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TÍTULO: Liderazgo de apoyo e inteligencia emocional para la productividad de los empleados en las organizaciones educativas: un cambio sugerido en el enfoque de gestión hacia la motivación, los incentivos y el empoderamiento.

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RESUMEN: Este documento analiza estrategias de liderazgo en la práctica en organizaciones educativas de la Unión Europea (UE) y la Comunidad de Estados Independientes (CEI), con el objetivo de aumentar la productividad de los empleados de esas organizaciones. Durante esta investigación, se descubrió que este enfoque no solo trae mucho bien a la nueva generación, sino que también sirve a las organizaciones en términos de rentabilidad. El estudio postula que las organizaciones que cambian a enfoques modernizados crecen enormemente en el mercado y están en una mejor posición para servir a la causa de una educación de calidad, revolucionando el campo y redefiniendo el papel y las responsabilidades de los empleados. Esta investigación proporciona resultados e implicaciones para la práctica y la política de estrategias de liderazgo en la práctica en organizaciones educativas de la UE y la CEI.

PALABRAS CLAVES: organizaciones educativas, liderazgo solidario, inteligencia emocional, motivación y efectividad de incentivos.

TITLE: Supportive Leadership and Emotional Intelligence for Employee Productivity in Educational Organizations: A Suggested Shift in Management Approach Towards Motivation, Incentives, and Empowerment.

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ABSTRACT: This paper analyses leadership strategies in practice in the educational organizations of EU nations and the Commonwealth of Independent States (CIS), aiming at increasing the productivity of the employees of those organizations. During this research, it has been found that this approach not only brings a lot of good to the new generation but also serves the organizations in terms of profitability. The study postulates that the organizations shifting to modernized approaches grow tremendously in the market and are in a better position to serve the cause of quality education, revolutionizing the field by redefining the role and responsibilities of employees. This research provides results and implications for practice and policy for leadership strategies in practice in educational organizations in EU nations and CIS.

KEY WORDS: Educational organizations, supportive leadership, emotional intelligence, motivation and incentive effectiveness.

INTRODUCTION.

The 21st Century has thoroughly transformed the way we think, the way we work, the nature of jobs and the way the organizations run and grow (Northouse, 2018).

The most significant and subtle impact of this digital era has been felt by the educational organizations (Becker, Cummins, Davis, Freeman, Hall, & Ananthanarayanan, 2017). The reason is that all other sectors work for today, but educational organizations work for tomorrow (Al-Sada, Al-Esmael, &

Faisal, 2017; Goleman, Boyatzis, & McKee, 2013). The swift and constant modernization has changed the basic goals and requirements of education. This digital age has changed the educator's role from the only source of authentic knowledge to a facilitator (Shaikh & Khoja, 2014; Amy, 2008; Fullan, 2002). Only those organizations will thrive who realize their renewed role and mold themselves so (Luthans, Luthans, Hodgetts, & Luthans, 2001).

This requires a process of continuous updating and modernization of the whole system (Northouse, 2018). Exploration of new management technologies, devising revolutionary approaches, adopting the latest educational tendencies and technologies are the key features of the desired change process. The emerging concepts in the management of educational organizations are New Public Management, Good Governance, Government-on-Line, etc. These are the non-traditional approaches to manage infrastructure and the Human Resource (HR). These concepts aim not only at easing the everyday operations but also at managing the emotions of employees, students and all onboard (Amy, 2008; McDowelle & Bell, 1997).

Such non-authoritative leadership results in the decentralization of responsibilities and creates a sense of ownership and belonging (Moss, Ritossa, & Ngu, 2006; Cooper & Sawaf, 1998). The results have been outrageously favorable in terms of increased productivity, rise in standards, increase in enrollment and higher repute. Futurists forecast that the trends in management and leadership will undergo further transformations and more importance will be given to HR as a real competitive benefit (Morrison, 2012; Luthans, 2002; Schwartz & Tumblin, 2002). It will create circumstances where organizations become more human, allow the employees as well as students with specialized competence- emotional intellect, creativity, etc. to work for innovation (Moss & Ritossa, 2007; Yahya & Goh, 2002). Students, the future leaders, need just the kind of environment to explore and polish their potentials (Gilley, Dixon, & Gilley, 2008).

Only the latest developed strategies and tendencies currently in practice in public educational organizations remained in the spotlight throughout this research (Glatthorn, Boschee, Whitehead, & Boschee, 2018; Northouse, 2018; Eklund, Barry, & Grunberg, 2017). The results show a shift from bureaucratic management to the organization of the working process (Ciobanu, Androniceanu, & LazaroIU, 2019; Knoke, 2019; Schermerhorn Jr, Davidson, Woods, Factor, Junaid, & McBarron, 2019). The decentralization of authority is the key feature of this approach. The young leadership is accepted and authorized to take independent decisions.

More automation of basic procedures will decrease the dependence on permanent employees for many types of jobs inside organizations and HR with a creative and innovative approach having capacity and skills to match the requirements of changing times will be more in demand (Ciobanu, Androniceanu, & LazaroIU, 2019; Knoke, 2019; Schermerhorn Jr et al., 2019; Glatthorn et al., 2018; Northouse, 2018; Eklund, Barry, & Grunberg, 2017).

Some barriers like seniority, traditional thinking, and ability in documentation need to be broken while recruiting executives in the education sector as well. This will make it a lot easier to implement new management technologies as the leadership will have a modern approach. Even the older managers leading the organizations will receive help from the induction of young fresh-blood executives alongside. This emphasizes that the role of management in an educational organization is multi-faceted, for example, the development of infrastructure, ensuring national cohesion by cooperation and collaboration towards social, national, and intellectual powers, etc.

Leadership has a huge responsibility to harmonize the interest of organizations and the public (Schermerhorn Jr et al., 2019; Morrison, 2012). It is necessary to favor competitiveness and national solidarity. To achieve this goal, leadership practices need to be more flexible and adaptable (Swensen & Shanafelt, 2017). The old founded and orthodox hierarchies must be broken, decentralization has

to be introduced and more freedom of decision-making and action has to be given to individuals to gain results (Knoke, 2019; Morrison, 2012; Moss, Ritossa, & Ngu, 2006).

The phenomena, according to futurists, to over-shadow future will be technology, demography, and geopolitics. No state or organization can alone overlook it during its future planning. These are of supreme importance in the integration process of merging, acquisition, and formation. Technology will take over most of the routine processes like document turnover, accounting, information storage by sophisticated automation, and robotization (for example, management software, cloud storage, biometric attendance, etc.). By referring to demography, the HR factors like employee structure, appearing of a new generation, their capabilities, energy, and aspirations are highlighted. No strategies for the future can succeed without considering the chemistry of coming generations of students and teachers alike (Eklund, Barry, & Grunberg, 2017). The leadership has this responsibility to consider these at present and the changes taking place in these over the time, and how to control their emotions to achieve the most favorable results by implementing the management based on motivation and incentives (Moss & Ritossa, 2007). The whole work ecosystem must undergo a drastic change. The HR with future skills must be trained, promoted and authorized for decision making (Schermerhorn Jr et al., 2019). This is vital to keep an atmosphere of competitiveness, attraction, and satisfaction. This falls under the competence of whole employee management (Ciobanu, Androniceanu, & Lazaroiu, 2019; Knoke, 2019).

Before starting any process of up-gradation or reformation of the system in the education sector, it is imperative to analyze the operations carried out by employee services. The composition of state education management in terms of its executive and administrative units must be reviewed. Modern-day and future times' employees will have different requirements according to their changing roles (Schermerhorn Jr et al., 2019). Employee management will also need to transform accordingly to

facilitate the teacher and students. The employees with a talent for future skills must be identified, retained and trained (Ciobanu, Androniceanu, & Lazaroiu, 2019).

The employee management service has to up the ante by creating a sort of corporate culture based on the positive moral and psychological atmosphere by planning future needs of employees, selecting the right man for the right job, ensuring adaptation and assessing their effectiveness (Al-Sada, Al-Esmael, & Faisal, 2017), but the issue is that the government sector is still running on bureaucratic lines, i.e., dealing with documents, unlike the corporate sector that has transitioned to working with people i.e., HR. So, talking rationally, the work must be started first from revolutionizing the employee management itself by inducting and training leadership having a vision.

Emphasis must be on the development of HR. Leadership has to use data analysis, forecasting technologies, etc. to organize the activities according to future demands (Moss, Ritossa, & Ngu, 2006). The employees also have to develop analytical thinking, be able to use digital knowledge and be prepared for challenges. The continuous evaluation of employees must be conducted by the regulatory framework with the goal of further development. The states need to ensure that the legal interests of all the involved parties are considered. The leadership in educational management must take it as a mission to determine the requirements of digital age education about the economic and social conditions of the globalized world. Thus, to meet the challenges of the coming times, drastic changes are needed in the education sector (Moss & Ritossa, 2007; Freshman & Rubino, 2004).

DEVELOPMENT.

The objectives of this research study were:

- To elaborate the grounds for creating new HR-strategies in education based on leadership and emotional intellect.

- To analyze outcomes of the implementation of latest innovations and changes in public educational services activity and institutions in EU nations and Commonwealth of Independent States (CIS).
- To compare traditional and more contemporary methods of motivation and incentive influence on the effectiveness of employees' performance in educational institutions.
- To estimate the impact of leadership tools on the financial performance of educational institutions, and identify how the obtained data will be assessed in numbers, based on statistical and analytical information specified in the report of Global Leadership Forecast 2018 (2018).
- To evaluate whether leaders of the modern generation (the youth, Generation Z) are ready for key challenges and new responsibilities in a professional activity of an employee of educational organizations.
- To propose leadership development tools in the educational training processes of civil employees and assess whether they suit the expectations of high potential candidates of the youth (Generation Z).
- To elaborate on the mechanism of formation and development of the leadership in state education management.

Methods

Research Design.

Before jumping headlong into the main content, we need to analyze the content and framework of the main state strategies, programs, and doctrines in the education sector that have been developed and implemented by EU nations and CIS during the last few years.

Since modernization and development of education are strategically important to both EU nations and CIS, the national doctrines, programs, and strategies of education development are of great significance. Apart from being the heart and soul of the whole up-gradation process, these are vital

for regulatory support of state education administration in each of these regions. Thus, in line with primary objectives of state educational programs for last years, education management should be aimed at organizing and ensuring optimal conditions for education development, establishment of its systematic self-regulation on the national, regional, local levels, and. in educational institutions and in scientific facilities.

As the state policy of every country is focused on educational uplift or at least the intent is there, so is the case in these nations. The goal of the prevalent policies is to determine the circumstances required for professional growth and the creative self-realization of each citizen. Another aim is to nurture a generation capable of high performance (Ciobanu, Androniceanu, & Lazaroiu, 2019). It focuses on enhancing the values of national culture and society, i.e., the state is developed as an independent, democratic, social, and legal state which becomes an integral part of the national and international community.

The best motivation is, without any doubt, monetary incentives. So, the salaries, financial/non-financial incentives, compensations, social benefits, etc. must be prioritized. The difference in remuneration for schoolteachers, university professors, and additional staff between EU nations and CIS is notable. The CIS must compensate for that difference by considerable non-financial motivations. They can do this by introducing a flexible system of vacation and bonuses, a comfortable work schedule, and most importantly by revising the minimum wage. In CIS, the reforms in education sector during the past few years have created an odd imbalance between the salaries of a schoolteacher and university staff. If we consider the norms and range of wages as well as additional remuneration payments at the expense of local budgets determined by government authorities in CIS, a qualified secondary teacher may get a higher salary than a young university employee although having a degree, scientific achievements, publications, and knows foreign languages.

The EU nations have worked out the best practice so far for motivation and incentives which is to offer remuneration and material incentives based on merit and competence (Jokinen, 2005). They award higher wages to the employees with higher qualifications with more developed competencies and professional skills irrespective of the level of accreditation of an educational institution (school, technical school, college, or university) (Shaikh & Khoja, 2014; Boyatzis, 2006). There is a sound system of evaluation consisting of an independent commission to assess the competence and professionalism of employees and issue certificates according to the level of accreditation they pass. There are added incentives available for the teachers who put in extra bit to support students in their spare time. Moreover, there are additional allowances/material incentives for young teachers who are willing to work in difficult regions or countryside. This extra spending pays back in the form of a contribution to the cause of the community.

The system of motivation and incentives is profoundly embedded in an acmeological approach to promoting maximum personal and spiritual development. This is especially important in the education sector as the teachers are involved in nurturing the future of the nation. The employees who have the right set of values and principles, moral righteousness, faith in future, progressive approach, and a positive attitude, are deemed as assets. The non-material motivation for such employees will yield positively as they will be working for the transformation of the nation in line with the requirements of the future.

The case of American secondary schools and especially higher education is completely different. They have achieved a high performing sector through the leadership of motivation and incentives (Becker et al., 2017). The package holds retirement plans, paid trainings, holidays, vacation, medical care, vision insurance, dental insurance, and other services.

By involving insurance companies, some of these services have been extended to family members as well. The best thing is that most insurance installments are covered by the state fund. As a result, the employees have to pay minimally. The payment of a deductible franchise is needed in some plans. The expenses that may be caused due to chronic illness, weakness, old age, or a serious accident are also ensured through long term care insurance. Such care is not necessarily be provided in state hospitals; it can be conducted at homes also. There is financial help in case of adoption or deaths of loved ones.

An unprecedented incentive is coaching leave (Carey, Philippon, & Cummings, 2011). It is taken as a source of national development as young people with special needs can be provided with expert mentoring. Paid mentoring leave is provided to the employees taking part in this program. Each hour of mentoring activity through a reputed organization is compared to an hour of paid leave by the state fund. An employee can receive a maximum of forty hours of paid mentoring leave in a calendar year. There are incentives for special pension savings for those performing exceptionally. A specific pension system has been in practice for employees of higher educational institutions with a scientific degree and academic status and outstanding scientific achievements (Becker et al., 2017; Swensen & Shanafelt, 2017). Thus, all stated above is crucially different from the situation in CIS (OECD Reviews of Integrity in Education: Ukraine 2017, 2017).

As we talk about the motivation of teaching employees, we must not ignore the encouragement of the state employees who manage the issues of education sector. They have a very special role in the uplift program for the performance of educational institutions.

Now, after going through the comparison of leadership theories and motivation systems in CIS and abroad, we can devise the objectives of an education development strategy, which run as follows:

- To develop an efficient system of education based on universal human, multicultural, civil values to cater to our national educational needs.

- To continuously review the inefficient system of motivations and rewards in the field of education and the low wages offered.
- To have a resolve for the immediate and continuous process of modernization, still being flexible to processes taking place locally and abroad.
- To update the objectives and content of education regularly and constantly basing on a competency-based approach (experience of the EU nations: Poland, Finland, the Czech Republic, etc.), keeping in view the successful innovative systems in the world for sustainable progress.
- To attend to the specific educational needs of minorities in terms of culture, and to improve the conditions of foreign language learning.
- To ensure a sustainable system of improvement for the quality of education on an innovative basis, modern psychological and pedagogical as well as scientific and methodological support of the educational process, etc.

Data Analysis.

Talking one more time about motivation and incentives, there are so many concepts around based on leadership technologies and emotional intellect, and still, more emerge all the time. This is specifically true in a world of competition and constant change where organizations strive to win top rankings. The best way to excel is to develop a model of leadership support and motivation that can inspire the employees to work for the achievement of set goals (Moss & Ritossa, 2007; Moss, Ritossa, & Ngu, 2006). Most often, the leaders pick a team of ambitious and already motivated employees. These are then developed as an asset for future requirements.

In a way, the administration changes from power and coercion into inducement and inspiration. Such a change in the leadership approach does affect the employees who go all out to achieve higher and better results. Supportive leadership creates a trend of acceptance and obedience among the

employees and there stays no need to use the explicit or direct manifestation of power to get them to work. The true power and authority of a leader lie in the respect, honor, and support of his/her followers. Leader's attitude and behavior at work is the real difference as it determines how safe and comfortable employees feel and how faithfully they work (Luthans, 2002).

The most successful strategy used by good leaders is the inspiration with enthusiasm, attraction to work and motivation to contribute to the cause of the organization. The education sector also needs a transition from orthodox to supportive leadership model to ensure up to the mark and improved education for the youth (Generation Z). This is the biggest reason behind the emergence and success of so many private companies. They go all out with all sorts of facilities and services like training, master classes, workshops (short-term teaching methods), remote study, online trainings, etc. which cannot even be visualized in public organizations. So, they are the clear winners in attracting students and better employees. To a certain extent, it explains the emergence of many private companies. They offer educational services on the basis which are rarely used by public educational institutions that are competitors for the latter ones in terms of attracting applicants. From our perspective, only an educational institution with a proper reputation, introducing modern technologies of education and having full-time employees-leaders, can attract the largest number of students, including paid and free of charge education, which certainly will directly affect the efficiency of their performance and financial results (Ciobanu, Androniceanu, & Lazaroiu, 2019).

After going through all the above-stated facts, it is quite clear that leadership qualities are best translated into action when the possessor of such qualities is in the position of authority (Knoke, 2019). Leadership qualities can be the result of inborn talent, positive attitude or more technically acmeological approach or experience gained through study and practice. It is the direct outcome of the competence approach (Moss, Ritossa, & Ngu, 2006). The utility of the use of leadership technology at positions of authority within the educational organizations can be illustrated as follows:

- *Leadership- as a source of incentive and motivation.* For a leader in a position of authority, it is very important to develop and introduce a sound, flexible and effective system of motivation and incentives (Latour & Rast, 2004). The system of rewards/consequences must be adequate, measurable and predictable by the employees. Motivation may not always be material/ monetary, there should be variety in it. Some situations demand something other than monetary rewards because it becomes ineffective at times. There should be options on tables like the possibility of promotion, contests, verbal encouragement, letters of recognition, the chance of further studies to name a few.

- *Leadership as a role model for employees:* The employees follow the person in charge in her/his footsteps. Her/his ideals, style, and energy are translated into the work of employees. So, her/his commitment and attitude towards her/his work and the organization must be of superlative level, as the subordinates will follow it. A successful leader sets a high example, inspires the followers to match it and stirs them to action by high expectations. And in the case of employees who are not motivated, she/he actively checks their involvement in work.

The quantitative assessment of leadership impact on the efficiency of educational organizations' activity is a complex phenomenon and there are contradictory approaches towards it. So, this research makes use of statics to make it measurable and concrete.

The research data spans over more than 2500 companies from different organizations of many countries including Europe and the CIS. The results of this research are reflected in the analytical report *Global Leadership Forecast: 25 Research Insights to Fuel Your People Strategy*. The research was conducted jointly with companies EY (Ernst & Young) and DDI (Development Dimensions International) in 2018. The organizations of education field (out of all the surveyed ones) that performed high during the calendar year 2017, the percentage of supportive and efficient leaders is 42% - a rise of 2% compared with 2014 and 2011. In turn, the percentage of HR professionals whose

overall quality of educational organization's leadership is high in 2017 – 30% that is higher by 5% compared to the similar performance 2014 and 2011. Please see the figure below.

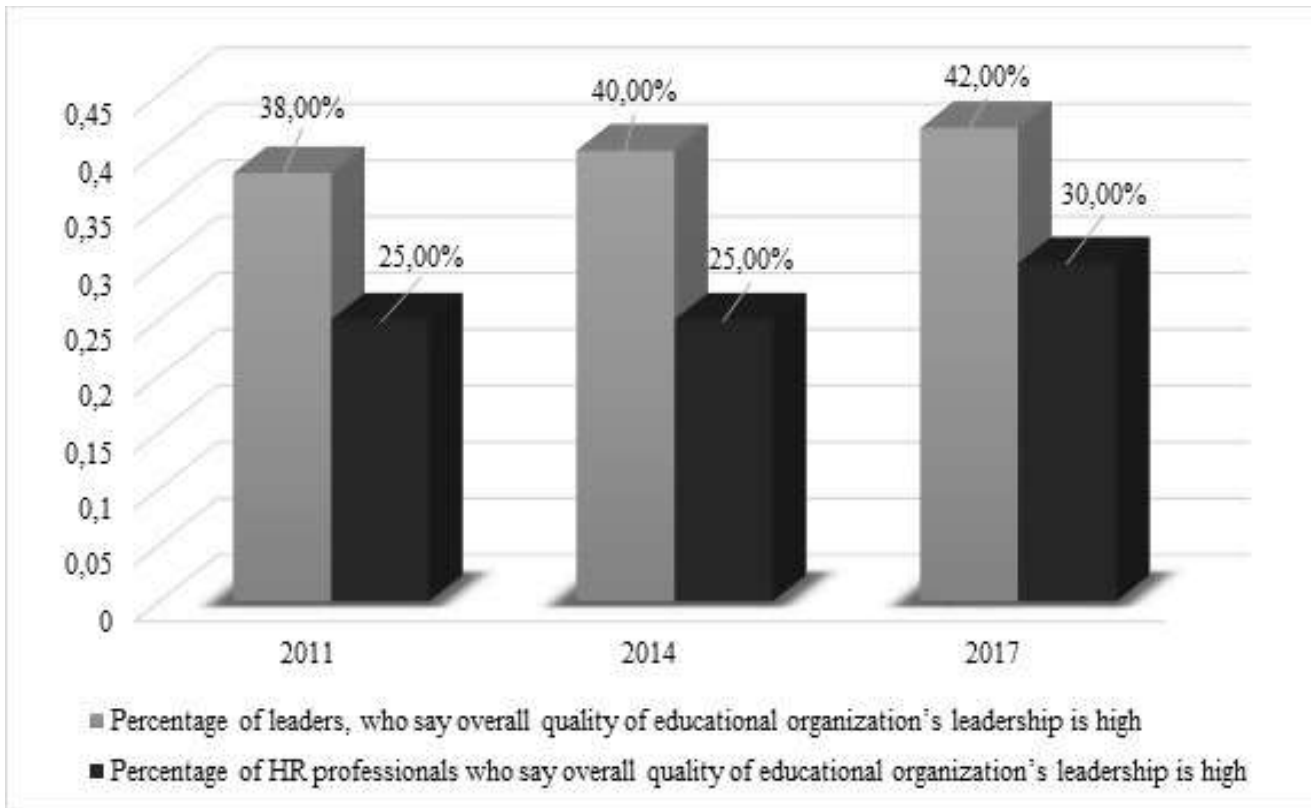


Figure 1. Dynamics of feedback of respondent companies which consider the application of the leadership model on the motivation systems of employee management in the educational organizations as efficient (from 2011-2017). *Source: Global Leadership Forecast 2018 (2018)*

Focusing on the data in the table below, we see that the area *Education* takes second place after the *Automotive* industry according to surveyed respondent companies in 2017. Moreover, respondents think that over time leadership technologies will be developed and applied in education rapidly (the third position in the ranking).

Table 1. Survey results of respondent companies for application of leadership technologies in organizations' activities now and in the future in various world regions and industries.

Country	% High Quality Leadership	% Strong Future Bench	Industry	% High Quality Leadership	% Strong Future Bench
ASEAN	42	22	Automotive	44	21
China	41	6	Education	45	19
Europe	38	13	Energy/Utilities	54	22
India	21	18	Banking	42	5
CIS	20	29	Manufacturing	35	5
USA	55	14	Technology	41	12

Source: Global Leadership Forecast 2018 (2018).

Concerning the evaluation of the situation within regions, we see that the USA has preceded Asian countries (in the second position). It is a consequence of the rapid development of this region, then – Europe. The CIS, unfortunately, is less preferable also by rating, even lower than India.

In the figure below, analysis results are referring to the impact of identified objectives concerning the achievement of leadership positions at the market of educational services on financial aspects of the organizations of this sector. As we can see in the figure the profitability of the organizations, which do not determine leadership objectives by 42% lower and vice versa.

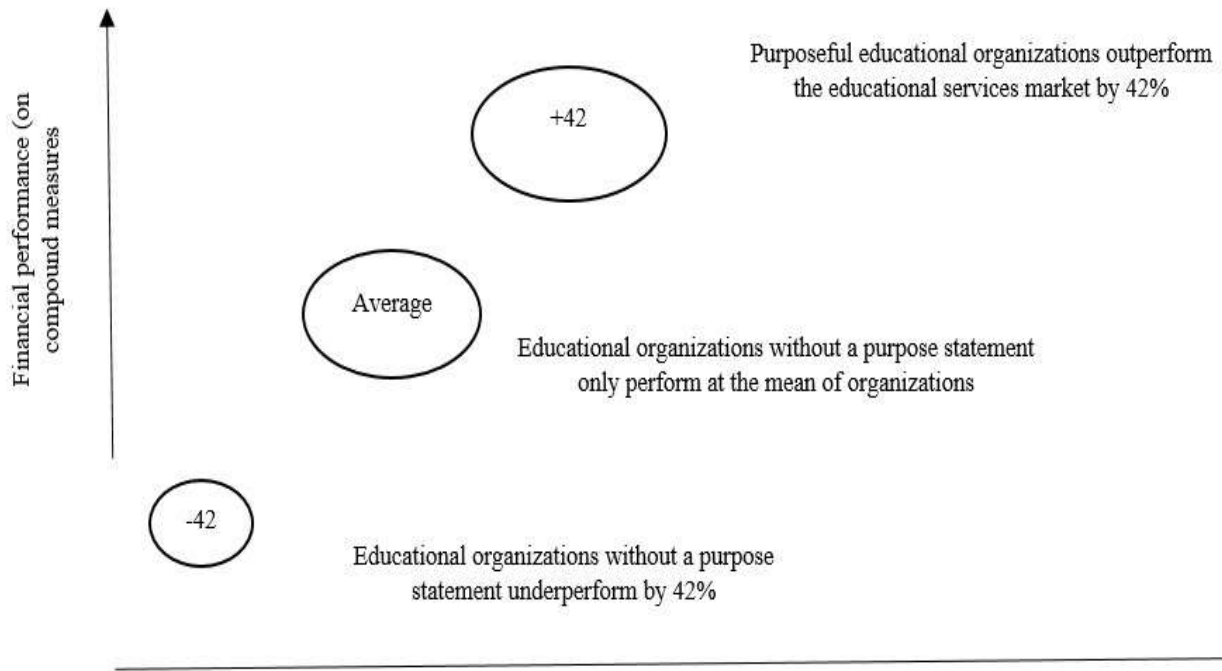


Figure 2 Influence of objectives' identification as regards concerning the achievement of leadership positions on the market on the financial performance of the educational organizations. *Source: Global Leadership Forecast 2018 (2018).*

A study was conducted by OECD in Russia, Ukraine, and Kazakhstan to analyze the level of development in public services. Models of public service have been used about professional, strategic and innovative public services (Table 2). (OECD Reviews of Integrity in Education: CIS 2017; Ddiworld.com 2019; Eurostat 2019). The OECD has applied a conceptual system based on 3 main stages of development -professional, strategic and innovative- to estimate the development of the public service. These stages have been kept mutually exclusive. The next stage takes place based on the results of the earlier one. The main characteristics of professional public service are a meritocracy and the ability to make use of various talents, qualified and ethical employees, and of course, supportive leadership that is experienced and practical is also vital. It is contrasted with a strategic

public service with its efficiency and attractiveness for top professionals, proactive employees, result-oriented managers who are transformational leaders and know how to manage changes. An innovative public service has, as its key features, the presence of mobility, diversity, and openness, which encourage cultural cooperation, curious employees, as well as adaptive leaders who can collaborate (Alon & Higgins, 2005) (Table 2).

After evaluation of public services in the field of education, it can be safely concluded that:

- public service of the EU nations may be considered as strategic one with innovative context.
- public service of the CIS countries are respectively, a professional one with a strategic context.

The need of the time is to implement in public service the contemporary development trends prevalent worldwide. It will help to reform the national state authority and turn it into an attraction for better and more decent employees. The public service will then become a great service and a partner of society and set up adequate values.

This fact must not go unheeded that in the developed countries, the issue of the shortage of leaders in the public service is much highlighted as of now, and a lot of attention is being paid to make up for this deficiency as soon as possible.

Most of the developed countries in the world have a very obvious realization about the requirement of modern leadership in the public service that possesses a set of qualities and skills like the ability to track the global situation, establish right goals, inspire and motivate, delegate, create trust-based relationships, etc. We are very clear about the fact that sound and supportive leadership is the key to create and run an innovative and effective organization.

Even today, the public takes the terms ‘manager’ and ‘leader’ as synonyms, the same thing. They can’t differentiate between the two for their qualities of character, skills, and competencies inherent in the manager and leader separately. If a manager has leadership qualities, he spearheads the realization of the aggregate potential of the organization, taking it to new heights, and elevating the

performance of that organization. On the other hand, a manager devoid of leadership capabilities will hinder the realization of the full potential of employees and the whole organization suffers for his lack of capability. This defines the role of supportive leadership to raise the overall performance of the organization (Alon & Higgins, 2005).

Table 2. Main stages of the development of the public service in the educational field based on leadership by OECD methodology

Public service's Models. Criteria	Professional public service	Strategic public service	Innovative public service
Necessary qualities of employees of public services and institutions	<ul style="list-style-type: none"> - Professionalism - Independence - Values-oriented - Ethics 	<ul style="list-style-type: none"> - Result-oriented - Decision making based on facts - Future-oriented - Proactivity - Ability to set up professional relationships 	<ul style="list-style-type: none"> - Ability to treat data - Citizens-oriented - Aspiration to new knowledge - Acquiring best practices - Initiative
Features of public service	<ul style="list-style-type: none"> - Based on reached achievements - Soft skills, ethics and talents' management (with a focus not on previous outcomes but on future potential) - Proper correlation between specialized and subject specialists 	<ul style="list-style-type: none"> - Flexible and fast responsive - Attractive for high-quality specialists - Capable of planning and efficiently distribute necessary competences under the principle "in the right place at the right time" - Future-oriented and responsive. 	<ul style="list-style-type: none"> - Based on organizational culture and management tools oriented on transparency - Unique - Independent - Mobile - Focused on continuous training
Qualities of managers	High-quality developers of the policy and efficient managers	Transformation leaders who can manage changes	Leaders who aim for cooperation and managers who easily adapt to changes

**Source: OECD Reviews of Integrity in Education: Ukraine 2017 (2017).*

The situation of educational institutions is no different. The Generation Z of this digital century is very proactive, armed with technology 4.0. They have free access to all sorts of knowledge and information. To cope with them, the modern-day teacher must upgrade himself and become a leader who can streamline the purpose and interest of students.

The importance of transformational leadership highlighted in the developed countries for contemporary theory and practice in the field of education (Sun, Chen, & Zhang, 2017). A leader or a teacher works closely with employees/ students to see what changes and strategies are needed for betterment, and then leads the way to implement them jointly. In this case, the teacher/leader is a role model who generates motivation, boosts morale and raises the level of performance (Ciobanu, Androniceanu, & Lazaroiu, 2019).

The current international trend relating to leadership is the development of “soft skills” among the employees. This term means a set or combination of such skills, abilities and character traits, such as emotional intelligence, social intelligence, communication skills, ability to work with people, adaptability and positive attitude (Cherniss & Adler, 2000; Drigas & Papoutsis, 2018; Hernon & Rossiter, 2006).

The said “soft skills” do not depend upon the level of professional knowledge of an employee. These allow a person to increase his productivity in a social setup. In the modern-day world of technological progress and dynamically changing circumstances, the demand for employees with soft skills is increasing. The organizations compete to acquire more and more employees with leadership qualities and soft skills.

The OECD also confirms the crucial importance of specialists in the modern-day labor market. The cutting-edge technologies have already taken over the basic jobs of employees like generating template letters, processing large data, etc. It means that humans are now expected to do something

more worthy (McEnrue & Groves, 2006). It can be easily foreseen that a civil employee of this digital century must be and will be a lot different from automated machines by acquiring soft skills.

There are so many organizations promoting the importance of leadership development programs for the employees, but to find some of those running such programs is a hard task. However, it cannot be denied that there is a dire need for such training in the field of education.

According to the results of a research of Global Leadership Forecast 2018 (2018), only 41% of the surveyed executives agree that there is an effective leadership development program in their companies. The research has also expounded that only 43% of the vacancies in the surveyed companies can be occupied by internal specialists. That is why, the companies implement programs of high potential employees and only 55% of organizations, using such programs, check their performance (Global Leadership Forecast 2018, 2018).

Another conclusion that we can draw from this research is that to run an effective leadership development program in an organization, there must be a consideration for the key challenges for managers which can affect the professional activity of a modern leader in any possible way (Figure 3).

Figure 3 shows the response of managers when they were asked to give feedback about their up-to-date key challenges for them. The majority said that it is the development of future leaders.

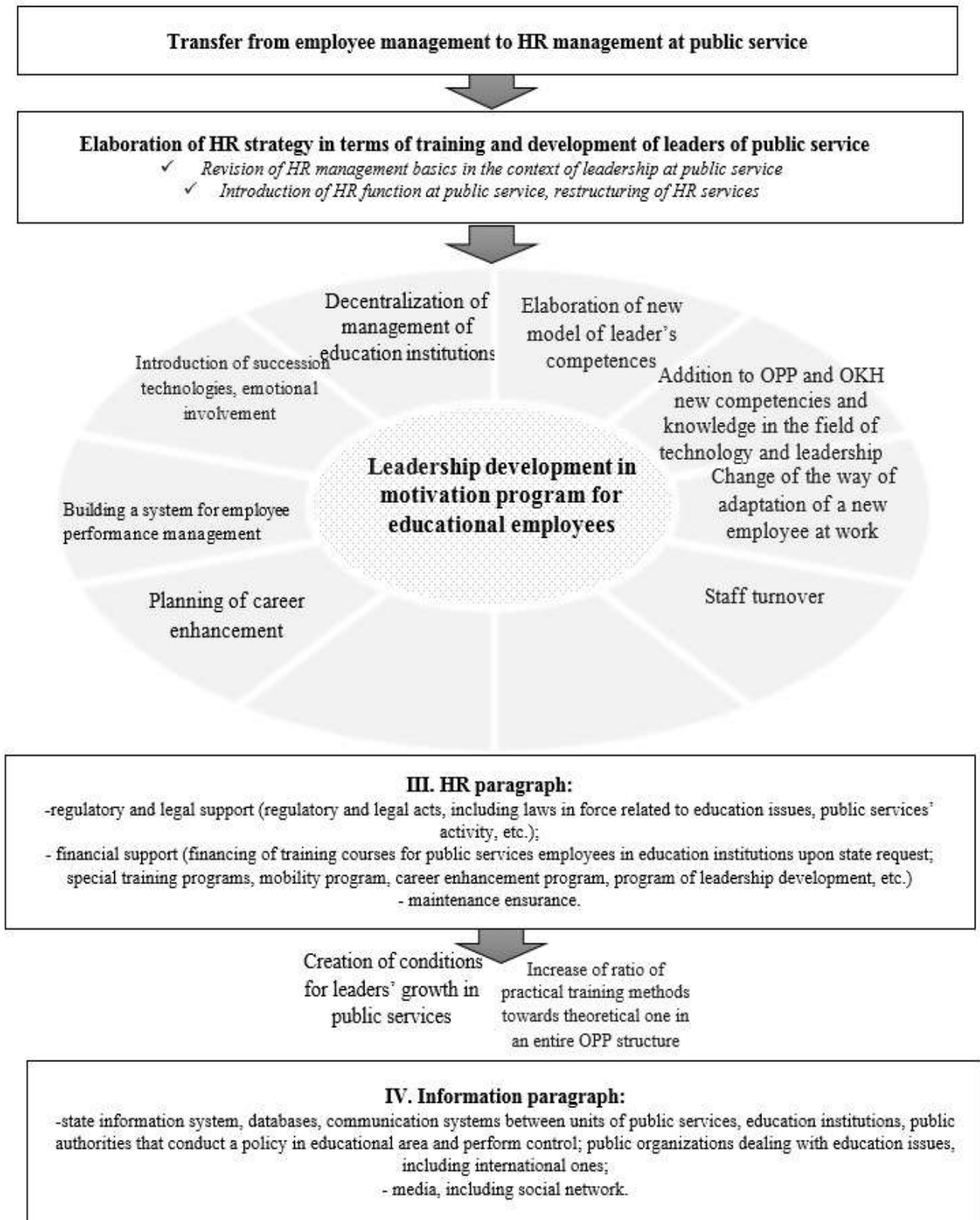


Figure 3: Mechanism of leadership formation and development within public education management

The development of leadership requires investment in both financial and non-financial terms. So, the businesses today make significant investments into this factor, but statistics show that they are not enough. The satisfaction with the quality of leadership over the previous 6 years has changed slightly from 38% in 2011 to 42% in 2017. When we look at these statistics, we are forced to conclude that in many organizations, the integrated leadership model is absent, necessary for the overall business strategy. This becomes a big hindrance in the way of digital reformation of the organization. It requires new views on employee management and changes in the approaches towards the activities of business leaders.

Introduction of digital transformations and technologies undoubtedly influence the development of leadership, define and require new competencies (Schwartz & Tumblin, 2002). It can be deduced that digital technologies will put an end to traditional attitude to work and will significantly change the core competencies (Shaikh & Khoja, 2014; Jokinen, 2005). For achieving success in the digital age, according to the Global Leadership Forecast 2018 (2018) study, the leaders of the future should have such competencies as digital competence, adaptability, decision-making, effective talent management, organizing cross-functional interactions, and have diversified views.

Generation Y or the generation of millennials grew in the age of digital outbreak, so it is thought to be sufficiently knowledgeable in the field of digital technologies (Jauhar, Ting, Rahim, & Fareen, 2017). They should lead to the implementation of digital transformations (Sun, Chen, & Zhang, 2017). However, Generation X feels more confident in solving problems of modern business. Below, in Table 3, there are results of adapting to character traits and competencies, which testify the readiness of main representatives of contemporary generation (Hernon & Rossiter, 2006) such as Baby Boomers (Generation X or the oldest generation), millennials (generation Y), and Generation Z (the youth), to key and new challenges in education. Below a rating scale from 1 (the highest degree

of readiness for the challenge or duty) to 9 points (respectively, the lowest degree of readiness) is presented.

Table 3. The readiness of this-generation leaders to key challenges and new duties as an educational employee.

#	Challenge	Type of Modern Generation		
		Baby Boomers (Generation X)	Millennials (Generation Y)	Young (Generation Z)
1.	Understanding social needs and feedback.	1	2	3
2.	Forecasting and being responsive to changes and the emergence of innovations in legislation	2	1	1
3.	Decision-making based on big data that are to be immediately, on time and adequately treated;	3	5	7
4.	Be result-oriented despite continuous changes and unsteady environment	4	3	2
5.	Teamwork, commitment	4	6	7
6.	Overcoming difficulties	5	4	5
7.	Complex and multi-level structure of public education management	5	6	7
8.	Competition	6	6	7
9.	Work in a digital environment	6	7	9
11.	Decision-making	8	7	4
12.	Transfer and knowledge gathering within the organization	9	8	8

Clarified and added for public service activity in the educational sphere (Global Leadership

Forecast 2018 (2018)).

As Table 3 shows, the youth (Generation Z) is less capable of making decisions independently and to share knowledge (it is partially explained by their age). However, they are more efficient in the digital environment, teamwork, quick and proper analysis of large data and subject to analytical thinking.

However, the millennials are quite sophisticated in digital technologies and they are now on managerial positions. According to statistics, out of a total of 56% millennials, 54% are skillful in digital technologies and are more professional in key leadership principles which result in orientation and talent management.

The newest innovations in management sciences influence the leaders and their attitude to work. So, any modern organization has to develop a practical and efficient culture of continuous training. It will help the employees to be aware of the necessity of personal development and make efforts to reach it. Creating different departments for different jobs is a workable solution to achieve a common objective. Reformation of the employee management system is imperative to make it more flexible, integrated, and technology-based (Al-Sada, Al-Esmael, & Faisal, 2017).

The development of educational leadership requires maintaining the better of existing characteristics and nurturing skills essential to meet the challenges of today and tomorrow. As for now, most potential leaders must train themselves for future roles on their own. Most of the companies are not paying due attention to such needs. That is why the investment will be useless and old-fashioned tools will be in practice, for quite a long time more, as it seems.

Talking of the field of education, the traditional methods of instruction like lectures, courses, full-time learning in higher education institutions have become old-fashioned and can't attract the young (Generation Z) anymore (Wlodkowski & Ginsberg, 2017).

They demand more practice, interesting topics, workshops, remote learning, mobility programs abroad, challenges that allow active young people not staying at one place and striving to develop,

actively acquire best practice, one after another, alongside the study of foreign languages and capability to travel.

If the existing system of in-effective education goes on, it is a huge challenge to succeed. Modern organizations must constantly analyze training needs and intensively elaborate training programs for leaders. To quote an example, some organizations have appointed a Learning Experience Manager who works and builds up personalized training programs. These organizations have a highly effective system for developing and improving leadership (Northouse, 2018; Wlodkowski & Ginsberg, 2017).

If an organization wishes to work on leadership extension, it has to reject self-study. Analysis results show that the education programs, which involve teams of teachers and co-teachers, are more effective. Also, many organizations have introduced actively working counseling, consulting and training setups. Mentors are also arranged to train their leaders. Such organizations boast a substantial employee pool and there is almost no managers' turnover.

In a nutshell, the public organizations that desire to lead the way must function by using more effective and modern practices of training leaders in public service and new competencies of the modern leader, which are necessary for his/her development and competitiveness in the labor market. It is the responsibility of the public organizations that they arrange for training, career enhancement and promotion of their employees.

Results.

What we need to do is to develop a comprehensive career enhancement system in public organizations. It must cover all the key factors like recruitment, adaptation, training and development, performance evaluation, leadership development, recognition and remuneration, career management and other operational processes. The fresh graduates ready for a career always opt for the one which offers the best chances of continuous development and progress over time. HR specialists must create

an environment where employees work, learn and develop the competencies to meet the current and future requirements (Wlodkowski & Ginsberg, 2017). There must be a career map clearly showing key positions, what is needed for them and what is expected of an employee holding or willing to hold any of those. Alongside all this, there have to be special programs to groom future leaders in public organizations.

A leader is the one who knows the way, goes the way and shows the way. The most important task of a leader (manager) is to motivate and inspire the employees. A leader must be able to identify the strengths and weaknesses of his subordinates. So, along with the development of professional competencies, an effective leader must work on the emotional intelligence of employees so that there are effective interaction and cooperation among the colleagues (Rode, Arthaud-Day, Ramaswami, & Howes, 2017).

The emotional intelligence of leaders is of the utmost importance (Cherniss & Adler, 2000; Gladson & Ahiauzu, 2009). The organizations led by emotionally intelligent managers perform wonderfully well and show high profitability and social impact. This is not the case with the organizations whose managers have no idea what emotional intelligence is, or the ways to manage their own emotions and those of their employees (Ioannidou & Konstantikaki, 2008; McDowelle & Bell, 1997).

The new objectives postulated above for the educational institutions on leadership development to reform the system of motivation and incentives are still conceptual in nature. To put these into practice the state bodies dealing with employee services must be reformed so that the effective system of employee management in the public service and enhancement of the role of employee services may be realized. An altogether new authority of employee service as an independent structural unit is needed. The said authority must have its subordinate units at central, territorial and regional levels to make it effective.

Keeping in view the reforms and recommendations mentioned above, a mechanism has been suggested in figure 3 for the formation and development of leadership within the state education administration.

At the meeting of the World Economic Forum in Davos this year, the experts have defined the fundamental principles necessary for employee development in a contemporary environment. The principles are named as creativity, critical thinking, cooperation, and communication skills, as well as new relevant skills. Emotional intelligence is another important requirement highlighted by most experts in public administration and political leaders (Ozcelik, Langton, & Aldrich, 2008; Maamari & Majdalani, 2017). They describe it as one of the key skills that a public employee needs to acquire to be successful in his/her profession and to be a leader (Abraham, 1999). Emotional intelligence, in general, is the ability of a person to recognize emotions, to understand the intentions, motivation, and desires of other people, as well as their own (Boyatzis, Rochford, & Cavanagh, 2017; Ioannidou & Konstantikaki, 2008). It is the ability to control one's own and other people's emotions to solve issues. Emotional leadership is an art in the true sense of the word. It's a tool for employee management based on emotional intelligence (Northouse, 2018; Singh, Manser, & Mestry, 2007).

It is proposed that emotion management leadership should be considered as one of the management technologies in the public education administration (Moss & Ritossa, 2007; Northouse, 2018). Emotional management is one of the vital competencies of public employees which when employed helps to manage their own emotions, other employees' emotions and those of the society (Ashkanasy & Tse, 2000; Mayer & Caruso, 2002). It then allows to achieve specified objectives in educational and professional activities and to follow global government missions (Jordan, Ashkanasy, & Hartel, 2002).

Most of the developed countries in the world have set up special state educational institutions which, apart from professional knowledge, teach the necessary skills that a state and public administrator needs to have. To quote a few names, there are the National School of Government, the National Institute for Territorial Studies, the Institute for the Preparation of Deputies of Local Authorities (France), the Federal Academy of Public Administration, the Bavarian School of Management (Germany), the Craiova School of Public Administration, the Higher School of Public Administration (Poland), the Federal Institute of Management (USA), School of Public Service of Canada, etc.

These institutions, in the framework of preparation training cycles, include not only theoretical forms of training but alternately practice and internship and in-depth practical courses. The student chooses for himself the training forms as well as those skills that correspond to the specifics of his work. Based on this study, we believe that it makes sense to transfer such an experience into the Ukrainian system of training public employees.

A leader's emotional intelligence and effective performance of the organization have a deep and inevitable connection between them (Singh, Manser, & Mestry, 2007; Stys & Brown, 2004). The tools for the development of emotional skills are coaching, mentoring, feedback and communication skills (Carey, Philippon, & Cummings, 2011; Ozcelik, Langton, & Aldrich, 2008). It is considered a core capability of any manager that he should be able to define the strengths of the employees and knows how to train, motivate, identify the values of the employees, to delegate the responsibility based on the employees' strengths.

We can define motivation simply to be a passion for work caused by reasons other than money or status, as well as a great wish to achieve goals with energy and perseverance. The strongest feature of motivation is to acquire optimism even in case of failures, and of course, for organizational commitments.

The model of emotional intelligence by Goleman (1998) has been used as a basis for setting up the model elaborated above. The writer, a superior scientist-psychologist, proposed the interpretation of the concept emotional intelligence in 1998, which is still relevant today (Goleman, 1998). For the first time Goleman (1998) identified five main components of emotional intelligence namely: managing and understanding other people, motivation, control, and awareness of oneself.

In addition to Goleman (1998), Gardner (1983) also wrote about the emotional intelligence in his work in 1983. He proposed a model of multiple mental abilities, as well as Mayer and Salovey (1995) and Salovey, Mayer, Caruso, and Yoo (2002) in their work on comprehensive theory of emotional intelligence (Gardner, 1983; Goleman et al., 2013).

The fact is that for a long time the emotional intelligence was considered primarily an issue falling in the zone of psychology (Ioannidou & Konstantikaki, 2008; Mayer and Caruso, 2002). It was taken as a combination of certain manipulative actions that could be used to make a person fulfill the wishes and duties of a manipulator. But from the perspective of leadership theory, particularly in public administration, emotional intelligence is considered as a certain technology (Stys & Brown, 2004; Zhang, Cao, & Wang, 2018). It is a way helps to achieve common goals. In public administration, emotional intelligence began to be used predominantly over the last decade.

The technology of emotional intelligence has a wide range and scope. It can be used in educational processes in universities, while the preparation of public employees, in the offices for professional development and in everyday life (Mayer & Caruso, 2002).

At present, the western countries have started to use the emotional intelligence and emotional leadership but only in methodologies of employees' performance assessment, both business and public sector, except training processes (Boyatzis, Rochford, & Cavanagh, 2017; Stys & Brown, 2004).

The said methodologies are described as being based on the theory of social exchange. It is taken as an essential assumption that the employer and the employee share mutual values. This is of great help to understand and determine the emotional state and level of employees' involvement in the activity. And based on this involvement, the employee receives the support from his superior.

The performance of the employee is assessed and evaluated for its efficiency and its value as a contribution to the overall organizational objectives (Ciobanu, Androniceanu, & Lazaroiu, 2019). The employee's psychological dedication to work, his/her commitment/loyalty to the tasks assigned, and the employee's behavior while performing more complex tasks, etc. are used to determine if he is active, whether she/he has leadership qualities and skills (Glatthorn, Boschee, Whitehead, & Boschee, 2018; Luthans, 2002).

Discussion.

Looking at the present-day level and pace of development in the society, a comprehensive application and enhancement of leadership technologies are needed. There is no exaggerating the fact that supportive and motivating leadership is specific to basic human nature (Fambrough & Kaye Hart, 2008; Luthans, Luthans, Hodgetts, & Luthans, 2001). It even is a biological phenomenon, as some suggest. The development of leadership is vital for effective management in any organization. This is one of the highlight issues of contemporary times, and the focus of many a study carried out to solve it.

This issue brings with it so many of its specified aspects which need to be studied exclusively. The first one is its volume and diversity of management situations. The other one is the subjects and objects of the management process. Still, more are the non-homogeneity of the ties between them, the impossibility of explicit identification of efficiency criteria in many cases, as well as the high changing factors and their adjustment of the effectiveness of the development improvement. This

determines the importance of objective, quantitative assessment of the influence of motivational systems on employees' efficiency, and the organization as a whole.

Many authors have revealed that whenever the impact of motivation and incentives is analyzed, the general tendency is to assess it in numbers. They want to calculate the increase in profitability and performance. But the problem with this approach is that the results of the assessment are very inadequate.

It is opined that the system of motivation and incentives must be based on using leadership technologies and emotional intelligence (Northouse, 2018). It will help in many ways as follows:

- In precise identification of more efficient employees who work for goals and can help enhance the performance of their subordinates (or students' learning outcomes - for educational institutions). They deserve added non-financial incentives. The motivation system should be more flexible in terms of flexible revision of remuneration by the state authorities, and on internal extra financial resources of the organization.
- In the improvement of the effectiveness of the educational institution, because of which the reputation and status of the organization will rise. There will be an increase in enrollment, paid and on a state scholarship. The financial position of the organization will improve. The continuity in performance will then create a brand for the educational organization. All this will result in the stability and higher profitability of that organization.

It is also opined that the direction of study should be towards extending the impact of leadership technologies and emotional intelligence up to the activity of the educational institutions, on the financial results and formation of the organization's goodwill. At the same time, we believe that a more correct assessment (better and more precise than in the reviewed works) is needed. And for this objective, there must be a shift in approach.

CONCLUSIONS.

This research work has focused on the uplift of the level of education in Europe and the CIS through the transformation of management. It has covered the issue of the formation of a modern, effective system of motivation and encouragement, and developing supportive leadership; that is required to reform the operational concepts of both educational institutions and public authorities related to education management in the country (Northouse, 2018).

The challenge in the present day for the public service within education management is to transform the organization into a highly efficient, flexible, citizen-oriented and constantly improving one. To achieve this objective, it must be realized that the main assets of the organization are its employees. When they display high professionalism and effectiveness, it will be the evidence of their dedication and productive contribution to the well-being of the citizens of the country. If there is any desire the highly professional employees succeed in the educational sphere on a long-term basis, and in turn, the whole sector flourishes, it should become an attractive place of employment from all perspectives. Maximum efforts must be put for improving the image, presentation skills and role of the employee of the educational organization.

Unconditional priority must be given to the issue of attracting highflyers to the education sector. And for the attraction of high potential graduates, and future leaders, this occupation will have to look the most successful one with concrete incentives and chances of promotion. As the image of the representative of the specified occupation changes, it will cause a high efficiency in adhering to the social needs and the attractiveness of a career in education, science, and public service (education management).

Needless to say, the basic and unavoidable requirements are the introduction of meritocracy principles, competence-based approach, improvement of the remuneration system of employees in the educational sphere, setting up an institute for the senior state employees managing education in

the country and, most importantly, bringing consistency with international best practices. Leadership technologies and emotional intelligence are a universal fact and are relevant to modern-day (Northouse, 2018). They have been applied in the management of educational institutions for teaching and non-teaching practices in many countries. This has opened a whole new world for researchers, a few of whom have been quoted in this work.

The future of any nation is in good, internationally competitive education, and the whole system of national education service must be modernized. Implementation of a reformed system of motivation and incentives managed by supportive leadership is the key.

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