

Zhyhir V. I.

**CONCEPTUAL FRAMEWORK OF CONSTRUCTING THE MODEL OF
THE EDUCATION MANAGER: COMPETENCY-BASED APPROACH**

The dynamic nature of the modern market economy makes education managers vitally important at all levels of management. Equally consequential is the effective fulfillment of professional functions and tasks by them. The changes that are currently taking place in management practices require higher standards of managers' professional training, their knowledge, skills, competence, and personal qualities. Under such conditions, new goals and tasks of managers' professional training have to be set.

The analysis of the research into the professional training of education managers reveals sufficient interest in this issue (I. Anosov, L. Dmytrenko, L. Karamushka, V. Kryzhko, Ye. Pavlyutenkov, V. Pikelna, V. Prykhod'ko, V. Yastrubova, et al.). Various approaches to the construction of the model of the specialist were developed by Ukrainian (H. Yelnikova, L. Karashchuk, O. Marmaza, V. Maslov) and Russian (A. Verbytsky, L. Zhuravlyova, V. Zahvyazynsky, L. Semushyna, L. Shypilina) educators and scholars. The competency-based approach and its application at the level of higher education were discussed and studied by such Ukrainian researchers, as O. Lokshyna, A. Ovcharuk, L. Parashchenko, O. Pometun, O. Savchenko, S. Trubachova, H. Freyman, et al.

The aim of the article is to validate the structure of the professional activity of an education manager on the basis of theoretical research and to design a competency-based model of an education manager.

The importance of constructing the model of a specialist is determined by a number of factors. Firstly, the model allows to present the content of the professional activity in a comprehensive way and reveals its inner structure, the interrelation and

interdependence of its elements. Secondly, the construction of such a model makes it possible to consolidate the information about each separate aspect of the professional activity.

The term “model” is usually defined in scholarly literature as an image, prototype, or description of a particular process. This notion is quite wide and many-sided.

From the gnoseological point of view, the model is a substitution of the original for the purposes of cognition or application. The model is used when the features and characteristics of an object under investigation have to be introduced and studied in a convenient way. The model and the original are similar but not identical, which should be always taken into consideration. Otherwise, the absolutization of the model will unavoidably lead to the distortion of the objective reality and interference with the process of gaining adequate knowledge. Nowadays, the research has to use mainly descriptive and explanatory models because quantitative theories, which could reflect the main quality aspects of the pedagogical phenomena investigated, have not been designed yet.

V. Shtof believes that the model is a conceptual instrument, an analog of a particular fragment of the social reality, which serves as a means of storing and expanding knowledge about the features and structure of the processes that are modeled, and is directed towards coordinating them [7].

The scholars who dealt with the theoretical foundations of modeling in professional training (N. Talyzina, L. Semushyna, Ye. Smyrnova, O. Savelyev) differentiate between the following notions: the model of specialist’s activity, the model of the specialist, the model of specialist’s training. The construction of a model should be conducted as a gradual interrelated process: the model of specialist’s professional activity → the model of the specialist → the model of specialist’s professional training. Moreover, the model of the specialist is seen as the goal of education, in relation to which the model of specialist’s training is a means of achieving this goal.

The model of the specialist is understood as the description of the essential individual qualities, knowledge, and skills that are necessary for a university graduate (young specialist) to solve the tasks typical of the specific field of professional activity [8, p. 78]. As such, the model of the specialist is seen as an ideal or standard that can be employed for the formation of personal and professional qualities.

N. Talyzina states that the model of specialist's professional activity should determine the system of tasks that the specialist is expected to be able to resolve after graduating from a higher educational institution [6]. V. Bepal'ko [1] suggests defining the model of the specialist as the aim and quality criteria of the professional training and individual development of the subject of professional activity. A. Kalmykov, in his turn, interprets the model as the description of the goals of education, which can be reduced to the methods, means, and resources of the adaptation to the professional environment. The author also emphasizes that the construction of the specialist's model requires including the following elements: general qualificational requirements the specialist has to meet, the description of his/her professional environment, the general mission of the specialist and the main kinds of his/her professional activity, its content and structure, and specialist's personal qualities [3].

We see the model of the specialist as a more general notion, which includes the characteristics of professional activity intertwined with the practical experience and the potential of the specialist. Being a specialist is one of the characteristics of an individual that is expressed in his/her ability to cross the boundaries of his/her own activity for its analysis, evaluation, and further organization.

Among the basic principles of model construction, we distinguish the following:

- determining the goals and specific tasks of modeling;
- collecting and systematizing information (its reliability and completeness are a necessary condition for the construction of a sound model);
- and

–marking the main factors that affect the change of trends and regularities of the object under investigation.

The construction of the model can be based on the modern approaches to and trends in the professional training of prospective specialists that are aimed at supporting the high status and level of professional competency: the movement from the notion of “qualification” towards the notion of “competency”, transfer to a multi-level system of higher education, the quality of education being the central task of the formation of the Common European Educational Space.

There is a range of factors which determine the introduction of competency-based approach into the field of professional training: the change of the educational paradigm and new educational policy; the integration of Ukrainian system of education into the European educational process; the decentralization of the process of decision-making, which requires from a specialist the ability to work independently, analyze complex situations, and make decisions responsibly; the economic volatility, which necessitates constant advanced training; the spread of computer technology in all spheres; the transition from mastering knowledge to the development of qualities that are necessary for creative activity and continuous acquisition of new information, etc. All these factors are institutionalized in such mechanisms, as the Bologna Process and the modernization of the Ukrainian system of professional training.

The professional competence of a specialist should be understood as an integral characteristics of an individual that defines his/her readiness for and ability to effectively perform professional duties and responsibilities in accord with the latest theoretical and practical advancements, professional and personal experience, values and aptitudes [4].

The professional activity of an education manager has some unique features. It has been mentioned in many researches in this field that a modern education manager fulfills several roles. Firstly, he is an administrator, given the authority over a large group of people. Secondly, an education manager is a leader, able to motivate his subordinates using his/her authority and exhibiting great professional skills, positive

emotions. In addition to that, he/she is a person having certain social skills, capable of establishing contact with partners and the authorities, successfully dealing with internal and external conflicts. One more important feature of an education manager is the presence of strategic thinking, the ability to set goals, determine the main kinds of activity and its vector, discern the allies and the opponents, be aware of his/her own strengths and of how to use them. An education manager is also an innovator who realizes the place of science in the modern world and can assess and start introducing a new trend immediately. Moreover, he/she is a highly cultured individual, honest, decisive, but, at the same time, rational. In practical management, tolerance, patience, and empathy are of great importance.

H. Yel'nikova suggests a basic qualimetric model of the professional activity of an educational institution manager, which is factorial and criterial in its structure. Each factor characterizes a particular kind of the manager's activity. The structure of the factor is comprised of a set of criteria [2, p. 67]. H. Yel'nikova distinguishes such factors as:

- “life-long learning, which consists of the following criteria: qualificational requirements; increasing the sum of professional knowledge in the sphere of educational institution management; the development of professional skills in management; and the level of professional culture;

- administrator's individual qualities: social and organizational skills, personality strengths;

- professional duties: the knowledge and the use of the laws and normative acts pertaining to education; the realization of the state educational policy in the institution; and the implementation of a systemic approach to administration at the highest level;

- ensuring the social growth of the educational establishment: the introduction of social innovation; the development of the organization culture of the institution; and supporting positive psychological climate in the educational establishment; and

–developing the social activity of the administrator: his/her individual participation in professional contests; appearance in the media for the discussion of challenges in educational institution management, including educational fairs; the representation of the institution at conferences, meetings, with state administrative bodies; relations with the community, formation of the positive image of the educational establishment within the community”.

Another model of the educational establishment manager worth mentioning was suggested by V. Maslov. This model relates an individual and his/her workplace activity with a number of professional competencies and takes into consideration the specialist’s level of culture, his/her moral attitudes, public activity, individual psychological features, as well as the content competence related to the professional position and the content competence proper. The author states that the model of the specialist is a system of theoretical, methodological, special professional content knowledge and technological skills necessary for an individual to perform functional duties related to his/her position, and also respective moral and psychological qualities [5].

Thus, the professional activity of an education manager can be defined as a generic category encompassing highly specialized work activity that requires professional training and should be realized at an appropriate mastery level. Determining the structure of the professional activity of a prospective education manager, we may distinguish the main objects of his/her activity (see Fig. 1).

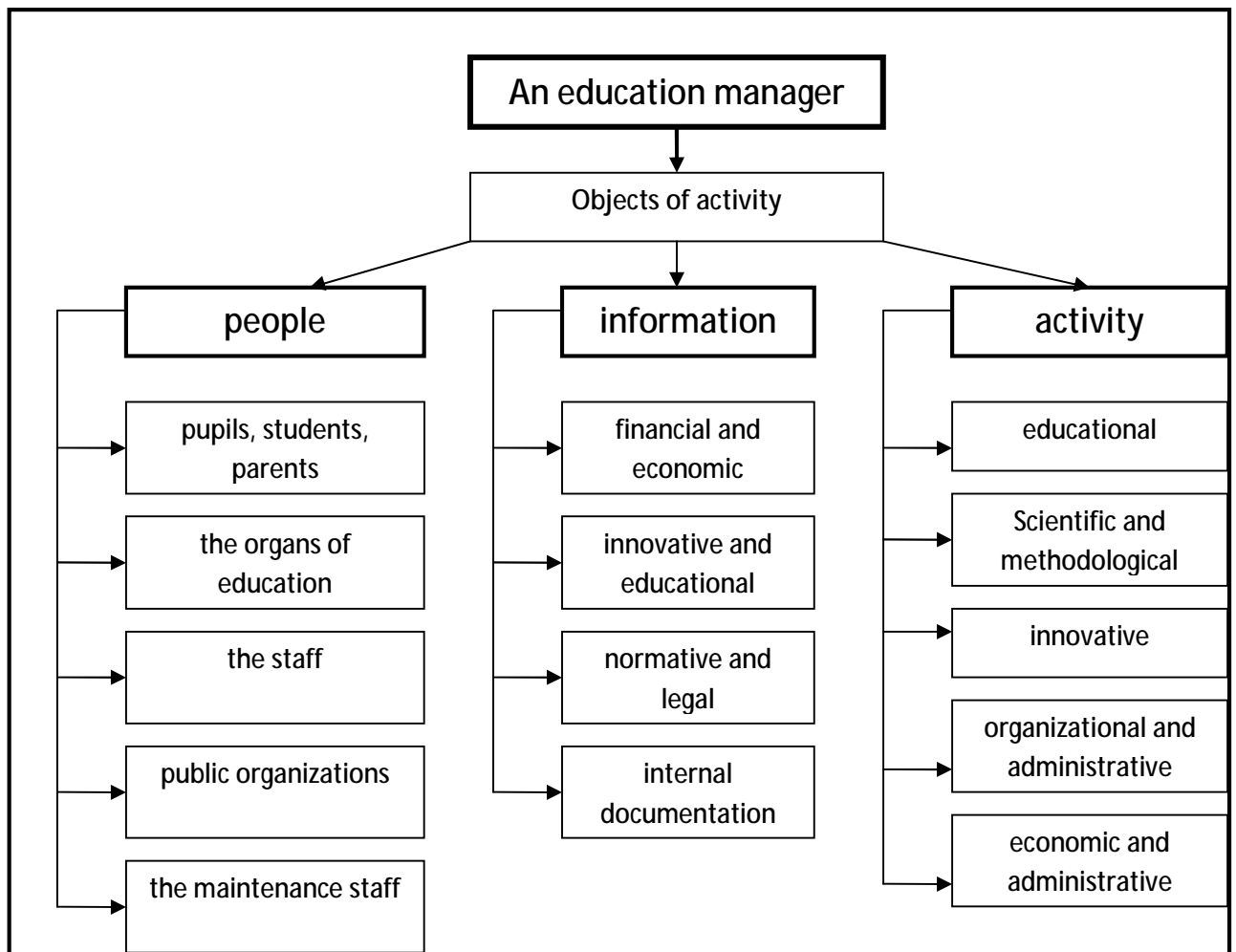


Fig. 1. The Objects of Professional Activity of an Education Manager

The kinds of the education manager's activity include:

- educational: teaching, educating, and creating the developmental environment for the pupils (students); educational work with parents; creating content, methodological, and legal conditions for the educational process of the institution; ensuring the psychological and pedagogical support of the educational process; organizing educational process monitoring; and analyzing its productivity and effectiveness, etc.;
- scientific and methodological: organizing methodological work, providing for the functioning of the methodological department of the educational establishment; working with the educational documentation (curricula, syllabi);

providing for the advanced training of the staff; methodological support of the educational process; and organizing and conducting scientific research;

- innovative: introducing innovation into the educational process; designing innovative components of the educational activity, etc.;

- organizational and managerial: organizing the functioning of the educational institution (planning and making prognoses about possible consequences), representing the personnel at different levels; regulating and coordinating the efforts of individual members of the organization and transforming these isolated efforts into a single sequenced organizational process; creating the atmosphere of psychological comfort in the institution; developing and adopting the plan of decisions to this effect; developing the network of relations that will ensure the integrity of the system of management, the stability of its components, coordination and subordination among and between them; and strategic planning of the educational institution development, etc.; and

- economic and administrative: developing and realizing personnel policy; delegating responsibilities and exercising them in the course of everyday work; consulting the staff; seeing to the observation of the educational institution internal code of conduct; organizing records keeping; enhancing and updating the material and technical base of the institution or department, etc.

The structure of the professional activity encompasses the following: the list of the spheres and the objects (Fig. 1) of the professional activity and the detailed explanation of its kinds. It is the foundation for the professional training of a prospective specialist and becomes the analog of his/her activity; moreover, it determines the content and the form of post-graduate education in this field.

The integral approach to the structure of the professional activity of a prospective education manager and the description of its content enabled the construction of a competency-based model of the education manager, which is seen as the sum of all components of the competence that develop in the process of educational activity and are a generalized description of what an individual must

achieve in the process of professional training at a higher educational institution for successful functioning as a competent specialist in the system of social relations.

State Educational Standards feature the condensed model of the specialist. Therefore, the basis for the construction of a competency-based model of the prospective education manager is the qualificational characteristics, defined in the State Standard for Master's program (specialty 8.000009, *Specific categories. Educational Establishment Management*), the structure of the activity (Fig. 1), as well as the research into the readiness of Master-level graduates for further professional activity.

In Figure 2, the competency-based model of an education manager is represented. It consists of three groups of competencies – key, basic, and specific ones.

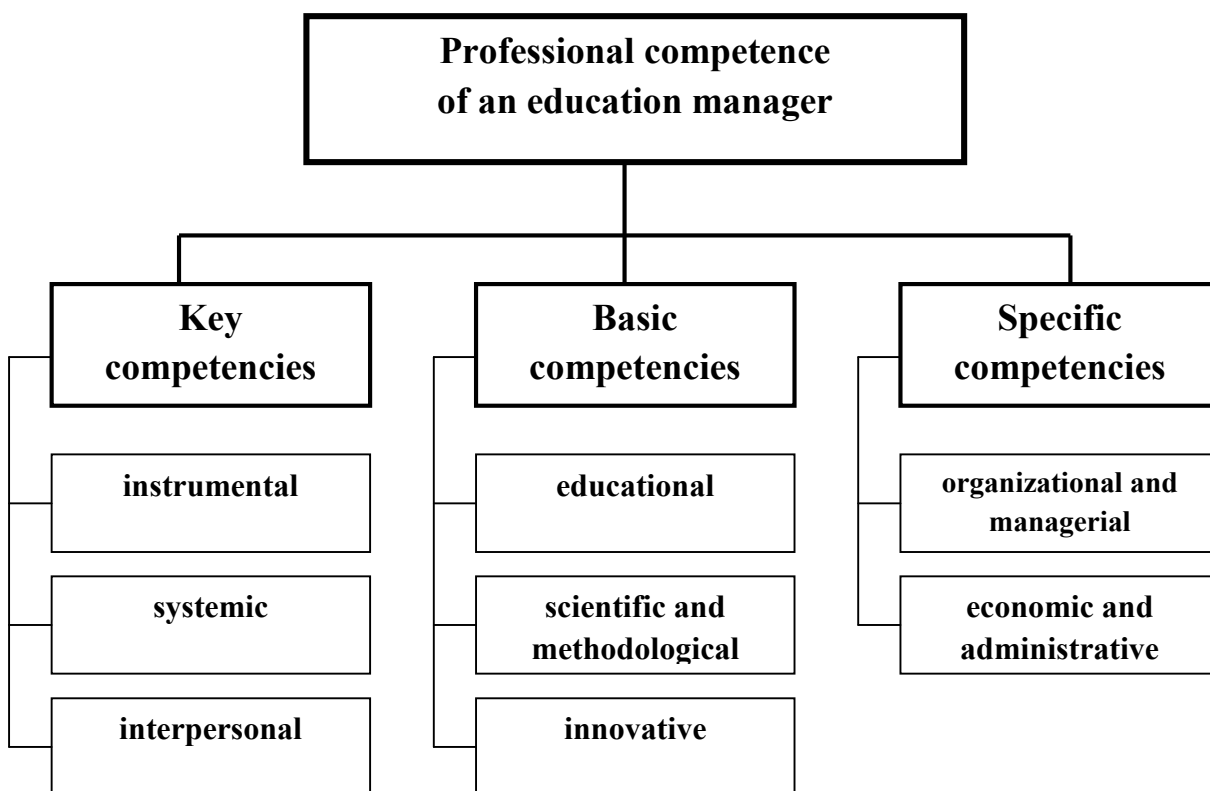


Fig. 2. A Competency-based Model of an Education Manager

Constructing this competency-based model of a prospective educational manager, we have attempted to take into consideration the specificity and the content

of professional competencies essential for efficient professional activity in educational institutions.

The key competencies in this model are those competencies that are necessary for the professional development of a specialist in any area. With regard to the current state of the market economy, they are necessary to ensure normal functioning of an individual in the society. These are the competencies that should be mastered by every individual; also, they define the orientation toward the formation of identity in the system of social relations: cognitive, moral and ethic, creative, social/communicative. Therefore, key competencies are the system of knowledge, skills, and qualities of an individual that ensure his/her success in the professional activity.

Another group of competencies distinguished in the model of the educational manager include basic competencies that are essential for any educator. They determine the effectiveness of the educational work. The formation of these competencies is critical for the self-realization and competitiveness of an educator at the labor market; it makes the process of individual professional development complete and systemic. That is why we have included scientific and methodological, as well as innovative competencies into the list.

The efficacy of the educational activity of a particular kind depends on the mastery of specific competencies as well. Therefore, taking into consideration the qualificational characteristics of an education manager working toward his/her Master's degree in 8.000009, *Specific Categories. Educational Institution Management*, described in the State Standard of Higher Professional Education, we came to the conclusion that it was necessary to distinguish the components of the model that would describe the readiness of the specialist for the professional activity in the field of his/her interest, namely educational institution management, which consists of organizational and managerial, as well as economic and administrative competencies.

All structural components of the competency-based model are directed towards the practical activity of an education manager. They are the skills to deal with

specific educational and managerial tasks. The professional readiness of the specialist, his/her overall ability to mobilize certain knowledge, experience, individual and social qualities and values that have been acquired in the process of professional training, are the professional competence of a prospective education manager.

Thereby, using the competency-based approach as a basis, we have modeled the image of the modern education manager, having defined his/her professional competence as an integral feature that determines the ability and readiness to perform job responsibilities and professional duties at a high professional level in accord with modern theoretical and practical advancements, professional and life experience, values and aptitudes. The competency-based model captures the unique features of the education manager's activity and reflects all kinds of professional competencies, necessary for the effective activity in the sphere of educational institution management. Further advancements in this field may include the study of the pedagogical conditions of the implementation of the competency-based model into the training of Master-level students in the higher educational institution.

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Жигір В. І. Концептуальні засади побудови моделі менеджера освіти: компетентнісний підхід

У статті визначено сучасний стан та проблеми системи вищої професійної освіти в рамках підготовки менеджера освіти та окреслено основні напрями вдосконалення професійної підготовки майбутнього керівника навчального закладу в умовах реалізації компетентнісного підходу. Автор розглядає поняття «модель фахівця», обґрунтовує необхідність її побудови та перераховує вихідні принципи, які її визначають. У статті також проаналізовано наявні моделі керівників навчальних закладів, виявлено основні види діяльності менеджера

освіти, змальовано авторську компетентнісну модель майбутнього менеджера освіти.

Ключові слова: менеджер освіти, професійна підготовка, професійна діяльність, професійна компетентність, компетентнісна модель.

Жигирь В. И. Концептуальные основы построения модели менеджера образования: компетентностный подход

В статье определено современное состояние и проблемы системы высшего образования в рамках подготовки менеджера образования и обозначены основные направления совершенствования профессиональной подготовки будущего руководителя учебного заведения в условиях реализации компетентностного подхода. Автор рассматривает понятие «модель специалиста», обосновывает необходимость ее построения и перечисляет базовые принципы, которые ее определяют. В статье также проанализированы существующие модели руководителей учебных заведений, определены основные виды деятельности менеджера образования, описана авторская компетентностная модель будущего менеджера образования.

Ключевые слова: менеджер образования, профессиональная подготовка, профессиональная деятельность, профессиональная компетентность, компетентностная модель.

Zhyhir V. I. Conceptual Framework of Constructing the Model of the Education Manager: Competency-Based Approach

The article focuses on the current state of the system of higher education and the challenges of the professional training of education managers. It outlines the possible directions of the improvement of professional training of prospective educational establishment administrators in the context of competency-based approach. The notion of *the model of the specialist* is discussed, the need for its construction is justified, and the basic principles that determine the process of model development are listed. The existing models of the manager of an educational

establishment are analyzed in terms of their efficacy and the principal types of activities constituting the work of the education manager are determined, including scientific, methodological, innovative, organizational, administrative, and economic. On the basis of the education manager's professional activity structure consisting of the lists of spheres, objects of professional activity and its different types, as well as the qualificational characteristics, a competency-based model of the education manager is described. This model embraces the peculiarities of the education manager's activity and includes all types of professional competencies that ensure that the professional activity of the education manager is carried out effectively. These competencies are described in the form of the skills necessary to deal with educational and administrative situations.

Key words: education manager, professional training, professional activity, professional competence, competency-based model.

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