

# SOME ASPECTS ABOUT LEADERSHIP AND PROJECT MANAGEMENT IN HIGHER EDUCATION

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The concept of organizations is made up of a group of people who join forces in order to efficiently meet their objectives. Among other definitions, it is possible to establish organizations as:

an entity basically made up of people, aspirations, achievements, material goods and technical and financial capabilities; All of which allows you to dedicate yourself to the production and transformation of products and/or the provision of services to satisfy existing needs and desires in society, with the aim of obtaining a utility or benefit (Thompson, 2006, para. 9).

In this way, organizations fulfill an important social role, since in addition to satisfying needs, they are capable of reactivating the economy, promoting

cultural and leisure spaces and, above all, the social development of communities.

Educational centers, in addition to training people comprehensively, through the establishment of an integrated and relevant curriculum, which responds directly to the needs of society, are conceived as a vehicle that allows social mobility, allowing the acquisition of knowledge and tools that allow people to be trained for the development of different economic activities.

This is the case of universities, which oversee providing a varied range of options at the higher education level, so that vacant positions in the labor market of the region or country can be filled.

In addition to educational processes, universities are positioned as leading entities in terms of scientific and academic research, as well as the production of knowledge, diverse goods and services, and no less important, social extension and projection through the university's involvement with the communities it serves.

However, for these processes to be carried out, joint work is required, both by academic staff, administrative staff, students and, above all, the communities, who manage to join forces to efficiently achieve the objectives set by the teaching houses.

The concept of leadership has been discussed, studied and analyzed by professionals related to the sciences of administration, psychology and of course the sciences of education.

The relevance of this topic is that leadership impacts all aspects of people's behavior, with direct effects on the productivity and efficiency of the results and fulfillment of organizational objectives.

For Trujillo (2013), the definition of leadership corresponds to

For whom they conduct change management, what type of relationships they establish, how they go through and accompany the journey through the uncertainties, achievements and difficulties that are found in any change transformation process, from what vision they start and how they assist the day to day of management. (p. 20)

Therefore, from management skills it is possible to generate changes within the organization, which allow the use of aspects of the environment and enhance the benefit for the company, so it will be necessary to anticipate the direct effects that the environment has on the company and in this way minimize its impact.

There are relevant aspects about the types of leadership, however, Cardona and Rey (2009) point out that, in the last century, these definitions went from being focused on managers and began to gain important influence at other hierarchical levels of the organization.

Given this, the authors mention three important types of leadership:

- Transactional leadership: the transactional leader relies on rewards and punishments to motivate his subordinates.
- Transformative leadership: in a professional relationship, the collaborator is not only interested in the financial remuneration they will receive in exchange for their work, but also in the work itself: the challenge it entails, the learning it entails and the attractiveness it presents.
- Transcendent leadership: in a personal relationship the collaborator, in addition to seeking remuneration and the attractiveness of the work, seeks, through a job well done, to satisfy the real needs of people, groups or society, in general.

In turn, leadership is linked to management skills, which are a combination of competencies made up of behaviors, aptitudes, attitudes and skills, which are essential when directing, which will bring effectiveness depending on the area or field in which the one that unfolds.

Madrigal (2009) defines these as the "skills that are put into practice when some task must be carried out and these must be carried out effectively, to produce anticipated results with maximum certainty, in other words, it means in this century breaking paradigms (p. 21).

Another aspect, within these managerial skills, is that they can be developed, learned, controlled, or acquired; Certainly, they are interrelated with each other, which helps to achieve the expected results.

The skills present in leadership and in the management, function is those known as interpersonal, social and leadership skills, the others are a complement to these, and together they make a person with the ideal profile for their performance as a leader.

As mentioned above, in organizations people work and interrelate, who interact in different groups or work teams.

According to PSYCSA (2001) cited by Gómez and Acosta (2003), a team can be defined as the set of “individuals who coordinate their efforts, contribute ideas and knowledge, transfer skills and make decisions based on full consensus. Its variety is very wide: it ranges from mutual help of two people, a quality circle to a top management committee” (p. 2).

On the contrary, a group “can be formed, based on the structure of the organization, to achieve a particular objective or due to personal desires to satisfy certain needs” (Castro and Guerrero, 2002, p. 2).

The above aspects are essential when forming work structures, since it will be necessary to identify whether you are working with teams or groups, and what goals are intended to be achieved for each case.

Furthermore, the common hierarchical structure of higher education projects corresponds to a project coordinator and student assistants, the latter vary according to the needs of the project, the hourly frequency with which the service is offered and the specific population, as well as the context and the community with which you work.

It is essential to understand that all the activities of an organization are influenced by the human factor, since there is a hierarchical structure within it. Therefore, adequate personnel management is necessary to obtain their greatest collaboration and optimize their skills in favor of the company, without neglecting their own needs expressed during this process.

Madriz (2013), who cites Barquero in his definition of human resources management as the “organization and treatment of people at work, so that they fully develop their capabilities and contribute to the achievement of the company’s objectives, at the same time obtain, through the activity they carry out, their own fulfillment as human beings” (p. 43).

Thus, in this type of organizational processes, there must be, in addition to an adequate planning, organization and control process, an adequate management strategy, which allows the members of the group to adequately follow the course taken by the organization to achieve of the objectives.

For this reason, the analysis of leadership will be marked by three key aspects, which are the construction of the teacher’s role, the context in which this leadership is carried out and the factors that support this leadership.

Within a modern management supported by leadership, it is necessary to include aspects such as a work environment that favors achieving objectives, constant work, recognizing the particularities of each of the members of the organization, flexibility, assertive communication, constant dialogue, tolerance, and conflict resolution from an objective perspective.

This is why educational leadership represents a new way of building more democratic, healthy and participatory educational contexts, which in turn enriches the professional practice of the teacher and therefore of the institution in its work and its connection with the society.

Some of the main characteristics of leadership in educational management have to do with the ability to analyze, encourage, anticipate, associate, communicate, agree, coordinate, decide, develop, evaluate, lead, project, refocus and synthesize.

At the same time, it is necessary to consider strategic leadership, as this is an excellent tool to achieve performance in the organization, especially with those that have to do with the financial, productive and positioning or survival aspects of the organization in the market.

To achieve this, it is necessary to establish lines of action for the formulation of the strategy. This implies that managers first define the priorities regarding the organization's objectives, followed by the evaluation of the internal aspects of the organization. which has to do with their strengths and weaknesses, as well as the external aspects of the organization, which have to do with the opportunities and potential threats to it.

In addition, it will be necessary to determine the need to strengthen the strategy or even change it, based on projections of the possible results of these strategies that you analyze.

Therefore, when it comes to leadership in project management in higher education, it will be important to consider aspects related to the type of leadership present, the characteristics of the group of people with whom you work, the management of human resources. and above all strategic leadership, this in order to achieve efficient compliance with planned objectives, through the optimal use of resources.

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