



## The competence leadership from philosophical and political direction and the challenges in education

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### **Abstract**

*The difference between the work of philosophical and political cadres in terms of the multiplicity of aspects that we want to consider in this article makes it essential to analyse an interdisciplinary vision to lead to the analysis of a system of professional and personalised resources within the education system and which give content to their professionalism. These skills contribute to successful performance in favour of social development and continuous "Education-Labour Market" contact. The quality of orientation, teaching and supervision will also be analysed; it is a reality that can be used in the educational system, which brings out motivations, feelings, convictions and loyalties which distinguish cadres in today's society in an increasingly globalised system and which they ensure optimism and unity of thought and action which can be an example to strengthen leadership.*

**Keywords: Pedagogy, Education, politics and philosophy, leadership**

### **1. Introduction**

Today's increasingly globalised society is developing amidst internal and external adversities. It is not very different from the situation that existed years ago; the big difference is that today everything travels faster. Its challenge is building a more dynamic, balanced, democratic, and fair society. However, we are often far from these philosophical concepts concerning the evolution of a new idealisation of leadership.

In this regard, in the conceptualisation of the modern philosophical, political, economic and social model, a prolonged, heterogeneous, complex and contradictory process of profound transformations in political, economic and social structures and thus also in the system of leadership formation is constituted. For the consolidation and advancement of this process, the philosophical-political-ideological unity is today strongly influenced by global economic

processes, and the active participation of citizens in society is often not guided by a point in time; many factors are involved.

In this perspective, the political framework, i.e., the leaders, generally follow the economic trend, so we move from a philosophical concept of the leader to a pragmatic concept of the leader who, in his capacity as a ruler, reports to the citizens. However, unfortunately, daily life relates to the economic world that intentionally manages the satisfaction of society's needs and uses various methods, styles and mechanisms of the specialised work of political leadership acquired in practice and referred to the different paths of preparation. While society as a collective subject of power requires more competent cadres often come to terms with economic resources, the leader becomes dependent on factors that outweigh politics and philosophy.

## **2. Possible leadership analysis**

We know that leadership capacity is a prerequisite for management staff in the education system, which means the whole education system, including leaders, managers and their skills and competencies (Frascheri, 2020), and the teaching staff.

In this box, of course, there is also the university system, and it is not just a question of leading a group of people in a certain direction by non-coercive means. Today, in an increasingly globalised and informed society, there are multiple problems with the leadership style in the education system, and where there are factors that determine the leadership style of managers and teachers, the success of educational management and the quality of service offered to students depends on them.

In this sense, we find that various attitudes, behaviours and situations currently determine their leadership style.

In most educational institutions, we can see that those exercising leadership often use it homogeneously with routine teaching practices and focus primarily on learning. It is evident, then, that the organisation of, e.g. universities became rigid in its structure and atomised in its functions, with compliance management tools and often little functionality. In this sense, the risk is that the director carries out authoritarian or permissive practices, which emphasise the system's vertical and normative relationship with instances of decentralised management.

Whoever exercises leadership is often reluctant to change, displaying a permissive attitude towards inappropriate behaviour; this also happens in the classroom.

Frequently, the problem becomes the difficulty in communicating assertively with teachers and teachers to students; thus, little listening ability is displayed, which does not allow for a fluid dialogue between members of the educational community.

On the other hand, managers and teachers perform their work not as leaders, i.e. they are not familiar with resource management techniques and have little command of new pedagogical approaches, which naturally also affects their ability to lead. In this sense, it is necessary to emphasise that those who work in the education system, at all levels, have precise tasks to perform, such as certainly the training of teachers and students, for which they must be properly prepared; listening not only to teachers and students but also to parents as a society and where

direct human resources know how to discover and value each person to encourage them to improve their skills.

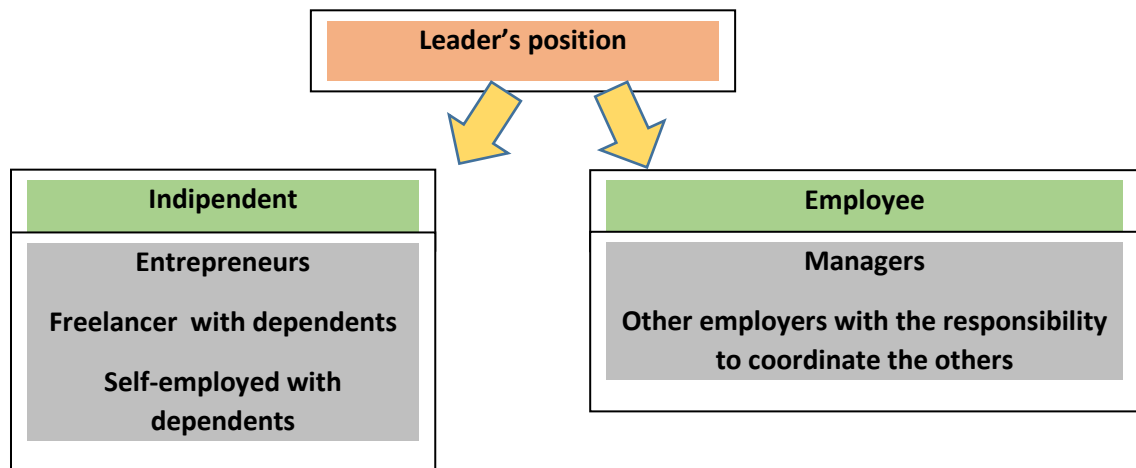
In this sense, we must distinguish the educational system from other systems where leadership is affirmed because, in the common definition adopted, it is possible to identify the variables that jointly contribute to the identification of the positioning of leadership within the educational system as a whole, thus also including the university system.

This, in particular, refers to its links with the labour market, where the professional positions held by the worker (entrepreneur, manager, freelancer, etc.) are identified, whereas in the University, we find, above all, a supervisory role (coordinating position, presence of employees), which we schematise below in what we can call an **'operationalisation' of the leadership position variable**.

**LEADER-LEADERSHIP POSITION at University**

**INDEPENDENT UNIVERSITY STAFF (DEPENDENTS)**

- Entrepreneurship managers (general managers
- Freelancers (rectors, vice-rectors, etc., et
- Workers with employees other employees who have coordination power
- Workers teachers



*Fig. 1 Leader's position*

To this end, to complete the analysis on leadership, it is necessary to point out that within the leader position variable, it is likely to define two distinct types of leaders:

- a) Formal leaders, which include, in the case of employees, managerial positions and, for the self-employed, entrepreneurs;
- b) Informal leaders, which include all workers who coordinate with other people, even if this role is not directly related to their position in the profession, and in this case, we can only refer to teachers, even those in top positions such as rectors in universities.

However, it must be borne in mind that there are many definitions of leadership from which different definitions of leader and leadership emerge. Such definitions often consider leadership only as a social relationship that takes shape in a situation that requires choices of principle and behaviour (Chemers, 2000), but in reality, being a leader is much more complex as interactions are formed that entail consequent actions, especially today in a society governed by communication and the use of mass media and social networks (Trevisani, 2016). Today's leader has a will to evaluate and the means to make it count with others participating in the social relationship.

Most leadership studies focus on the leader as the protagonist of an asymmetrical social relationship called leadership that binds the one who leads to the one who is led, and if we refer to the world of education, we can identify the teacher as the guide and the student as the disciple.

### **3. Work interaction and leadership**

The specialised work of political management of society, according to Rodríguez 2017, starts from philosophical concepts and pragmatic applications, today increasingly linked to business. All that system is carried out on a regular, repeated, daily basis and with a specific culture by institutions, organisations, bodies, persons and political groups involved with tasks within the general functions of practical political management. This is also the context of the education system, which should be a driving force for developing leadership evolution (Bush. and Glover, 2003). Education grows, develops and raises the level from quantitative to qualitative.

These realities, in fact, demand the need to intensify the training of political cadres and not only in the vision of leaders) so that in their capacity as servants of the people, responsibility to the people and social commitment are recognised as values associated with professional performance and the intention to realise their results. In response to the diversity of relationships, social dynamics and the complexity of specialised management work, being able to persuade, convene the masses, lead, teach and transform society.

The studies on the formation of man by philosophers, pedagogues, sociologists, and psychologists focus on essential elements of man's management activity in a concrete social and historical framework. Today, we can see the full extent of this in an increasingly globalised society governed by an extremely hedonistic system in which particular identities referring to localised societies are lost. This is in part due not only to economic processes but also to the evolution of communication processes to the often real-time diffusion.

Leadership today manifests itself through communication and digitisation processes, so a leader must master linguistic and expressive skills to be a good communicator. Furthermore, to be a "leader manager" means to lead in the right direction, especially when every single action generates an effect, large or small, on the business. To do this requires new training and new methodologies, including the use of Digital of the most modern IT systems, which the leader today can no longer do without asserting his or her position (Figus., 2020).

The training is approached from an anthropological view resulting from the conscious activity of man in his nature-society interrelationship, seen as an innovative praxis for the progressive transformation of man, or rather of the citizen and his circumstances in harmony and defence of his environment.

Consistent with the legacy of the teaching profession, education constitutes a basic category, the result of a process and outcome of integrating, educating and appropriating the values present in philosophy but also in the history, thought and traditions of society.

In this sense, education retains contemporary global pedagogy as its main purpose, the preparation of man for life; researchers are references in the study of this perspective.

Conceiving education as a process aimed at equipping man with knowledge, skills, and values to interact with the environment certainly transcends and transforms the existing reality.

We must therefore consider these elements contextually in a philosophical and political direction, even if this is insufficient in a broader concept from a scientific point of view if we analyse it concerning the development of new and related leadership concepts in the overall educational system.

If we look at vocational training, this takes the form of studies and learning aimed at job placement, reintegration and updating to increase and adapt the knowledge and skills of current and future workers during their working life.

In this perspective, Miranda (2018) also considers continuing education as part of the education professional's training, which is defined as a process of training and professional development focused on learning new skills or updating learnings already acquired in these phases we are going to list:

1. Where the University provides the fundamentals of each profession and develops graduates' modes of action for their professional development;
2. The work entity that prepares them in the specific aspects of their work;
3. Institutions aimed at specialisation and lifelong learning through courses, diplomas, post-graduate specialisations, masters and doctorates.

In this sense, this approach is of vital importance for the training of political cadres as it requires a system of multifactorial influences that encourages the updating of basic knowledge around Philosophy, Political Economy, never forgetting one's history and, of course, with a global Pedagogical and Didactic vision that also takes into account aspects of Psychology in its application to politics and then again considering Political Sociology, Communication, and all the knowledge of the most appropriate methodologies. The possession of specific methods, paths and functions of political leadership only contributes to success, to the achievement of a correct balance within the overall educational system in order to contribute to the enhancement

of competencies and their dissemination; this occurs both nationally, but also internationally, fundamental to offer a development perspective (Figus, 2021).

The continuous training process for political cadres, for example, is not known as an object of investigation. However, it is interesting how the systematic and continuous nature of the political and pedagogical contents of the training process is recognised by the training mission of the 'university system' and that it tends to increase the professionalism of the cadres, not only the executives and top levels but also intermediate levels that operate in the labour market and need the preparation to complete knowledge and skills not previously acquired and necessary for their performance. This appears to be inseparable from the acquisition by leaders of the appropriate skills.

We can undoubtedly use the term "continuous" as a quality of the processes that take on as part of education (Swaffield and MacBeath, 2013), as is the case with preparation and overcoming the prevailing ideological concept that often grows in a country, but that today in a connected and globalised society loses relevance, acquiring a universal value, especially when this is shared. In this sense, continuous training is used in education; in fact, the aim is the quality of professional performance and no longer quantity. The leader is determined when he/she expresses value and competence, not when he/she is homologated.

In this regard, there are overlapping points regarding the philosophical overcoming of cadres and how they are integrated into the work system, updating and integrating knowledge, skills and reinforcing values to promote the masses and transform reality.

Continuing education is determined by the integrated relationship between the school system in general and the university system in particular, where societal processes are integrated with the framework itself.

In the case of the university system, but also before that, continuing education is linked to curricula, teaching with wide-ranging tasks and linking up with the work of political organisations in order to follow the fundamental issues that develop.

The determination of the organisational forms of teaching in terms of the development of skills, basic and specialised knowledge, values, revolutionary beliefs and a sense of belonging to the organisation has also become central today in an increasingly globalised society, but which we want to be less and less standardised.

Leadership is a key player in training, contributing to the organisational development planned term of complex and dissimilar tasks that must be tackled and to the broad spectrum of influences in which the needs of social work develop. There is a responsibility to disseminate information about skills, processes, public and non-public policies, and local, national and international events, and to the same extent, it is necessary to be able to influence other cadres, organisations, agencies, government, society and the labour market, all of which contribute to leadership formation.

Society is a subject where transformations take place and where leaders confront each other, where political, economic, 'stakeholders' in general, decision-makers, enhance their personality and identity, credibility and leadership possibilities to convene, persuade, convince, organise,

guide, explain, teach, demand, promote and control based on the socio-economic development of society itself. Indeed, the concept of leadership is embedded in society and lives and develops in it beyond ideological and philosophical concepts.

These particularities can only be broken down in this way to understand them because, in practice, they manifest themselves in an integrated manner, even when the expected result has not yet been achieved.

The ideal integration of these factors focuses on the assimilation of basic knowledge and the ability to apply it. The focus of competence-based continuing education gains in value if the quality of integration for a successful job as demanded by the labour market, business, and society is at stake.

In this regard, we can highlight the professional, cognitive, motivational and affective interests, values and personalistic resources by listing those that we consider most significant also in a leadership vision: perseverance, flexibility, personalised reflection and an active position that the individual takes in professional performance that allows autonomy, future professional perspective and efficient and responsible performance.

In the educational context, in our view everything stands out in the competence, the integration of educational, developmental and educational dimensions, systemic and personalised direction, flexible performance, autonomy, projective orientation and engagement with results for a more professional problem-solving approach and the link to continuing professional education with a competence focus (Storey, J. (ed.) (2010).

In reality, there are motivations, feelings, convictions and loyalties that distinguish the cadres in our contemporary society and help to ensure trust and unity of thought, which does not, however, mean unconditional homologation. The central action is the dialectical interrelationship with calling, guidance, teaching and control over the society at large, as fundamental essences in the performance of management cadres and in the work of political and other leadership, which under certain social conditions reveal the manifestations of leadership in a given historical context and which are today probably influenced by globalisation and the economic system (Gunter, 2004).

Becomes this system applicable to various spheres of human activity from a socio-psychological and historical-cultural perspective of the development of society, the issue of leadership should not only be seen as an individual characteristic even if we cannot disregard the fact that being a leader in the educational system means exercising leadership in organisations, i.e. understanding leadership as a complex phenomenon based on interactions, not only ascribable to the structure of the leader but exercised in the intersection leader, situation, group, within the complexity of the educational system that naturally also involves the end users of the learning processes, i.e. the students.

In addressing political leadership, the need to incorporate the leadership approach into the culture of policymaking is evident, and the importance of training is highlighted.

The concept of leadership linked to individuality', detachment, personal example, sensitivity, modesty, total absence of vanity, self-control and rigour in personal demands and 'as political

conceptions', are transformed and integrated into ideas such as truth, the duty to learn, the aspiration for justice for all, the power of thought, creativity and the capacity for resistance and transformation that are revealed through the evolution of society and consequently fall into new educational paradigms that are shaped by respect for ethical principles and values such as the sense of justice as a guiding factor in political activity and in the organisation that places a new image of the educator at the centre.

Leadership cannot only be seen in the political context because it is always identified with educational leadership as a guarantee of support for the evolution of society.

Studying educational leadership as a professional competence from the continuing education of political and economic executives becomes crucial for developing societies.

Educational leadership is crucial today as it is a learning-focused leadership for successful education with performance guarantees in a socio-educational context. Central is the development of competencies, which can also include and encompass other competencies more specific to professional practice and linked to the business.

The transcendence of educational leadership is fundamentally connoted in terms of cadre training because, as part of the specialised work of leadership, it plays an important role as a 'mobiliser' of workers in solving and transforming the needs that are generated in everyday life of society and especially as they face the challenge of transforming ways of thinking and acting and shaping individual and social values.

The behaviour of management is oriented towards the evolution of the individual and society as a whole to be involved in development. This must be seen as a challenge for science and the education system. It is important to link leadership to competence.

Competencies are thus, the driving force behind leadership within the educational system. In the field of educational institutions as a whole, thus not only universities, but recent studies have also supported the idea that the impact produced by the exercise of leadership is appropriate for the effectiveness of the teaching-learning system. An appropriate space in this leadership is that, through the teaching management structure, the participation of teachers in specific areas of management is facilitated.

We are faced with a transition between a more traditional line of leadership, which allows for lines of hierarchy and control within the bureaucratic system, through a more transformational approach to leadership. The leader is to be understood as one who affirms his or her own nature through his or her skills and qualities and simultaneously, distributes and delegates (Harris and Hopkins, 2002).

In today's world, leaders must be effective people who must exist at all levels of an organisation, produce change, learn from mistakes, strive for compromise, know how to listen to others, and show respect for others. Leaders have clear values and vision, are aware of who they are and to whom they are sensitive. This model assigns all educators a leadership role: within an organisation, we all can and must do these things, and there is simultaneously a compromise, an absolute duty to collaborate with others and to seek the means necessary to ensure we can collaborate.



Although leadership is a special form of influence related to inducing others to voluntarily change their preferences. We are referring to actions, assumptions and beliefs based on tasks or projects where it is necessary to establish structures and processes in the educational system which allow for multiple and dynamic shaping. Everything determines the positioning and administrative role; there are teachers who act as facilitators of others who take responsibility for particular projects. The teaching co-teacher often interfaces with the institutional leader, but often he/she is a leader himself/herself, placing him/herself within institutional processes and practices which are implemented through different lines of action and are led by different teachers.

Leadership in the educational system develops when teachers expand the capacity of educational institutions beyond the leader, in the university case, when it goes beyond the relationship with the rector. Indeed, its function must simply be instrumental in creating the conditions and capacities for each of the teachers to become leaders. This panorama in itself represents a challenge for the dissemination of skills and, thus, of leadership. It all contributes to the qualitative development of the academic system.

Finally, we cannot ignore the ongoing changes in our society. Today, leadership is to be exercised in a transformative manner and with the support of information and communication technologies and can help transform the learning culture by increasing individual and collective problem-solving capacity in identifying the goals to be achieved by the organisation and the appropriate practices to achieve them. Teachers' professional development should be seen as an opportunity to learn from other colleagues, share responsibilities among all members, and support quality improvement in the classroom and joint activities at the institutional level. Accreditation is also needed to overcome habitual practices, beliefs and power relations that often prevent, beyond structural limitations, the leadership of multiple teachers. Educational activities need to be reconstructed and deepened to generate teacher leadership's professional development. In this context, teacher training becomes essential, for example, knowledge training in the use of new technologies and the use of tools to be used by teachers. This entails involvement and a different role than usual. A transformation into a new learning environment must take place where certainly teachers with a more conservative personalities are forced to experience change as a threat. This is a risk to be taken; societal changes are stronger than ideological barriers, and the institution must help to adequately train its teachers in the use of new technologies as well as new learning methods; society demands it, students and end users demand it, and leaders understand it.

#### **4. Conclusion**

In conclusion, what appears to be fundamental today is to promote dialogue between the Social Sciences and political organisations based on the sustainability and welfare of society. Leadership competence in the context of political leadership and concerning educational development, the connection to the Labour Market and the context of the progress of society are consubstantial to the training of cadres, taking into account the integrated relationship

between the school and university system and the political-economic organisation of society and the cadres themselves in an integrated and intentional manner.

We are faced with major challenges in the era of globalisation. On the one hand, the leadership capacity that teachers should produce to bring about change and renewal in the education system, making a significant contribution that can concretely raise the overall quality. At the same time, teachers must affirm their leadership in the classroom, in their relationships with students, developing their skills and utilising their abilities in using technology. It is not a matter of looking for super-teachers. However, it is necessary to have the skills and conviction that today's teachers need if they want to be leaders in the age of globalisation. In the digital age, it is impossible to transcend the changes that the new era of education requires.

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