

**Review article**

**HUMAN RESOURCE MANAGEMENT  
IN EDUCATIONAL ORGANIZATIONS AND THE  
ADMINISTRATIVE ROLE OF LEADER'S COMMUNICATION  
IN EFFECTIVE EDUCATIONAL MANAGEMENT**

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**Abstract.** *Depending on how leadership and the behavior of leaders are used in educational organizations, it can lead the organization to success by achieving the goals originally set. Analyzing leadership as a scientific concept in educational management and as a management function, according to international references, two of its basic structural elements are decision making and communication with the members of the organization and all those involved in it. In this context, the way and characteristics of communication of the leader with the members of the educational organization during human resource management can contribute to the successful performance of leadership roles and functions such as motivation, incentives, empowerment, etc. In this paper, we analyzed the implementation of certain leadership behaviors, leadership roles, and actions by the leader of an educational organization in the context of communication during human resource management. Based on the analysis conducted, we have concluded that encouraging, inspiring, rewarding, innovating, and expressing creativity to the members of an educational organization can be achieved through the leader's ability to effectively use written and oral communication in a way that directs the actions, behaviors, and reactions of the organization's members in a specific direction, thereby contributing to the optimal management of human resources while establishing a positive, open, and honest relationship with them. In addition, leaders can have communication skills that promote effective communication with their subordinate colleagues, support the optimal management of human resources, create a favorable working climate, which, contributes to the effective exercise of the leadership role and to the high efficiency of the educational organization.*

**Key words:** *human resource management, educational management, leadership in education, communication in management*

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## 1. INTRODUCTION

Research has shown that the scientific field of educational management makes a particular contribution to the achievement of the educational goals of these organizations, regardless of the educational level (primary, secondary, higher education, etc.) or the size of the organization in question (Bush, 2008; Gunter, 2001). The theories, strategies, and functions that comprise educational management aim to shape all conditions associated with the educational organization so that the educational work produced is characterized by high efficiency (Bush et al., 1999; Chance, 2013). Educational management is a scientific field that deals with administrative science concepts and specializes in educational management, which deals exclusively with educational organizations. In this context, the leader of an educational organization is expected to make the best use of his or her leadership behavior and management functions in order to achieve the best possible results in the educational organization. In this direction, the administrative role of communication can be used effectively by leaders in human resource management to achieve effective educational management.

## 2. THE IMPORTANCE OF MANAGEMENT IN EDUCATION AND THE DIFFERENCE FROM GENERAL MANAGEMENT

The importance of the scientific field of educational management and its recognition as such lies in the fact that it can contribute to the successful operation and future success of an educational organization (Hoy & Miskel, 2007). The analysis of educational management consists of individual functions. Therefore, the success of an educational organization can be achieved through the successful implementation of these individual functions. At this point, it is necessary to mention that although educational management uses theories, meanings, and functions derived from the scientific field of general management (management of organizations), this does not mean that all aspects of management are applied in educational organizations in the same way as in any other type of organization (Bush, 2019).

According to the international references of management, in addition to the basic management functions (planning, organizing, directing, controlling), management functions also include a number of functions such as leadership, staffing, decision making, communication, and coordination (Daft, 2008; Dubrin, 2012; Koontz & Wehrich, 2015). These functions are also applied to educational management, but not "blindly", i.e., exactly as they are applied to any other type of organization, but taking into account the specifics of educational organizations. Consequently, educational management can analyze and apply the concepts, theories, strategies and functions applied in the general management of organizations, but not uncritically. On the contrary, all these theories and functions resulting from general management can be applied only with special consideration of the specific conditions and peculiarities of educational organizations, as well as the concept of education in general.

## 3. THE FUNCTION OF LEADERSHIP IN EDUCATIONAL MANAGEMENT

Since we have referred to management functions in general and to educational management in particular, it is worth mentioning that the management function of leadership occupies a special role among the functions applied in educational management. Several

references argue that leadership is the most important function that can significantly influence and affect the success of management in general and educational management in particular (Carmichael et al., 2011; Mullins, 2007; Parker & Begnaud, 2004).

Since the existence of any organization depends on its people, its goals, and the organizational structure formed within it, the interaction that develops between the leader of an organization and the members of the organization is the reason that the function of leadership is of great importance for successful organizational management. For this reason, leadership as a management function is often referred to as the center of the organization that can not only affect it positively or negatively, but potentially lead to its ultimate success or failure (Schermerhorn et al., 2011). This is because leadership affects the positive performance of the individual members of the organization, influences its culture and structures, and contributes to the increase of its effectiveness and thus to the achievement of organizational goals (Cerit, 2009; Ogawa & Bossert, 1995). For these reasons, the management function of leadership is of great importance both in the management of organizations and in educational management (Bush, 2020; Callender, 2009; Griffin, 2012; Robbins & Coulter, 2012).

#### 4. LEADERSHIP IN EDUCATIONAL MANAGEMENT AND HUMAN RESOURCE MANAGEMENT

Leadership as a function of educational management involves the people in the educational organization and also the relationships and interactions that develop between the leader of the educational organization and all the members of the organization involved (Owings & Kaplan, 2012). These members can relate to both the internal and external environments of the educational organization. On the other hand, human resource management meets leadership because they have a common goal, which is to achieve positive results in the organization, and a common way, which is the people of the organization, through which the organization can be led to success (Mercer et al., 2010).

The successful implementation of educational management functions applied to human resource management affects the results of the educational organization. In addition, the behavior of the leader, i.e., the leader's behavior toward the members of the educational organization in implementing practices and policies that are consistent with human resource management theory, can affect the effectiveness of human resource management and, more generally, the results that the organization seeks to achieve through its people (Bratton & Gold, 2012).

#### 5. COMPONENTS OF EFFECTIVE LEADERSHIP

The analysis of leadership in its components serves to identify the elements that can be applied by managers of organizations or directors of educational organizations to put effective leadership into practice and become leaders within the organization (Daft & Marcic, 2017; Griffin, 2015). Leadership refers to the behaviors of leaders that influence the behaviors of members of the organization not for the benefit of the leader, but for the benefit of the organization and its own members. Therefore, the pursuit of optimal outcomes for the organization requires the use of effective behaviors related to the leader and leadership. Effective leadership is related to leader behavior and consists of two main components (Mpourantas, 2005):

- What does a leader do? - Content of the leader's behavior  
Actions of a leader within the organization
- How does the leader do that? - Character of the leader's behavior  
The way the leader performs various actions.

In simpler terms, how the leader behaves and acts.

It is important to note that the content of the leader's behavior and the character of the leader's behavior are interrelated. This means that what is important in the leader's actions is how they are implemented and, conversely, the leader's behavior characteristics can influence the nature of the actions.

#### 6. LEADERSHIP ROLES, ACTIONS OF LEADERSHIP AND THE LEADERSHIP'S FUNCTION OF COMMUNICATION

A popular model with a set of leadership roles and leader's actions is that which includes (Kouzes & Posner, 2017):

- Model the way
  - Leaders are clear about their guiding principles and engage others in common aspirations.
  - They do what they say and leading by example.
- Inspire a shared vision (visionary)
  - Leader is the initiator of the vision (vision is considered the best conceivable desired future of the organization that could be achieved).
  - Moves all organization members to adopt the shared vision.
- Challenge the process (innovator)
  - Leaders are pioneers and seek to apply innovations.
  - The leader is not afraid to take innovative and risky initiatives. They are willing to step out into the unknown and try to learn from both successes and failures.
- Enable others to act
  - Emphasizes cooperation and teamwork.
  - Empowers all organization members by showing confidence in their abilities.
- Encourage the heart
  - Leaders provide encouragement, rewards and recognize member's success.
  - Celebrate the values and victories with all members involved in organization.

The application of leadership actions can lead to successful leadership, but leadership actions and their successful application are also linked to two fundamental leadership functions that can lead to effective leadership behavior. These are communication and decision making (Mpourantas, 2005). These are considered essential because the leader uses communication and decision making on a daily basis in leading the organization, and they are also a prerequisite for assuming leadership roles and implementing leadership actions. For example, communication is an essential prerequisite for assuming leadership roles and implementing leadership actions as mentioned above, such as being an innovator, visionary, enabler, and encourager of members of the organization, etc. And it is not only communication as a function that is important, but also how the leader communicates with members of the organization.

The communication function includes both written and oral communication between the leader and the members of the organization (Johnson & Hackman, 2018). It is easy to understand why communication is considered a key function of leadership. Since leadership is about influencing the behavior of the members of the organization, the leader of an organization who sits isolated in an office and has no communication with the other members of the organization (or at least with a smaller group of junior managers) cannot influence their behavior and therefore cannot be a leader. And as mentioned earlier, leadership is based on the interaction between the leader of the organization and the members of the organization.

#### 7. THE ADMINISTRATIVE ROLE OF LEADER'S COMMUNICATION IN EDUCATIONAL MANAGEMENT

Since the function of communication is an important factor in leadership success, in the case of educational organizations, the leader can express his leadership behavior through communication and thus lead the organization to positive results and success. In analyzing the function of the leader's communication with the members of an educational organization, it is worth mentioning Jakobson's (1960) model, according to which communication includes six factors that are required for communication:

- *Addresser*. The person who delivers a message
- *Addressee*. The person or the audience that receives the message
- *Message*. The message sent by the addresser
- *Code*. Communication code includes rules and the type of language used
- *Context*. The reason for the message
- *Contact*. The channel and the connection between the addresser and the addressee

In this way, the communication between the leader and the members of the educational organization must take into account all the factors mentioned above. In addition, the communication process is usually two-way, and there is feedback from the addresser to the addressee about their message. Moreover, when there is effective communication between the sender (addresser) and the receiver (addressee), a number of positive results are achieved, such as (Price, 2011; Mihiotis, 2005): Improving self-esteem and creative skills of both the sender and the receiver, creating positive interpersonal relationships, resolving problems or conflicts, enhancing mutual trust, encouraging active participation and exchange of ideas, feelings, and concerns. Leaders of educational organizations can use appropriately the function of communication by seeking to convey specific messages either in person, through spoken language, or remotely, through written language. Since a characteristic of leadership is the leader's attempt to steer the efforts of subordinates' colleagues toward specific goals, it is easy to understand that communication, and specifically the manner, content, and type of communication, can contribute significantly to this alignment (Burgoon et al., 2011; Crissey, 2018; Johnson & Hackman, 2018). Through communication, the leader can transmit the shared vision to the members of the educational organization, *encourage, inspire, motivate*, and finally *influence* their behavior, which is the meaning of leadership. In general, as mentioned earlier, a range of leadership roles and actions can be meaningful as long as the leader's written and oral communication is used in an appropriate manner. At the same time, through both written and oral communication, information and messages that the leader receives, can help him to be effective as the successful management of an educational

organization requires. And this is because the information gathered by the leader, helps him to act in time, to plan, to control, to implement the appropriate solutions in every situation called upon to deal with or face.

## 8. CONCLUSION

With regard to the optimal management of an educational organization, leading the educational organization to its successful operation, the management function of leadership can contribute to this direction. And since in educational organizations, as in other types of organizations, people are the core of the organization, the management function of leadership emphasizes the human factor and communication with it. Communication is a function that helps to influence the efforts of members in achieving the goals of the organization and the optimal management of human resources. In addition, communication is a function that contributes in the expression of leadership behaviors and actions that enhance leader's mission (Boxall & Purcell, 2011).

The appropriate use of the leader's oral and written communication with the members of an organization or educational organization is particularly important because it enables the leader to inspire, motivate, guide, encourage, and develop the culture of the organization as well as help the leader to transmit the vision of the organization (Mpourantas, 2005). Thus, the basic leadership functions and actions depend on communication, or communication is the leader's "weapon" which, depending on how it is used, can be related to the type of leadership the leader exercises (Barge, 1994; Barrett, 2014). Therefore, the importance of communication in leadership as a management function lies in the fact that it is the necessary tool for the exercise of leadership and, depending on how communication is used by the leader, it can lead to effective leadership behavior for organizations in general and educational organizations (Chance, 2013; Mpourantas, 2005).

In conclusion, we can state that one of the skills that can contribute to the development of an effective leader is the leader's ability to communicate effectively with the members of the organization. That is, the leader's ability to effectively use written and oral communication in such a way as to guide the actions, behaviors, and reactions of the organization's members in a specific direction, thus contributing to the optimal management of human resources while establishing a positive, open, and honest relationship with them. Moreover, leaders of educational organizations can possess a communication skills that, on the one hand, promote effective communication with their subordinate colleagues and, on the other hand, support the optimal management of human resources and create a favorable working climate, which, in turn, contributes to the effective exercise of the leadership role and to the high efficiency of the educational organization and, therefore to the achievement of the goals of the educational organization's objectives and, consequently, to the educational organization's success.

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## **UPRAVLJANJE LJUDSKIM RESURSIMA U OBRAZOVNIM USTANOVAMA I ULOGA KOMUNIKACIJE LIDERA U EFEKTIVNOM OBRAZOVNOM MENADŽMENTU**

*Uspjeh u postizanju postavljenih ciljeva, zavisi od toga kako se lider ponaša u obrazovnoj organizaciji. Na osnovu analize liderstva kao naučnog pojma u obrazovnom menadžmentu s jedne strane i kao upravljačke funkcije s druge, izdvajaju se dva njegova osnovna elementa i to: donošenje odluka i komunikacija sa članovima organizacije i svima onima koji su uključeni u njen rad. U tom kontekstu, način i karakteristike komunikacije lidera sa članovima obrazovne ustanove u okviru upravljanja ljudskim resursima može doprineti postizanju uspeha kroz preuzimanje liderskih uloga i funkcija kao što su motivisanje, podsticanje, osnaživanje i sl. U radu su*

*predstavljene neke od mogućnosti koje se mogu ponuditi u okviru upravljanja ljudskim resursima a koje se odnose na karakteristike komunikacije lidera sa onima koji su uključeni u rad obrazovnih ustanova. U tom smislu, izvršena je analiza implementacije specifičnih liderskih ponašanja, uloga i postupaka lidera kroz komunikaciju tokom upravljanja ljudskim resursima. Imajući to u vidu, zaključeno je da se ohrabrivanje, inspirisanje, nagrađivanje, inoviranje i iskazivanje kreativnosti kod članova obrazovne organizacije može postići kroz sposobnost lidera da efikasno koristi pismenu i usmenu komunikaciju na način koji usmerava akcije, ponašanja i reakcije članova organizacije u određenom pravcu, čime se doprinosi optimalnom upravljanju ljudskim resursima uz uspostavljanje pozitivnog, otvorenog i poštenog odnosa sa njima. Pored toga, lideri mogu imati komunikacijske veštine koje promovišu efikasnu komunikaciju sa svojim podređenim kolegama, podržavaju optimalno upravljanje ljudskim resursima, stvaraju povoljnu radnu klimu, što doprinosi efikasnom vršenju liderske uloge i visokoj efikasnosti obrazovnih institucija.*

*Ključne reči: menadžment ljudskih resursa, obrazovni menadžment, liderstvo u obrazovanju, komunikacija u menadžmentu*