# University students' representations about the ideal qualities of educational institution manager

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## INTRODUCTION

The issue of subjective stereotypes, patterns of perception and role expectations, correspondence of the qualities of a real manager and the requirements imposed on him or her by the subordinates is an essential factor for the success of the manager and the effectiveness of the activity in an educational institution.

## OBJECTS

The aim of the study was to identify the characteristics of university students' representations about the communicative, leadership and organizational qualities of an ideal middle-ranking manager. The main research question was to identify the presence or absence of differences in both the degree of manifestation of the qualities of an ideal and real image of manager in students' perceptions, and in the nature of the interrelation of the studied indicators in the structure of these images.

## MEASURES

The study used two methods: 1) questionnaire for determining the organizational and communicative qualities (Kalininsky); 2) modified version of the method "I am a leader" to study leadership and organizational qualities (Fedorov & Eremin). We used SPSS Statistics v. 23 (descriptive statistics, correlation analysis, Wilcoxon signed-rank test). The respondents were 100 full-time students (bachelor and master degrees) (26 male and 74 female) of two Moscow universities (average age was 24.3).

## FINDINGS

As a result of the study, it was found that the level of manifestation of communicative, organizational and leadership qualities in students' representations differed significantly in the image of ideal and real middle-ranking manager: students wanted to see some qualities at a higher level of development, others - to a lesser degree.

Students expected from their manager a greater manifestation of psychological grace, empathy and authority, clear focus, businesslike, organizational skills, creativity and autonomy; students wanted to see domination, stubbornness and dependence at a lower level among managers than estimated in the real image of the middle-ranking manager.

| Personal characteristics | Ideal manager | Real manager | Wilcoxon sign test | |
|---|---|---|---|---|
| *Organizational and communication skills* | | | | |
| | Mean | Mean | Z | p |
| Orientation on the goals | 12,27 | 8.13 | -8.240 | 0.000 |
| Businesslike | 11.78 | 8.09 | -7.180 | 0.000 |
| Dominance | 7.35 | 10.41 | -5.000 | 0.000 |
| Confidence | 10.54 | 10.99 | -1.530 | 0.126 |
| Exactingness | 8.06 | 10.17 | -4.840 | 0.000 |
| Stubbornness | 7.37 | 11.73 | -6.870 | 0.000 |
| Compliant | 4.77 | 3.53 | -3.420 | 0.001 |
| Dependence | 4.09 | 6.49 | -4.720 | 0.000 |
| Tactfulness (Psychological grace) | 11.10 | 4.02 | -8.450 | 0.000 |
| Empathy | 10.29 | 4.71 | -8.590 | 0.000 |
| *Leadership and organizational skills* | | | Z | p |
| Self government | 17.83 | 17.32 | -2.939 | 0.003 |
| Clear focus | 19.17 | 12.20 | -7.045 | 0.000 |
| Problem solving skills | 18.62 | 13.93 | -6.682 | 0.000 |
| Creative approach | 16.30 | 16.00 | -0.249 | 0.803 |
| Influence on others | 20.09 | 12.12 | -7.948 | 0.000 |
| Knowledge of the rules of an organizational work | 15.40 | 15.18 | -0.858 | 0.391 |
| Organizational skills | 19.58 | 12.38 | -8.024 | 0.000 |
| Skills to work with the group | 18.77 | 14.45 | -5.979 | 0.000 |

## FINDINGS

The interrelations of the studied qualities also had a different structure in the students' representations about the real and ideal image of the middle-ranking manager in the educational institution.

Numerous and close relationships were also identified between the representations about the real and ideal image of the manager of the educational institution.

## *LIMITATIONS*

As *limitations of the study*, we note the following: the imbalance of the sample by gender, limited methodological tools, and the fact that we had a collective image of students' representations about the real and ideal manager, since the responses of students from two universities were summarized.

## IMPLICATIONS FOR PRACTICE

We can use the data of this study for both by taking into account the content of students' representations and psychological work with the image of the manager, and by improving the qualification of middle-ranking managers.

**Thank you**