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Development of an Innovative Managerial Style among Directors of Educational Lyceums in Modern Russia

Desarrollo de un estilo de gestión innovador entre los directores de liceos educativos en la Rusia moderna

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ABSTRACT:

The article discusses the phenomenology and the conditions for the development of an innovative managerial style for lyceum managers in the Russian education system. The authors reveal the psychological and pedagogical characteristics of the innovative managerial style, which, in general, constitute the manager's ability to change the lyceum's educational space over a state of dynamically developing system that meets modern requirements for the quality and content of training in a market economy. Representing the importance of the personal contribution of a manager in the conduct of an innovative experience, the authors determine the levels of innovative managerial style development, as: innovative-reproductive; innovative-adaptive; locally modelling; systematically modelling; innovative-creative. In the given article a model of innovative managerial activity of the lyceum head has been developed, which provides for the formation of a constructive leadership potential as the basis of the "self-construction" of management. Based on the experimental work, the authors describe the logic of the innovative managerial style formation, which consists of three stages of professional genesis: the reflexive stage, the identification stage, the stage of

RESUMEN:

El artículo analiza la fenomenología y las condiciones para el desarrollo de un estilo gerencial innovador para los gerentes de liceo en el sistema educativo ruso. Los autores revelan las características psicológicas y pedagógicas del estilo gerencial innovador, que, en general, constituye la capacidad del gerente para transformar el espacio educativo del liceo en un sistema de desarrollo dinámico que cumple con los requisitos modernos de calidad y contenido de la capacitación en una economía de mercado. Al representar la importancia de la contribución personal de un gerente en la conducción de una experiencia innovadora, los autores determinan los niveles de desarrollo de estilo gerencial innovador, como: innovador-reproductivo; innovador-adaptativo; modelado local; modelado de sistemas; innovador-creativo. En el artículo dado, se ha desarrollado un modelo de actividad de gestión innovadora de la cabeza de liceo, que prevé la formación de un potencial de gestión constructivo como la base de la "autoconstrucción" de la gestión. Basados en el trabajo experimental, los autores describen la lógica de la formación de estilo gerencial innovador, que consta de tres etapas de la génesis profesional: la etapa reflexiva, la etapa de

professional self-actualization. As criteria for innovative leadership style, the authors consider such personal qualities as: temporal competence, self-support, value coherence, flexibility of behaviour, self-regard, self-acceptance, positive view of humanity, synergy, tolerance, contact and openness, cognitive intention, creativity.
Keywords: educational lyceum, innovative management, leadership style, levels of innovation, modeling, the formation of managers

identificación, la etapa de autoactualización profesional. Como criterios para un estilo de liderazgo innovador, los autores consideran cualidades personales tales como: competencia temporal, autosuficiencia, coherencia de valores, flexibilidad de comportamiento, autoestima, autoaceptación, visión positiva de la humanidad, sinergia, tolerancia, contacto y franqueza, intención cognitiva, creatividad.
Palabras clave: liceo educativo, gestión innovadora, estilo de liderazgo, niveles de innovación, modelado, formación de directivos

1. Introduction

The current stage of the Russian education development in the context of globalization and the information society requires the improvement of mechanisms for managing educational systems (Shutenko E. etc., 2018). There is a need to move from rigidly administrative managerial methods to democratic-partner, dynamic-reflexive forms of management (Ryzhkova & Sergeev, 2010). This highlights the task of increasing the efficiency of educational institutions heads, developing their productive and innovative way of thinking and behavior (Serdyukov, 2017).

In search of reserves for improving management efficiency, various scientists go to the analysis of leadership style as a key psychological factor in all management issues.

The beginning of the regular research of managerial style was laid in the middle of the last century under the influence of the well-known experiments of K. Lewin, who singled out three basic leadership styles: autocratic, democratic, laissez-faire (Lewin etc., 1939). The result of these experiments has become widespread in various areas of the socio-psychological, economic, managerial, pedagogical sciences (Slastenin & Podymova, 1997).

It should be noted that the phenomenon and the genesis of an effective managerial style have long attracted the attention and interest of psychologists and other scientists from various schools and areas. In the classical set of works, various authors (H. Fayol, E. Mayo, Ch. Barhard, P. Drucker, M. Mescon, *M*. Albert , F. Khedouri, R.M. Stogdill, and others) point out three scientific traditions:

1) a *personal approach* that establishes the relationship of the success of the activity with the individual characteristics of the manager;

2) a *behavioral approach* explaining a certain level of a manager's effectiveness by the characteristics of his behavior;

3) a *systemic,* or *situational approach*, linking such variables as the peculiarities of the manager, subordinates (the team), and the situation of the activity (task).

The so-called *multidimensional-functional* and *program-role approaches* can also be added to this classification.

Considering the essence and characteristics of an effective management style, various authors conclude that an attribute of this style is its focus on the continuous development of the organization, which inevitably involves innovation. It should be noted that innovation as an element of management has been studied in science for a long time, very diverse and extensive (Stogdill, 1974; Drucker, 2007; Salazar, 2013).

It is known that the first attempts to understand the nature of innovation in the managerial and political context were made by Aristotle. He analyzed all known constitutions in order to create a universal model of political renewal of legislation.

Philosophical understanding of innovation occurs during the Middle Ages. In the works of the "Fathers of the Church" (Tertullian, Thomas Aquinas, Augustine the Blessed, Anselm of Canterbury, Abelard and others), innovation problems were posed as a special case of free will, and innovation was understood as an opportunity to create something new on its own, rather than from Divine Will.

With the beginning of era of Modernity, for the first time, the category of innovations is tied to the management activity itself. This is how it was viewed in the works of the "great

utopians” (“Letters from the Geneva Inhabitant” by A. Saint-Simon, “New Economic Societary World” by Sh. Fourier and others).

In the XIX-XX centuries. The problem of the nature and content of innovation was investigated in the following aspects:

- firstly, as a problem of optimal organization of management in general - “Tectology” A.A. Bogdanova, the theory of "long waves" N. D. Kondratieff, etc .;

- secondly, as the problem of optimization of managerial style (F. Taylor, G. Gannt, F. Gilbret, G. Emerson, G. Ford, H. Fayol, M. Weber, L. Gyulik, L. Urvik, G. Munsterberg, M. Follet, E. Mayo, A. Maslow, F. Hertzberg, D. McGregor, D. McClelland, A. K. Gastev, F.R. Dunaevsky, P. M. Kerzhentsev, N. A. Vitke and others);

- thirdly, as the search for optimal technologies of specific management actions, mainly within the framework of general management theories (M. Mescon, *M*. Albert , F. Khedouri, X. McKay, M. Woodcock. D. Francis, S. Parkinson, L. Peter, T. Peters, R. Waterman, D. Carnegie, E.E Starobinsky, R. L. Krichevsky, B.C. Dudchenko, E.A. Utkin, I.A. Fedorov, Yu. D. Krasovsky other);

- fourthly, as the search for optimal technologies of specific management actions, mainly within the framework of general management theories (X. McKay, M. Wudcock. D. Francis, N.Iosefovich, S. Parkinson, L. Peter, T. Peters, R. Waterman, D. Carnegie, E.E Starobinsky, R.L. Krichevsky, B.C. Dudchenko, E. A. Utkin, I. A. Fedorov, Yu. D. Krasovsky other);

- fifthly, as innovations in the field of professional activity in the economy, pedagogy, industry, etc. (J. Schumpeter, B. Santo, L. Vodachek, O. Vodachkova, P. Druker, L.S. Podymova, V.A. Slastenin, V. Kabakov, L. S. Baryutin, S.V. Ildemenov and others).

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2. Methodology

2.1. Methodological backgrounds

Among the methodological foundations of the study of innovation management are the provisions of the socio-economic determinism of K. Marx (Marx, 1867), the system analysis of managerial elites (Taylor, 1911; Keynes, 1936; Lasswell, 1976). A substantial basis can also serve as a general methodology of structural-functional analysis (*Wittgenstein, 1921;* Parsons**,** 1968; *Merton*, 1968; Popper**,** 1994).

The established fundamental and applied research in the field of phenomenology and the development of social and managerial innovations allows us to state a number of important statements:

- innovations, expressing the general logic of the correlation of social being and public consciousness, show the need for progressive changes in the development of management activities, such logic is mediated by the situation, sectorial and mental specifics, the type of political structure, etc .;
- the methodological “niche” that innovation fills, as it were, is the dominant type of managerial culture, the latter acts as a substantial beginning in relation to innovations, at different times and in different situations it can provoke and retard innovation processes;
- innovations are one of the essential attributes of the management culture, which, as it were, orders innovations, predetermining not only their quality, but also the time of appearance;
- innovations are fundamentally not reducible to specific managerial actions to carry out any reforms;
- innovations are closely connected with the motivation of the subjects of their development and implementation (“innovators”, “supporters of innovations”, “fluctuating pragmatists”, “neutrals”, “skeptics”, “conservatives”);
- the development of civilization leads to an accelerated growth of the importance of the subject side of innovation;
- among the characteristics inherent in innovations, the following are noted: dialectical, phasing, degree of radicalness, ability to serve as a mechanism for the interaction of values and norms, conflict, evaluation, riskiness, indicativeness, involvement in status, structuredness, ability to form a strategy of innovative behavior, manageability, social orientation, ability to differentiate

people according to their interests, etc. of innovative behavior, manageability, social orientation, ability to differentiate people according to their interests, etc. (Serdyukov, 2017).

2.2. Theoretical foundations and research methods

The theoretical basis of the study consists of a *systems approach* based on the search for and finding the integral interrelated characteristics of the pedagogical facts and phenomena being studied; an *integrated approach* to building methods and methods for studying and transforming the phenomena of reality; principles of unity of consciousness and activity, development, determinism, subjectivity of activity; *cultural approach* to humanitarian phenomena and processes, *personality-axiological approach*.

The conceptual bases of the study are:

- teaching about the holistic pedagogical process;
- activity and student-centered approach;
- an acmeological approach to the empirical study of the phenomenology of the creative development of a professional manager;
- ideas recognized in the psycho-pedagogical science of the provisions on the role of collective-communicative and creative forms of activity in the formation of socio-cultural skills;
- principles of cultural congruence, integrated support of entry into activity.

To solve the set tasks and verify the initial assumptions, a complex of projective-empirical **methods** was used: a method for modeling innovation and management; observational methods (direct, indirect, included observation); diagnostic methods (interview, questioning, testing, ranking method), experimental methods (ascertaining and formative experiments); the study and synthesis of educational experience; the study of educational and methodological documents; mathematical statistical methods of data processing.

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3. Results

As the analysis of the educational system of modern Russia has shown, readiness for innovations of heads of educational institutions plays an important role in maintaining its effectiveness (Shutenko A. etc., 2018). The current stage of development of secondary special education is characterized by systemic innovations in the field of educational content, pedagogical technologies, in the organization of the educational process and its management, scientific and pedagogical bases of advanced training and retraining of teachers (Shutenko E. & Shutenko A.2015).

3.1. Personal and organizational conditions for ensuring innovation in the management of an educational lyceum

The vocational educational lyceum is today an educational institution that integrates the main types of innovations in primary and secondary vocational education. The variability, complexity of systemic and modular innovations in the lyceum turns them into a specific object of management, which requires a special control system and personal qualities of a manager.

The generalization of psychological research data showed that those predisposed to innovations might conditionally be referred to a leader who does not consider the situation in the country stable, recognizing a dangerous decline in education and the economy, ready to take responsibility for the state of affairs in the current life situation (Stogdill, 1974). Such a leader is in favor of consistent implementation and reorientation of political and economic reforms, fully or with reservations is ready to work in market conditions, evaluates his knowledge (management, economics, psychology, law, sociology) as deep or necessary, self-educates, regularly improves his qualification (Serdyukov, 2017). For example, there are correlations between the propensity to innovate and the power of motivation for self-education, interest in modern management, strategic thinking, and possible dynamics of attitudes (Hoffman & Spangehl, 2011).

The level of innovation is also correlated with the radical attitudes of managers regarding

management problems. Radically minded can be considered the manager, dissatisfied with stereotyped, well-established management methods, preferring the task-business style of communication with subordinates, tolerant of criticism from below, dissatisfied with his official powers, a small field of initiative opportunities, and so on.

In this regard, an innovatively oriented person is considered a leader who recognizes interesting work, professionalism and the possibility of creativity as priority life values (Iacocca & Whitney, 2008). In addition, such leader considers it necessary to have knowledge of management, foreign languages and new technologies, and inclined to assess the level of professionalism of their colleagues critically. He clearly represents the circumstances that can hinder innovation, practices the "soft wave" management style, considers entrepreneurship, the "human factor" and innovation activity as conditions of successful leadership of a modern organization.

Analysis of psychological studies showed that the innovative behavior of managers is reflected in four groups of motives:

- first, this is a personal material interest in the results of innovations, which is directly related to prestige, authority, respect, authority;

- secondly, the desire for professional self-realization, which is combined with considerations for the effective development of the organizational system;

- thirdly, awareness of the value of innovation processes in the moral and psychological climate of the team;

- fourthly, the thrust to the methods of reflexive control (Shutenko, 2015).

In pedagogical research it has been established that the effectiveness of the introduction of innovations in an educational lyceum is determined in general by the following indicators:

- the growth of professional skills of the lyceum teaching staff;

- stable positive characteristics of the social and psychological climate in the team;

- the willingness of the team to update the process of training and education;

- a steady tendency to increase the scientific and methodological, scientific and research potential of the team;

- the growth of the quality of information exchange between services, departments, teachers;

- improving the quality of training of students, maintaining their motivation to continue education at the next stage (Shutenko A. etc., 2018)

Research shows that managing innovation processes in a vocational school will be effective if:

- it organically responds and integrates with the existing lyceum management system;

- focused on the systematic solution of the tasks of primary vocational education;

- the subject of management has a flexible, dynamic organizational structure, adequate to the structure and functions of the managed object (Serdyukov, 2017).

The main conditions for the effective implementation of various models of innovation management are:

- the democratic type and flexible nature of the management structure;

- the clarity of coordination of substructures;

- a set of characteristics of the head, contributing to the preservation of the optimal mode of functioning and development of the Lyceum;

- professional competence of the teaching staff;

- special work on the maintenance of innovative processes and training of personnel of the Lyceum (Slastenin & Podymova, 1997).

3.2. Levels of innovative managerial style as indicators of

personal effectiveness of educational lyceums heads

In the present study, innovative management activities were considered as professional, which required the leader to have a sequence of actions, distribution of attention, volitional pressure, overcoming difficulties, unique mental abilities, certain knowledge, skills, and proficiency. The leading regulator of productive management activity, which determines the structure and dynamics of all its other components, considered the logic of actions along the "value → motive → goal → result" line (Salazar, 2013).

By effective innovative management of an educational lyceum was meant the ability of a manager to achieve a qualitatively new result of educational activity with the least organizational and resource costs. This result is, above all, the successful inclusion of graduates in modern market production through the integrative interaction of the educational system with the labor market and the market for educational services (Serdyukov, 2017).

The personal-activity approach to the study of innovation management has made it possible to establish that the successful managers in the course of their activities form and develop the author's management system of the "I-concept" of leadership. It is based on the awareness of oneself as a subject of management, capable of transferring the system to a qualitatively new state in the logic of progressive development. Such a leader is convinced that he is endowed with certain powers that require his specific knowledge and skills, namely the ability to organize and establish productive communication with the teaching staff at a higher level of professional activity.

At the ascertaining stage of the carried out experimental work, external and internal factors of innovative management activity were studied. The contradictions that exist in the practical work of the directors of vocational schools and lyceums of the city of Murmansk and the city of Belgorod (Russia) were studied. Analysis of these contradictions showed that the majority of managers (2/3 of the total number) do not have full compliance between the position held and the necessary skills, experience in communication and management of the educational system. This led to the formation of stereotypical attitudes and behavioral patterns in their management activities, blocking readiness for innovation (Podymov, 1998).

This fact was reflected in the **level**of *innovative managerial style* (IMS) among the directors of vocational schools and lyceums, who took part in our study. As a leading indicator of the style development, we considered the willingness and ability of the manager to make his personal contribution to the design and implementation of innovations, as well as the share of this contribution (Lambert etc., 2002). Thus, the growth scale of the innovative managerial style was described by the following levels:

1) *reproductive level* – mechanically blind borrowing of external innovative experience in management activities;

2) *adaptive level* – personal selection and borrowing of ready-made innovative experience;

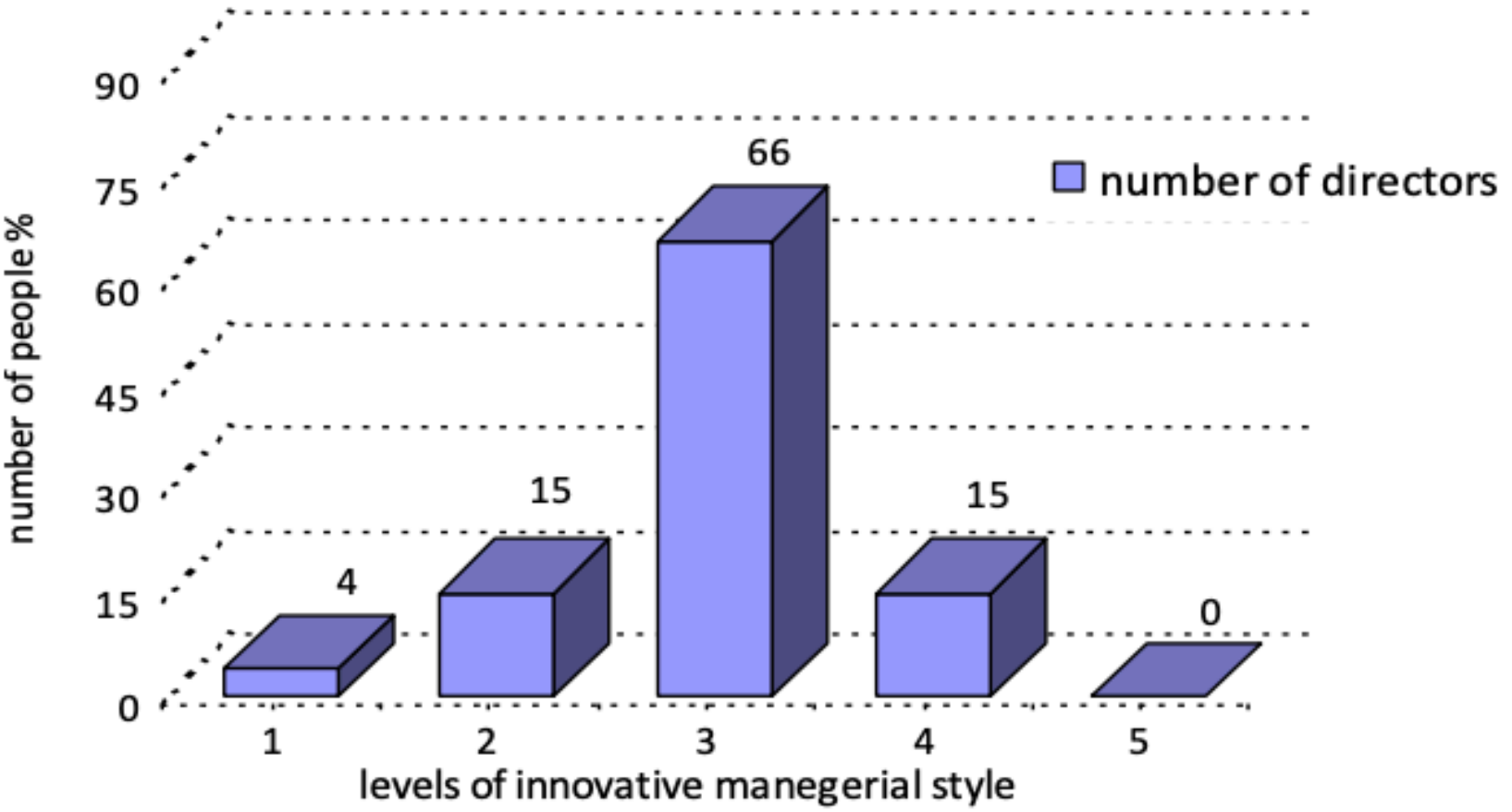
3) *local-modeling level* – partial independent design of innovations for individual components and activities of the educational system;

4) *system-modeling level* – a holistic independent design of innovations for the entire educational system of the Lyceum, with their partial implementation in practice;

5) *innovative-creative level* – independent design, construction and implementation of innovations in the practice of managing a complete educational system of the Lyceum.

Guided by this scale, we studied the personality and style characteristics of 153 directors of vocational schools and lyceums of Murmansk and Belgorod. Figure 1 shows the results of the percentage distribution of managers according to the level of their IMS development.

Figure 1
Distribution of educational lyceums' directors by the
level of innovative managerial style (IMS) development



As shown in the figure, most managers had a medium, locally-modeling managerial style (66%), a small part was committed to the lowest or adaptive level of management, and none of the leaders had the highest, most innovative and creative level. In general, the results obtained are close to the parameters of the normal distribution of statistical data, which indicates the balance and representativeness of the experimental sample.

Further research included a comparative analysis of the managerial styles of lyceum directors with low and high levels of development of the IMS. This analysis was centered on the study of the difficulties experienced by the polar group of managers through the comparison of the subjective assessments of these difficulties in their current management activities. The summarized results are shown in table 1.

As the data showed, managers with low IMS experience the most serious difficulties in solving such problems as: understanding the importance of teachers' self-development and the need to improve their skills in the new economic conditions, as well as the ability to train subordinates with new professional and pedagogical technologies. Meanwhile, the ability to clearly, define the goals of the lyceum in changing economic conditions does not seem to cause them serious difficulties.

Table 1
Comparative estimates of difficulties in the activities of executives with high and low levels of IMS

No	Difficulties content	Degree of difficulty in points (max=6)	
		Executives with low IMS	Executives with high IMS
1	Understanding the importance of teachers self-development and the need to improve their skills in the new economic conditions	5,85	2,50
2	The ability to teach subordinates to new professional and pedagogical technologies	5,70	2,00
3	The ability to solve the current problems of the activities of the	5,25	2,10

	educational lyceum quickly		
4	Creative management, self-management	5,25	2,65
5	Ability to form a team of like-minded people	5,00	2, 10
6	Ability to protect workers and students from social and financial problems	4,85	2,15
7	The ability to determine the immediate development prospects of the Lyceum independently	4,81	2,25
8	Ability to control oneself: time, emotions, health, professional development	4,60	3,35
9	Understanding your role as director and your responsibilities	4,45	2,20
10	Understanding the features of educational lyceum management in new economic conditions	4,40	2,90
11	The ability to define the goals of the lyceum in changing economic conditions clearly	3,90	2,75

In contrast to this category, for directors with a high level of IMS, the ability to train subordinates with new professional and pedagogical technologies is not a serious problem. In addition, they are also easily able to solve current problems of the lyceum's activities quickly and are able to form a team of like-minded people. As for their problems, they experience the greatest difficulties with the ability to control themselves, namely their time, emotions, health and professional development. Obviously, complete immersion in work and excessive employment do not allow them to pay much attention to themselves, although the degree of subjective difficulty of this problem is relatively small (3.35 points out of 6 in maximum).

In general, it is necessary to note an increased subjective background of difficulties in working with managers with low IMS who are harder to cope with their managerial tasks; more often are stuck on current problems and do not see employees as a support and resource for solving their problems.

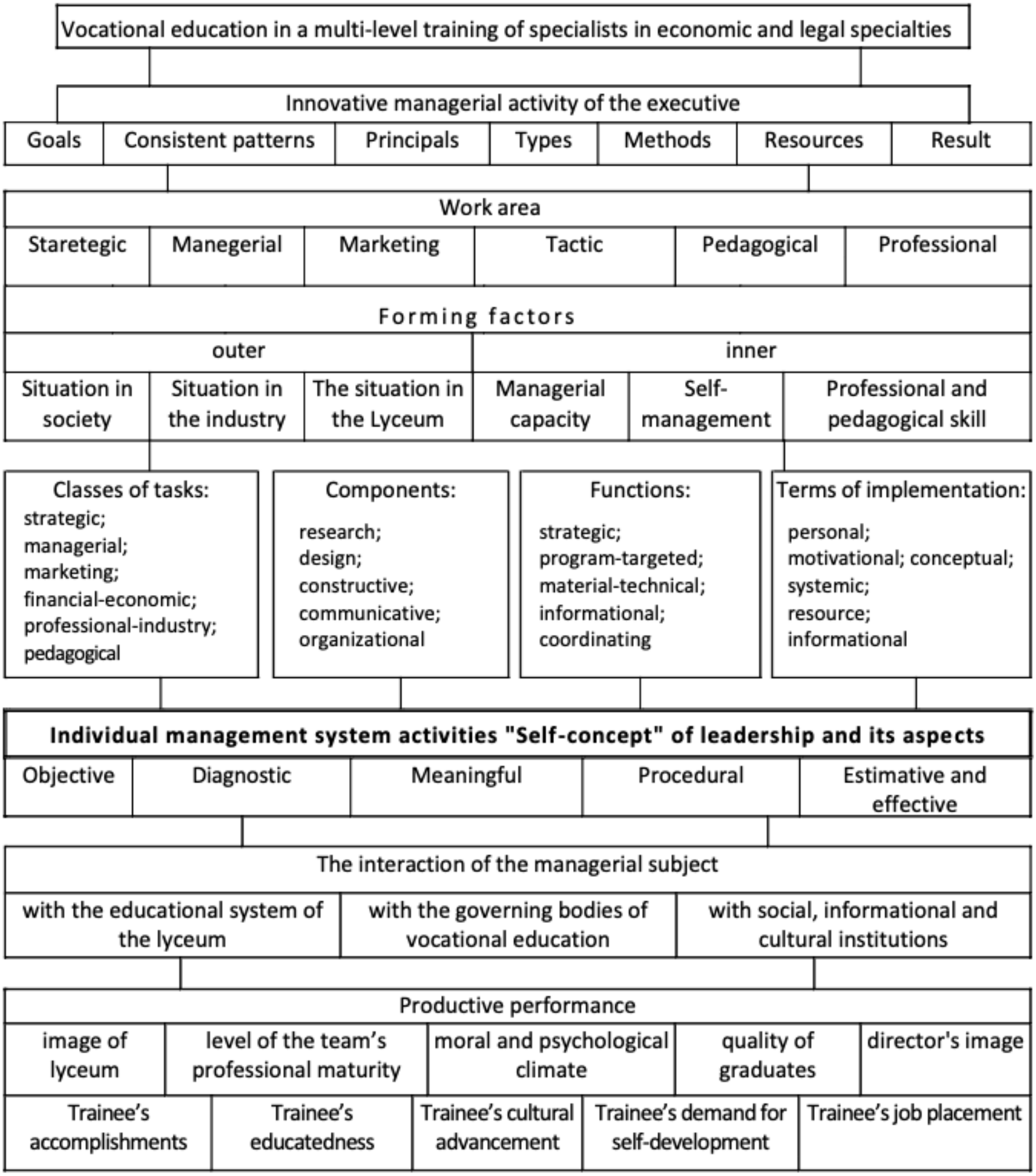
3.3. Model of innovative managerial activities of the lyceum head

Based on the conducted research, it was established that the innovative managerial activity of the director for managing the educational system “educational lyceum” depends on the development of managerial and educational skills level and the individualized system “Self-concept” of leadership.

The study showed that lyceum directors with strategic management potential have a detailed understanding of the development objectives of their lyceum and can predict the conditions for their achievement. They are able to clearly formulate a goal and consistently develop a strategy for achieving it. They also have a strategic concept; they own technology management activities, they are able to carry out the basic functions of lyceum management, they are able to form teams of like-minded people. In general, they provide a “creative field” for innovation. Highly developed strategic skills, strategic control, a system of managerial and pedagogical consulting for employees on new educational technologies are essential aspects of the innovative managerial style.

At the projective stage of our study, we developed a model of innovative managerial

activities of the head of the Lyceum, which is shown schematically in Figure 2.



As shown in the model, the distinctive features of productive innovative lyceum management are:

- four-level management (strategic, tactical, operational, self-government);
- a change in the development-oriented management algorithm;
- changing the content of the functions of the management cycle (program-targeted, research, prognostic, as well as coordinating the orientation of the functions of the organization, planning, management, control);
- changing the place and role of the director in the management system of an educational lyceum (the principal strategist, inspector and methodologist in his lyceum is the director);
- management of the educational system based on the principle of "feedback", which

provides the necessary level of control over the actual results, allowing the director to compare the desired and the achieved results, productively perform management functions;

- systematic, multifactorial, predictive, self-reproducible model.

In the presented model, the results of the activity of the educational system are correlated with the results of the activity of the director, which depend on the formation of the factors of the innovation management activity.

The main points and provisions of the model presented above formed the basis for constructing a formative experiment, which was conducted with the described groups of lyceum directors as part of refresher courses.

3.4. The logic of the formation of innovative leadership style in the directors of educational lyceums

The formative experiment of the research was generally aimed at stimulating the motivational and value attitude of managers towards the implementation of innovation activities as an opportunity for self-realization and increasing the efficiency of their management activities.

The implementation of the whole complex of works took shape in the logic of three successive stages: *the reflexive*, *identification*, and the stage of *professional self-realization*.

The first stage, *reflexive*, was to conduct a comprehensive diagnosis of the current professional image of the manager and was aimed at identifying creative potential and overcoming erroneous stereotypes (Podymov, 1998). The methodological support was tests for determining the optimism and activity of the leader's personality, profile and flexibility of thinking, strategies and patterns of overcoming behavior, the level of achievement motivation, personality orientation, psychological risk-taking, tests for communicative minimum, job satisfaction. Self-reports and self-descriptions were also used (Shutenko, (2015).

Work developed in an individual form. Special attention was paid to the elaboration and overcoming of various ***erroneous stereotypes*** such as:

- filtering (the head selects negative moments and manipulates them, filtering all the positive aspects of the situation);
- polarized thinking (things appear either black or white; either good or bad, there is no middle ground)
- over-generalization (a manager seeks a generalized solution based on a single incident, if something bad happens, he expects it to be over and over again).
- "an expert on people" (without relying on the facts, the leader judges people and "knows" why they act this way and not otherwise);
- personalization (representation of the leader, as if the thoughts, words or deeds of other people are a kind of reaction to his person);
- mistakes of justice (the head feels indignation, because he thinks he knows what is fair, but other people disagree with him);
- censure (the manager considers other people responsible for their experiences and blames them or blames himself for every problem);
- obligation (the manager has a set of rules prescribing how he and other people should act, people who violate the rules threaten him, and he himself feels guilty if he deviates from the rules);
- emotional comprehension (the manager automatically believes that his feelings are infallible);
- errors of change (the manager expects others to change in accordance with his requirements, if he exerts enough pressure or sufficiently feels them);
- global level (a manager on the basis of one or two qualities makes a negative judgment);
- to be right (the manager is confident that his opinion or action is correct, the possibility of error is not understood);
- remuneration mistakes (the manager expects that all his sacrifices and self-denial will be rewarded and feel bitterness when this does not happen).

The second stage, *the identification* was carried out in the form of group classes and was

aimed at the adoption by the head of his real “Self” in the shearing management activities, awareness of personal resources of self-development in the perspective of innovation (Jersild, 1955). The content of this stage were exercises and free discussions, improvisational games, games-dramatization, psychological trainings aimed at integrating the professional “Self concept”, increasing competence in managerial interaction (Guile & Griffiths, 2001). The methodical support was provided by the exercises: “sculptural composition” of an ideal and real leader, psycho-gymnastic exercises for the development of observation, understanding the states, properties, qualities and attitudes of people and groups, increasing and restoring work, developing creativity, increasing self-confidence, improving communication skills (establishing contact, overcoming communication barriers, listening skills, etc.).

The third stage as a stage of *professional self-realization* was aimed at emancipating the internal potential and making the choice by the manager of the method of innovation activity as a subjective-significant form of self-realization in management activities (Maslow, 1987).

The forms of support for work at this stage were: consultations, seminars and practical exercises in a group, a pedagogical council. Methods of support: methods of consulting work, training and correction techniques, solving pedagogical situations, methods of pedagogical and transactional analysis; "behavioural rehearsal "; indirect feedback; verbalization of internal dialogue; "pedagogical mirror"; projection and cultural identification of values, mini-conferences, play-based dramatization of situations of personal experience, protection of ideas and values, professional advice, keeping a diary of professional self-awareness, problem discussions, brainstorming.

3.5. Monitoring the experimental work effectiveness

For the control and final measurements, the questionnaire of E. Shostrom was used – the Personal Orientation Inventory (POI) (Shostrom, 1974).

To assess the effect of experimental work, indicators of innovative leadership style to be measured were formulated: temporal competence; self support; value coherence; flexibility of behaviour; self-regard; self-acceptance; positive view of humanity; synergy; tolerance; contact and openness; cognitive intention; creativity.

Table 2
Comparative data on the development of IMS in the control and experimental groups (CG and EG)

		Control monitoring		**Final monitoring**	
No	**Indicators**	**CG**	**EG**	**CG**	**EG**
1	temporal competence	63%	59%	66%	64%
2	self support	49%	53%	42%	66%
3	value coherence	52%	58%	50%	72%
4	flexibility of behaviour	47%	45%	49%	64%
5	self-regard	67%	71%	69%	74%
6	self-acceptance	71%	64%	73%	70%
7	positive view of humanity	63%	67%	59%	73%
8	synergy	46%	50%	48%	63%

9	tolerance	62%	53%	57%	71%
10	contactness and openness	66%	64%	59%	79%
11	cognitive intention	59%	58%	63%	67%
12	creativity	74%	69%	76%	82%

Measurement data showed that as a result of the experimental work carried out, the leaders of the experimental group showed greater tolerance and flexibility of their position, increased creativity, the ability to withstand prolonged psycho-emotional stress without a significant reduction in the productivity of activities, they better control themselves and the situation, communication, faster make the necessary decisions, demonstrate greater confidence in themselves and their ability to provide managerial and pedagogical influence, show the big ability to manage a social situation, to bear responsibility. Comparative data are shown in table 2.

4. Discussion

The data obtained in general indicate a positive effect of the experimental work carried out.

The results of the monitoring of experimental work indicate a distinct pedagogical effect of the study, and the identified and reasonable pedagogical conditions are sufficiently effective for the formation of an innovative managerial style in an educational lyceum.

The effectiveness of the developed model is confirmed by the positive results of educational lyceums management by the directors of the experimental group:

- the quality of preparation of lyceum graduates has improved, their “image” in the educational services market has changed for the better (100% graduates enroll in universities);

- the moral and psychological climate in the collectives has changed;

- the level of professionalism and professional and pedagogical competence of teaching staff has grown;

- increased focus of all members of the educational system to achieve the desired result of activity;

- a system of social protection of workers and students in high schools has been created.

5. Conclusion

An innovative managerial style in an educational lyceum is a professional and essential characteristic of the personality of a leader, reflecting his aspiration and ability to form an innovative environment in the educational space of the lyceum. This environment is based on a positive moral and psychological climate, supported by a set of managerial and pedagogical measures aimed at introducing progressive innovations in the educational process.

The formation of an innovative managerial style in an educational lyceum essentially depends on the constructive orientation of the leader’s personality, his “Self-concept” of management in the logic of the dynamic growth of the lyceum system. At the same time there are significant relationships:

- between the stylistic characteristics of managerial activity, on the one hand, and the installation components in the structure of the leader’s consciousness (which form the basis of the manager’s managerial position, his subjective model of managerial activity, the teacher’s and student’s implicit theory of personality), on the other hand;

- between the subjective model of effective management and the sphere of management, which has a significant impact on the change in the managerial position of the manager, his

understanding of the goals and objectives of management;

- between the individual psychological characteristics of the personality of the leader and the subjective picture of management activities, attitudes and stereotypes in the perception of managerial and pedagogical situations, the real management style implemented by the leader.

The logic of innovative managerial style formation consists of the following stages of professiogenesis:

• reflexive stage – awareness of their current professional and managerial appearance and identification of creative potential;

• identification stage – the adoption by the head of his real "Self" in the emerging management activities, awareness of the personal resources of self-development in the perspective of innovation;

• stage of professional self-actualization – the emancipation of internal potential and the implementation of the choice of the method of innovation as a subjectively significant form of self-realization in management activities.

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