

MANAGEMENT STYLES AND THEIR TYPES

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Abstract: *This article analyzes the essence of leadership and the different forms of management styles. In particular, it extensively elaborates on the qualities required for an ideal leader based on the teachings of Abu Nasr al-Farabi. It also characterizes the professional competencies and moral qualities necessary for effective leadership in educational institutions. The article evaluates leadership as both an art and a profession and defines its role in the modern educational system.*

Keywords: *management, leadership style, authoritarian style, democratic style, liberal style, types of leaders*

Leadership is not a set of different tasks or a mere official position, but rather a profession. Therefore, to be a leader, one must possess certain character traits, knowledge, skills, qualifications, professional manners, experience, abilities, and specific attributes. According to the teachings of Abu Nasr al-Farabi, the primary task of education is to raise a well-rounded individual who meets the needs of society and can serve it. Furthermore, this individual should be a determined, knowledgeable, and demanding leader capable of managing others. In his famous work “*The Virtuous City*”, al-Farabi describes in detail the characteristics required of a ruler. He asserts that the ruler (other than God) of such a virtuous city should not be subordinate to anyone. The first leader of the virtuous city is a wise person who leads the people and must possess twelve innate qualities.

1. First, the ruler must be physically healthy and sound, without any bodily defect that might hinder the fulfillment of their duties. Their good health should allow them to perform tasks easily.

2. Second, they must be naturally perceptive, able to quickly understand and grasp the thoughts and words of others and clearly visualize the overall situation in their field.

3. Third, they must have a strong memory to retain what they see, hear, and comprehend, without forgetting the details.
4. Fourth, they should be sharp-minded and intelligent, able to quickly perceive subtle signs and interpret their meaning.
5. Fifth, they must express their thoughts clearly and beautifully.
6. Sixth, they must be eager to learn and acquire knowledge, not get tired of studying, and not avoid the hardships of learning.
7. Seventh, they must be moderate in food, drink, and relations with women, be self-restrained, and avoid indulgence in games or pleasures.
8. Eighth, they must love truth and justice, appreciate honest people, and detest lies and liars.
9. Ninth, they must be self-respecting and honorable, naturally noble, striving for great and noble deeds.
10. Tenth, they should not be greedy for worldly possessions, wealth, or money.
11. Eleventh, they must love justice and fair people, hate tyranny and oppression, and treat both their own and outsiders with fairness, defend those unjustly harmed, and desire goodness and beauty for everyone. They must be uncompromising against injustice and corruption while remaining just and fair.
12. Twelfth, they must be determined, resilient, brave, and courageous in implementing the measures they deem necessary, never giving in to fear or hesitation.

However, not everyone who desires to be or is appointed as a leader can meet all these requirements. Leadership is:

- a great art,
- a form of professional activity with special meaning,
- a creative endeavor aimed at improving performance,
- and a type of pedagogical management.

In reality, management—being part of leadership—implies collective activity and communication with people. Therefore, every action by the leader and the team must aim to create favorable conditions for the institution's operations and foster a sincere psychological and creative environment among teachers and students.

- This demands from the leader the ability to:
- understand their staff,
 - assess the abilities and knowledge levels of individuals,

assign responsibilities appropriately,
 give precise instructions and ensure their implementation,
 make sound decisions,
 sense personal characteristics of employees,
 and effectively utilize their potential in appropriate roles.
 These are professional skills and competencies required of a leader.

Conclusion: The article concludes that leadership involves multiple dimensions. In particular, in order to ensure effective management in educational institutions, the personality and professional mastery of the leader are of utmost importance. Based on al-Farabi's teachings, a list of attributes required for an ideal leader is provided. It is emphasized that many of the successes or challenges in today's education system are closely tied to the capability of the leadership. Therefore, individuals appointed to leadership positions must possess not only knowledge but also moral integrity, a sense of responsibility, and dedication.

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