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THE LEADER'S EDUCATIONAL AND PEDAGOGIC FUNCTION

Annotation

Actuality is grounded and pre-conditions of creation scientific bases of development an educationally-educate function leader of collective are generalized. From positions of polidiscipline approach clarification essence of education and teaching adults is executed. The differences maintenance of processes teaching and education, their settings, are presented. The necessity of action learning approach is grounded at forming an educationally-educate potential collective.

Keywords: Education, educate process, educationally-educate function, action learning method of teaching.

In the course of cognizing himself and environment, the human being develops his ability to create and master unique production technologies and methods as well as improve the efficacy of economic systems. Joining efforts with others as a part of their labor process and establishing organizations, he makes the use of the team work advantages to increase the opportunities aimed at satisfying his fast-growing needs. Specialization and cooperation of labor in organizations created the prerequisites for the origin of management in due time – a science solving the problems related to how to promote the orderliness of team labor. Its tools have been improving in response to the new sources and resources that people use when creating the amenities they need for their life. The people's intellect and its ability to study the environment and put the acquired knowledge into practice has been such a resource nowadays.

The evolution of the social system models from the industrial to more perfect ones when information and knowledge are turning out to be the principal resources, accounts for separating the leadership function as a part of management, and this function quickly becomes the most urgent one. Its role has been growing since there is a need to engage employees, which are capable of reacting to unforeseen labor situations in a fast and efficient way, and promote orderliness of their labor activities. According to practice, this capability depends in many aspects on the leader's ability to drive and use the subordinates' desire and readiness to learn how to use their knowledge in practice.

The Ukrainian education system being updated against the background of high-rate information saturation and capital intellectualization of industrial organizations partially solves the issue related to the provision of enterprises with well-educated

and highly skilled personnel. However, the economic conditions are changing at such a rate that the knowledge of graduates from official educational institutions become obsolete very fast, and the enterprises have to develop the personnel's ability to promote their knowledge onsite. This process gets under control of team leaders, which have to perform the educational function along with the pedagogic one that is aimed at inoculating the well-educated and highly skilled personnel's loyalty to the organization. In view of the trends, the interest in studying psychological and mental conceptions, theories and techniques making it possible to create new tools enabling the leader to effect the subordinates' labor activities has been growing. The technologies needed to develop the team's strategic competence required for fast response to unforeseen situations become particularly urgent. Since the nature of such situations becomes more and more complicated, the leader's tools for influencing his or her subordinates need to be updated and improved. Presently, scientists and experts show interest in social, psychological, educational and pedagogic ones.

The objective of this article is to analyze and generalize the theoretic prerequisites for creating the science base to develop the team leader's educational and pedagogic function.

Having studied the details of the possibilities to improve the enterprise personnel's educational level as well as knowledge accumulation and capitalization processes, scientists and experts turned their attention to the fact that the processes are closely related to people's development and breeding. It is worth mentioning that the ideas are not new for such a science as pedagogy. It has always considered its functions in the light of interrelated processes of the new generation's education, development and breeding. Such aspects as a reduction in the knowledge life cycle as well as Earth population ageing conditioned the problem to deliver a science-based substantiation for adults' efficient education. Special type of pedagogy for adult people – andragogy – has emerged. Its followers supporting the idea of the continuity of the education, breeding and development processes declared by pedagogues have suggested constructive technologies of education for adults but unfortunately they fail to give any recommendations for team leaders on how to apply such ideas with regard to their subordinates. As mentioned above, efficient study techniques for adults have been partly substantiated, we will focus on the prerequisites for developing the pedagogic technologies to be applied by the team leader to his/her subordinates in the course of implementing educational processes.

We do not mean that experts in the field of personnel management completely missed such aspect as breeding. For example, A. Kibanov makes social and pedagogic objectives a part of the enterprise's goals while maintaining that they are to provide for a balance between the interests of the society, enterprise and employee [1]. Thomas Malone describing the present-day features of labor recommends making changes in the personnel management method thinking that cultivation seems to be a respective metaphor for this. «Rather than just trying to impose your will on the system, you try to balance the right kinds of control with the right kinds of letting go. And that is what the metaphor of cultivation can help us do,» the author writes [2, p.

182]. Another scientist, S. Zmeyev, specifies the pedagogic objectives for adults: «Breeding is a kind of education aimed at developing certain personal characteristics and values in the students,» he says. The author is sure it is expedient to establish a special school of antropogics to ensure the systemic nature of breeding, education and training for adults. The issues of people's permanent education, breeding and development issues for their life term must be the subjects of the school [3, p. 237]. Both organization employing the personnel and its employees are to take part in solving such issues. Breeding the ability to study independently must be the most important objective of education. However, it should be noted that such an ability can bring the expected results provided there is a business and social partnership between the employee, leader and owner of the enterprise.

To specify the content of such an idea as breeding when used in management, we have analyzed publications by many scientists related to the studies of human activities. In addition to expert recommendations in the field of management, we also studied recommendations from such comparatively young branches of science as organizational behavior, social psychology, social pedagogy, andragogy, akmeology and some others. Having generalized the literature sources, we selected some ideas from each of the sciences to synthesize them in the form of concepts on how leaders can promote the orderliness of creative employees' labor activities by means of education and breeding. We lay emphasis on such employees because they currently belong to the critical resource ensuring the organization's vital activity, and because administrative and economic mechanisms, which are habitual for the national management, do not regulate their labor activities. Having a unique ability to accumulate and use knowledge to develop their own intellectual potentials, creative employees do not invest them but let them for lease to the owners of their enterprises. In the context of economic relations, it is expedient to use such terms as «effect» and «breeding» instead of «influence» to describe the process used by leaders to promote the orderliness of their activities.

In fact, two of the following terms define the people's labor activities nowadays: activities and behavior. The first one characterizes the component of the labor activities that can be controlled and regulated in a practical way using administrative and economic stimulation methods. The second component of the labor activities can be treated as a list of unique actions, which cannot be compared, accounted for and controlled. The latter component is characteristic of creative employees possessing unique knowledge and abilities [4]. Its orderliness cannot be promoted by direct influence but in an indirect way, by creating the conditions when the employee activates his or her internal drivers to work as well as through breeding.

As for the breeding mechanisms for adults, they have been analyzed on parts, or scientists fail to shed light on them at all. To find out the particular features of the leader's effect on the actively creative subordinates by means of breeding, we have analyzed a great number of definitions of the term's matter and contents. The options used to formulate the idea to achieve the objective of this article will be disclosed below.

In the first place, we analyzed the term of breeding given in dictionaries. They define education as a process of goal-oriented and systematic formation of one's personality according to the standard models accepted by the society [5, 6]. Since pedagogy is a science aimed at people's breeding, we used materials published by representatives from this science for our analysis at the next stage of our study. First of all, we found out that they use the term of breeding in a broad sense including education, training and development. Secondly, there are two interpretations of the term in the literature on pedagogy. According to the first one, it is equal to socialization and can be defined as the social impact on the personality. The second one defines the idea as a form of interaction between the teacher and those who are bred to make the latter focused on self-development, self-breeding and self-actualization [7]. This pedagogic definition makes it possible to use it in management.

The fact of a close relationship between pedagogy and psychology cannot be ignored; that is why the following ideas were obtained from the analysis of psychologists' opinions to define breeding relating to activities of team leaders. They turn attention to the connection between upbringing and consciousness, and they define upbringing as systematic and purposeful influence on the formation of certain attitudes, principles and value orientations in people to activate behavior providing for their development and preparation for their life and work. According to psychologists, the process is implemented through interaction between the teachers and those who are bred [8]. The breeding characteristics are important because they turn our attention to the connection between upbringing and such form of creative subordinate's activities as behavior, which team leaders are interested in. Experts in the field of management psychology consider upbringing as one of the key functions of a leader and an important factor for employee's socialization [9]. According to them, there is a possibility and need to familiarize people in the course of upbringing with the demands and opportunities of the social environment where they can implement their capability to work. According to the psychologists studying the human behavior, the leader acting as a teacher is to have effect not only on individual employees but labor collective in total through the social, psychological and professional development [10].

To summarize, we can say that to put upbringing technologies into practical work of leaders wishing to have effect on their subordinates' labor behavior, it is expedient to consider upbringing as activities on the part of the leader and subordinates, which are aimed at mutual transfer and adoption of the experience and behavior patterns as well as formation of general value orientations in the employees contributing to their loyalty to the organization and teamwork.

To solve the problems related to the leader's pedagogical effect on his/her team, the leader is to provide for efficient upbringing of an individual employee in the first place. The objective of such upbringing is to make the subordinate sure of the fact that he or she can achieve a reliable position in the present-day fast-changing world due to his/her ability to improve his/her professional skills on a permanent basis and on his/her own as well as ability to make decisions under conditions of limited access

to information and establish his/her own chain of mutually beneficial interaction with the leader, colleagues and organization in general. However, getting free in the chain due to such unique knowledge, the employee is to take responsibility for harmonizing his/her interests with those of the organization employing him/her. This creates new and unusual problems for labor team leaders.

On the one hand, they are interested in engaging gifted subordinates in their teams but on the other hand they do not possess any special technologies to foster the organization loyalty in them as yet. Acquiring skills to solve the problem, the labor team leader supports the team's labor potentials and ensures the intellectualization of the organization's capital under any conditions including fast-changing ones. To solve the problem, the leader is to master new impact technologies and supplement the traditional means to promote orderliness in the field of the subordinates' labor activities with the tools and techniques synthesizing the processes of education, upbringing and development. Using this approach, the objects of the leader's impact are converted, in the first place, into the subordinates' desire to exchange unique services rendered to the organization for free labor behavior, and, secondly, into their loyalty to the organization.

We need to mention another important particular feature of upbringing for adults. Considering people as employees from the organization, it is necessary to keep in mind that their upbringing in many aspects takes place in the course of discharging their labor functions and is related to the activity-based training method. According to practice, the method approved by teachers and being gradually mastered by managers brings efficient results. It is a practical confirmation to the psychologists' conclusions that the subjects master the knowledge only in the course of their activities while the training process is to be based on the gradual complication of their contents, means and nature. The activity-based training technology solves the problem of supplementing the forming paradigm of education with the developing one, ensures the development of practical intellect in students and fosters a desire to put the knowledge into practice in them. The fact that the activity-based training and upbringing technology is not focused on a common training technology but changes its concept, diverges from the process when the teacher provides the knowledge to the students while stimulating the students to generate knowledge independently, provides for its constructivity [11]. Under such conditions, the leader is focused on the subordinate's personality and his/her ability for self-determination, self-realization, independent decision-making and implementation as well as reflexive analysis of their activities.

Under certain conditions, collective and joint organization of the processes ensures efficient training and upbringing. Yu. Babansky recognized the concept of collective activity-based training and selected the following three groups of upbringing methods: formation and correction of the individual's consciousness, organization of activities and stimulation of activities. The first group is substantiated by the principle of the consciousness and behavior unity. Consciousness as well as knowledge, the body of our perceptions about the world, defines the behavior and, at

the same time, is formed by it. The second group of methods was singled out based on the principle of personal development in the course of performing labor operations. The third group reflects the requirement and motivating principle according to which one's behavior is determined by approval or disapproval of an action to a great extent [12].

Preventing the problems related to the employee's personal development, rendering assistance during the employee's socialization, providing for conditions to unveil the inner potentials of the subordinate, forming a positive emotional climate in the team, etc., belong to high-priority problems related to the psychological and pedagogical effect on the subordinates when using the activity-based training and upbringing method on the part of the team leader. Such impact means a continuous system of measures being updated on a permanent basis. A well-trained creative employee being tolerant to the employing organization, being ready and able to share the knowledge and skills with the colleagues, promoting the development and maintaining the unique nature of the joint labor force in the team is an ideal product of such upbringing.

The integrity of the upbringing process and indissoluble unity between upbringing and training as well as personal development and formation is the key characteristic of the process. Upbringing and training are mutually dependable process and have a lot in common in spite of the fact a distinction is made between them. Training is mainly related to getting science-based information about the world. Standards, rules, values and ideals dominate in the course of upbringing. Training develops the intellect while upbringing develops the requirement and motivating sphere of one's personality. Both processes have effect on the personal consciousness and behavior, and promote personal development.

The following conclusions can be made based on this article:

Labor intellectualization and informatization promotes the development of the creative potentials in the organization's personnel. The personnel's well-developed intellect is to be treated as a resource whose capitalization provides for the stable operation of a present-day enterprise. The team leader is to manage the process of forming, developing and capitalizing unique capabilities in employees using the educational and pedagogical tools to promote the orderliness in the employees' labor behavior. The activity-based team training method promotes intensification of the inner labor motivation sources and provides particularly high results in case of a team form of its organization.

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