BALANCING AUTHORITY AND INFLUENCE: THE DUAL FUNCTIONS OF LEADERSHIP IN HIGHER EDUCATION

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Abstract. The role of leadership in higher education institutions, particularly at the level of rectors and other senior administrators, involves a complex array of managerial functions. These functions can be divided into two primary groups: production management, which focuses on operational efficiency and task coordination, and socio-psychological management, which emphasizes staff motivation and interpersonal relationships. The effectiveness of these leaders is largely dependent on their ability to integrate material, legal, organizational, and human subsystems, while balancing formal authority with informal influence. This paper explores the key functions of higher education leaders, including their strategic, administrative, and communicative responsibilities, and how these roles contribute to organizational stability and growth. The importance of communication as a core tool for successful leadership is also emphasized, alongside the need for leaders to cultivate both professional expertise and interpersonal skills. Ultimately, the paper argues that effective leadership in higher education requires a balance of formal and informal authority, with leaders functioning as both professional managers and trusted influencers within their organizations.

Keywords: Higher education leadership, Rectors, Managerial functions, Production management, Socio-psychological functions, Strategic management, Communication in leadership, Organizational stability, Formal and informal authority

HOKIMIYAT VA TA’SIRNI MUVOZANATLASHTIRISH: OLIY TA’LIMDA YETAKCHILIKNING DUAL FUNKSIYALARI

Abstrakt. Oliy ta’lim muassasalarida, xususan, rektorlar va boshqa yuqori rahbarlar darajasidagi rahbarlik roli boshqaruv funktsiyalarining kompleks majmuasini o‘z ichiga oladi. Ushbu funktsiyalarni ikkita asosiy guruhga bo‘lish mumkin: operatsion samaradorlik va vazifalarni muvofiqlashtirishga qaratilgan ishlab chiqarishni boshqarish va xodimlarning motivatsiyasi va shaxslararo munosabatlarga urg‘u beradigan ijtimoiy-psixologik boshqaruv. Ushbu rahbarlarning samaradorligi ko‘p jihatdan ularning moddiy, huquqiy, tashkiliy va insoniy quyi tizimlarni

birlashtirish qobiliyatiga bog‘liq, shu bilan birga rasmiy hokimiyatni norasmiy ta'sir bilan muvozanatlashtiradi. Ushbu maqola oliy ta'lim rahbarlarining asosiy funktsiyalari, jumladan, ularning strategik, ma'muriy va kommunikativ mas'uliyatini va bu rollarning tashkilot barqarorligi va o'sishiga qanday hissa qo'shishini o'rganadi. Muvaffaqiyatli etakchilik uchun asosiy vosita sifatida muloqot muhimligi, shuningdek, rahbarlar professional tajriba va shaxslararo ko'nikmalarni rivojlantirish zarurligi ta'kidlanadi. Oxir oqibat, hujjat oliy ta'limda samarali etakchilik rasmiy va norasmiy vakolatlar muvozanatini talab qiladi, bunda rahbarlar o'z tashkilotlarida professional menejerlar va ishonchli ta'sir o'tkazuvchilar sifatida ishlaydi.

Kalit so‘zlar: Oliy ta’lim rahbariyati, Rektorlar, Boshqaruv funktsiyalari, Ishlab chiqarishni boshqarish, Ijtimoiy-psixologik funktsiyalar, Strategik menejment, Rahbarlikdagi aloqa, Tashkiliy barqarorlik, Rasmiy va norasmiy hokimiyat

БАЛАНСИРОВКА ВЛАСТИ И ВЛИЯНИЯ: ДВОЙНЫЕ ФУНКЦИИ ЛИДЕРСТВА В ВЫСШЕМ ОБРАЗОВАНИИ

Абстрактный. Роль руководства в высших учебных заведениях, особенно на уровне ректоров и других старших администраторов, включает в себя сложный набор управленческих функций. Эти функции можно разделить на две основные группы: управление производством, которое фокусируется на операционной эффективности и координации задач, и социально-психологическое управление, которое делает упор на мотивацию персонала и межличностные отношения. Эффективность этих лидеров во многом зависит от их способности интегрировать материальные, правовые, организационные и человеческие подсистемы, балансируя при этом формальную власть с неформальным влиянием. В данной статье исследуются ключевые функции руководителей высшего образования, включая их стратегические, административные и коммуникативные обязанности, а также то, как эти роли способствуют организационной стабильности и росту. Также подчеркивается важность коммуникации как основного инструмента успешного лидерства, а также необходимость развития лидерами как профессиональных знаний, так и навыков межличностного общения. В конечном счете, в документе утверждается, что эффективное лидерство в сфере высшего образования требует баланса формальной и неформальной власти, при этом лидеры действуют как в качестве профессиональных менеджеров, так и в качестве доверенных влиятельных лиц в своих организациях.

Ключевые слова: Лидерство высшего образования, Ректоры, Управленческие функции, Управление производством, Социально-психологические функции, Стратегический менеджмент, Коммуникация в лидерстве, Организационная стабильность, Формальная и неформальная власть.

Introduction. Leadership in higher education institutions plays a pivotal role in shaping the effectiveness and success of these organizations. Rectors and senior administrators are tasked with a broad range of responsibilities, encompassing both the operational management of resources and the more nuanced management of

human relationships. These leaders must navigate complex environments that include material resources, legal frameworks, organizational structures, and personnel dynamics. To achieve success, they must master a set of core functions that span from strategic planning and decision-making to interpersonal communication and staff motivation.

In this paper, we will explore the dual nature of leadership functions in higher education, focusing on the production management tasks that ensure organizational efficiency and the socio-psychological functions that promote a positive working environment. By examining various theoretical frameworks and practical examples, this paper aims to provide a comprehensive understanding of what makes effective leadership in higher education. It also underscores the importance of integrating formal authority with informal leadership qualities, such as communication and trust-building, to ensure the stability and continued development of the institution.

Main body. As a managing director, he is entrusted with authority and leads a large team. As a leader, he should guide his subordinates through his authority, high level of professionalism, and positive energy. In his role as a diplomat, he must establish connections with partners and authorities, successfully resolve internal and external conflicts, and build strategic alliances. As a mentor, a leader must demonstrate high moral standards, possess the ability to form a cohesive team, and steer its development in the right direction. In his capacity as an innovator, he must appreciate the importance of science in the modern world, be capable of evaluating new inventions, and quickly introduce relevant innovations into production. Equipped with deep knowledge, well-developed skills, a high level of culture, and a determined character, he must be rational and serve as a role model in every respect.

Furthermore, in the formal structure, the head operates as an official (a formal leader); in the informal structure, he might act as a confidant, a "gray cardinal," or even a "scapegoat." In this informal context, he becomes part of various groups and is subject to personal likes and dislikes, potentially taking on the role of an informal leader.

As highlighted by G.K. Ashin, A.V. Batarashev, N.N. Veresov, S.G. Gellerstein, and others [16, 20, 33, 42, 81, 169], the complexity of the head's role is amplified by the dual nature of their responsibilities, which involve both overseeing the technological process and managing interpersonal relationships. This requires the manager to adopt different behavioral approaches, as these responsibilities do not always align smoothly.

Additionally, the complexity and variety of management tasks call for a procedural approach, which addresses management activities through a range of functions. Yu.A. Tikhomirov [182] identifies key functions of management, including:

a) organizing the management system;
b) setting goals;
c) forecasting;
d) planning;
e) managing information;
f) decision-making;

g) organizing collective activities; and

h) monitoring and evaluating management effectiveness.

V.G. Afanasyev adds that a leader's functions include developing and implementing managerial decisions, organizing and regulating processes, monitoring and accounting, and gathering and processing information, which applies to the entire management cycle. Kitov, R.L. Krichevsky, E.S. Kuzmin, and others emphasize core management functions such as prioritizing goals and tasks for the team, coordinating the distribution of responsibilities, and supervising group activities, which include managing workflow, monitoring adherence to workplace norms, and motivating team members.

These functions collectively characterize management primarily as an act of leadership.In our view, G. Mintzberg presents the most systematic classification of leadership functions, identifying:

a) Interpersonal functions: representation, communication, and administration;

b) Informational functions: gathering and disseminating information to subordinates and external parties;

c) Decision-making functions: fostering innovation, addressing issues, allocating resources, and negotiating.

Thus, the head of an organization, as its representative and symbol, performs leadership activities.A.L. Zhuravlev, V.F. Rubakhin, and V.G. Shorin, when analyzing the roles of rectors and leaders in higher education, divided the enterprise into several subsystems:

1. Material (premises, equipment, information tools, transport, goods, cash);

2. Legal (the legal framework for activity);

3. Organizational (structure of divisions, positions, responsibilities, plans, contracts, etc.);

4. Human (enterprise personnel, their characteristics, behavior, and activities).

The decisive role is attributed to the leader's personality, with managerial activity considered through a system of specific functions. They categorize these functions into two main groups:

Production management functions: These assume that the leader possesses professional knowledge. Key tasks include coordinating subordinate activities to meet goals (such as generating profit), ensuring productivity growth, organizing smooth workflows, anticipating disruptions, monitoring and evaluating work, correcting issues, maintaining labor discipline, organizing work shifts, and aligning employee strengths with job requirements.

Socio-psychological functions: These focus on reducing dissatisfaction among employees, providing moral and material incentives, managing interpersonal relationships, protecting employees' rights, maintaining staff stability, overseeing staff turnover, fostering professional development, and educating subordinates. This group of functions not only requires professional knowledge but also strong interpersonal skills, persuasion, and public speaking.

Researchers like L.I. Umansky break down the leader's functions into four categories:

1. Integration: Uniting individuals around a common goal, establishing means and conditions for achieving it, planning, coordinating work, and monitoring progress.

2. Communication: Establishing horizontal communication within the team and vertical communication with higher organizational units.

3. Training: Providing ongoing education for team members.

4. Education: Developing both professional and personal growth.

Other researchers like I.P. Volkov and Yu.N. Yemelyanov highlight administrative, strategic, expert advisory, communicative, and regulatory functions, as well as representing the group in external contexts. A.G. Kovalev lists goal-setting, planning, coordination, stimulation, control, and education as core leadership functions.

L.S. Blyakhman and S.V. Stasyuk describe leadership as including: goal-setting (defining objectives and means), administrative (organizing departments and tasks, coordinating and controlling subordinates), expert (consulting employees), disciplinary (assessing performance, assigning rewards and punishments), representative (dealing with external entities), and educational (creating a positive work environment, fostering employee development, and participating in staff training).

A.M. Omarov, after reviewing many systems, proposes five primary roles for leaders: administrator, organizer, specialist, public figure, and educator.Thus, leadership functions can be categorized according to team tasks and professional areas. Organizational and administrative measures govern the management activities, while a leader's role includes providing professional guidance and overseeing specialized work. The leader must also manage interpersonal relationships and educate subordinates, with success depending on leadership abilities.

In practice, all functions are interconnected, as noted by A.V. Karpov, who combines production, technological, operational management, innovation, and marketing into "production and technological functions." The significance of these functions varies based on the leader’s hierarchical position. Higher-level leaders engage less in direct task execution and more in strategic planning. Karpov argues that integration (coordination) is the function that unifies all others, with strategic functions contributing to the overall planning process. As leaders move up in hierarchy, operational tasks decrease while strategic ones increase, making them more focused on managing other managers.

The representative function personifies the organization's interests, goals, and values. Leaders must embody the full range of functions in their role and reflect the organization’s characteristics. The image of the leader and their communication style is crucial, as public speaking and participation in meetings form a large part of leadership duties. Leaders must be aware of their responsibilities and be morally prepared to fulfill them. Karpov also highlights a **stabilization function**, which focuses on maintaining internal organizational stability. This involves personnel management, improving administrative practices, and updating management techniques. For leadership to be effective, the leader must be both a formal authority

and an informal leader, balancing hierarchical distance while maintaining influence over the team.

Conclusion. In conclusion, leadership and management are tightly interwoven in practice. The effectiveness of organizational functioning is enhanced when leadership functions are aligned and mutually supportive. Communication is the core tool of management, as the leader's role relies on interpersonal interactions. Successful managers are those who not only fulfill formal duties but also serve as informal leaders, commanding respect and authority within the team.

Effective leadership in higher education requires a nuanced approach that balances both formal authority and informal influence. Rectors and senior administrators are tasked with managing not only the operational and strategic functions of their institutions but also the interpersonal dynamics that foster a productive and motivated workforce. The dual nature of their responsibilities—encompassing both production management and socio-psychological functions—demands a leader who is capable of guiding their team with professional expertise while also addressing the emotional and relational needs of staff.

The success of these leaders is contingent upon their ability to integrate various subsystems, such as material, legal, organizational, and human resources, while maintaining stability within the institution. Communication emerges as a vital tool, facilitating both the execution of administrative tasks and the cultivation of a positive organizational climate. Ultimately, higher education leaders must serve as both formal managers and informal influencers, using their strategic, communicative, and leadership skills to ensure the institution's long-term growth and success. The key to this balance lies in understanding that leadership is not just about holding a position of power, but also about building trust, inspiring action, and fostering collaboration.

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