-36 in Starc,Kevereski,2009). And the finally of this part is question: What do managers in education need to know? The answer on this question

is that there are four painful and powerful lessons: Be inclusive: All of us are smarter than any of us; Be clear: Is it your decision, my decision, or our decision?; Be fair to yourself and others: Know the difference between excellence and perfection; Be someone who makes a difference: Why do you want to manage a school (Hoerr,2005,pp.8-9).The success of the manager in education depends of quality in management. So manager in education need to develop communicative competences.

Communication competencies needed for a manager in education

Main attention in this work is focused on communication competencies of a manager in educational institutions. Reason for that is a product of searching of a modern society. Namely, one of the key competencies for life and work in a the 21st century community is communication competency. Communication competency of a manager in education, we think, deserves a priority status. In favor to this stand in the following text, we will point out more arguments. Communication. Education and managing are socially determined phenomenon. From the other side, theoretical cognitions and empiric experiences talk about social interaction among communicators, in education and managing. It comes to phenomenon that in basis contain a big level of socialization on the opposite to individualization, but with a tendency for balance in a global consensus among escalated individualization and socialization. That can be achieved with operationalized idea of conception of a constructive dialog, communication and interaction and perceptive and attractive in every sphere of realization, on every stage and with every not excluding managing in education. In that sense, when we talk about communicational competencies needed for manager in education, we need to determinate the term of communicational competence. Trying to define that term, we started from the semantic meaning of a term communicational competence. The attribute communicational comes from the term communication. In the literature, we can meet more determinations for the term of communication. Some authors, determinate communication as a process, others as a skill. There's also a group of authors that determinate communication through its structural elements. We accepted the determination of communication as a dynamic process of flow of influences and a specific form of a social interaction. Valuing that this way defined term of communication with help of the term process means movement, course, the way that something happens. In that sense, communication as process, can change its flow, and as a product of that process is making

communication skills. In that context, interpersonal communication is a developing activity in which one individual takes care of another in a coherent way, using spontaneous, trained and planned, verbal non verbal behavior. The term of competency (lat. competere) means formal and true ability for some type of work, jurisdiction, that is existing dispositions for a successful doing some action (in Pedagogic lexicon, 1996, page 242). Competence generally is ability for building and adjusting flexible suited reactions of search and using chances of and environment. In other words, competent is the one who can use promoting of an environment and his own and to achieve good developing results that can enable him pleasure and competent participation in a group, in a community and society that an individual belongs. Reardon talking about individual communicational competence, gives the following definition: level of individual communicational competence is a stage on which someone's bearing is appropriate to the situation and that's how they enable to a person to accomplish his individual and relational goals. (1988, page 72). The listed commitments indicate to a few important elements of communicational competence. First, competence is a relative size and variable that everyone has in a certain degree. It means that everything decreases of initial ability of initializing and keeping satisfactory relations with environment. In other words, competence develops in relations with others and it includes a complex interlude emotions, thoughts and skills. It needs time to learn all those content components, but foundations are found in predispositions of every person. That's why we can firm with every right that:

- Communicational competence is a phenomenon specific for certain situations and relations ;
- It highlights individual communicational goals and relations with others ;
- It bears equally to an individual and to a relation ;
- It includes appropriateness and success in sense of socially acceptable behavior in certain situation that leads to accomplishing individual and relational goals.

Already understood communicational competence includes two aspects of social skills: cognitive and behavioral. First help an individual discovering ways of a successful achieving individual and relational goals. They are related to empathy as a sensitivity in other people's feelings, taking social perspectives as an ability of inference possibilities and options found in front of other persons, that is closely related to a cognitive complexity. Cognitive complexity, from its side is related to a number and aspects of concepts and schemes that one person has for interpreting

different aspects on his environment and includes constructions different by their number and composition, abstraction and integration. Cognitive skills are related to types of relations, knowing a situation and self-monitoring. Behavioral are defined in meaning of defining physical relation to time of integration and it includes: involvement and management in interaction, listening, social style as a way of communicating definite to a number of properties: dominance, thoughtfulness, lingual characteristics and self-revealing and fear of communication. This division is conditioned because opinion is an inseparable part of action, so it is not possible to divide knowledge and behavioral skills, highlighted Reardon. This division is made for better meeting and practicing, for contributing communicational competence. Or, in other words, that means that communicational competence is not initiative or something that people are born with, than an ability and a characteristic of a person who can develop and improve. Namely, forming and development of communicational skills help an individual to achieve his personal and relational goals appropriately relating to a situation directing to improving his communicational competence. In that sense, we appreciate that a developed communicational competence of a manager in education determinates success of management.

Conclusion

Communicational competencies and its development to a manager in education are one of modern tendencies in a process of their education. From the other side, interactive and perceptive component of communicational competence of a manager determinates his bearing to other participants in education and mutual perception. Developed communicational competence changes manager's role directing to a partner and a member of a team in managing and leading an institution. Manager with a developed communicational competence, interpersonal communication experiences it as a satisfaction, exchanging ideas, feelings, experiences, visions. The question is: How much can communication be learned? The response is clear: Communication can be learned because every individual has a certain dose of a ``talent``, predispositions with the very birth that is characteristic of human as a social being. That means that communication can be developed, improved, filled, extended, formed. Valuing that one of the tendencies of modernization of qualifying of managers in education that will rise to a higher level of development in communicational competence. This tendency needs certain curricular and didactical and methodical changes. In that context, as a suggestion and proposal is introduction modules of basic settings of communication. Curriculum is focused to the newest scientific

cognitions and to prepare managers designing their own personal style of managing in education. Regarding to didactical and methodical changes, it is needed not only importing a program for creating communicational skills for achieving goals than also its permanent redesigning of aspects of realization methods. It is especially important that implementers of those programs are qualified persons prominent scientific workers in that area. We also should not forget its evaluation. At the end, let's remind that society will be more progressive until it has an efficient education and effective managers that manage and lead educational institutions to progress and development.

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