



Methodology for Collaborative Management of Makarenko and Adizes

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ABSTRACT

The research is based on the comparative content analysis of the recent works on management by Adizes and works by Makarenko published in modern Russian edition (2008-2015) in 8 volumes which has overcome shortcomings of soviet time editions having some ideologically bound assumptions. The analysis of key terminology and basic notions of company management methodology of Adizes and educational institution (commune) management methodology of Makarenko allowed to single out the common specific features of Methodology for Collaborative management in modern American and earlier Russian-Ukrainian versions. The main common concept is that of the development as a form of life or existence of the company. There are some similarities and differences in interpretation of the development or change. The common key concepts of Methodology for Collaborative Management adjusted for languages differences are mutual trust, respect, complementary team, stages of corporate life-cycle, change management, mission. The difference is shown in the understanding of the stages of corporate life-cycle: In Makarenko's interpretation in it is more detailed at the beginning stages and more optimistic concerning its inevitable death as Adizes describes it.

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1. THE CONTEXT AND BACKGROUND OF COMPARATIVE RESEARCH

Adizes (Adizes' Institute, USA) in his speech on the plenary meeting of the XI International Investment Forum in Sochi in September 2012 spoke about the influence of Makarenko's «Pedagogical poem» (“The road to life”) on his own formation, personal and professional development. This fact gives us reason to make a comparative analysis of Makarenko's and Adizes' methodologies of company management.

The relationship, coherence of the methodology of group management worked out by the classic of Makarenko's pedagogics (Connell, 1985; Gehring et al., 2005; Schleumer, 1974; de Cumis, 2002), developed by his followers (Ilaltdinova et al., 2014) in the spheres of education and business and the New American

Methodology of Management (Adizes, 1999b; Adizes, 2009) created and applied by modern guru of management Adizes who consults the governments and sole proprietorships in 50 countries is the subject of the comparative research aimed at identification of universal notions of effective management and specific features of group management caused by time, social and economic conditions.

In Russia it happened to be so that the world-wide recognition of the impact of domestic educator is of great importance for the further development of his or her ideas in their own country. Since the times of Lomonosov, Pushkin and Griboedov a tendency of neglecting domestic experience and knowledge as well as admiration for foreign ones has been observed in Russia. Even biblical “No man is a hero to his valet” does not stop us from searching for the truth and wisdom somewhere far away. Such a

disregard by those people, who have been developing education in soviet time as well as nowadays may be found in neglect of Makarenko, who is known to be a classic of pedagogics of Russia as well as in the world pedagogics.

Even in soviet times when Makarenko was declared to be the “great soviet educator” his effective experience was applied only to the extend it fitted the official conceptions of educational policy at different periods of history. His deep innovations in management and education have not been developed and applied in mass education and educational institution management in Russia. But as a result in Europe and in the USA his name was closely connected with soviet pedagogy (Hillig, 1987). Its problems and challenges became simplified and stereotyped (Kobelt, 1996; Hillig, 1994; Schleumer, 1974) and due to this drawn close connection to Makarenko he was accused of all the drawbacks of the soviet pedagogy.

The modern Russian education reality has foreign innovations and is developing in the common for the majority of the countries direction. The comparative analysis proved that Russian education has nowadays much in common with American education. For example, the obsessive approach to innovation, the trends in higher education, and some others. The control over education and supervision in this sphere in Russia is directed toward the traditional American management. The depth of foreign influence is shown, for example, in the tendency of transferring special foreign terminology into the Russian language.

It does not require any proofs that the shift to the foreign system in any sphere of social life has to be interpreted as an integration and grounded by the analysis of the historical experience, traditions with deep integration with its positive features in the sphere of education management particularly eliminating its weaknesses. Though, nobody can doubt the importance of continuity in a social institution development. The priority of integration of the best examples of Russian experience as well as foreign one is pointed out by Adizes. He observes integration as a necessity and foundation for management development and modernization in Russia at a large scale.

The new methodology of American management by Adizes adds to the traditional business administration model. The methodology of management by Makarenko adds to the traditional management in Russia now and then. What is their impact in the social and economic context?

2. THE RESULTS OF COMPARATIVE ANALYSIS

2.1. The Universality of Collaborative Management Methodology

The comparative analysis of the basic conceptions, dominant approaches and notions in the new effective methodology of “collaborative” management by Adizes (“Voice America Business” Lectures, 2012) and in Makarenko’s theory and experience of

successful innovative educational institution management which has not been replicated to full extend up to now shows us some similarity of ideas. Though, no doubt, there are evident specific features, resulting from the specific sphere the ideas were born, applied, developed and used.

First of all it should be stated that there are some reasons to affirm that the universality in the methodology of management, worked out by Adizes (1993) and Makarenko (Ilaltdinova et al., 2014; Makarenko, 2007) who were actively changing the existing traditional foundations of management, do exist. By the universality we mean the universal nature of the rules and regulation which can be relevant for different social institutions, not only for a company but also for a family, society and country.

Adizes proves us with his more than 40-year long experience that his methodology of management can be applied to the sphere of personal, family life, state government and country development as well as to the management of the company. His personal growth insights continue to astound the readers by the depth of the arguments and vividness of the examples which prove the conclusions and problems solutions. He provides a “Universal Applied Theory” on how to lead change in businesses, countries, families and personal life.

Makarenko systematized and described the management laws of the development of educational institution and the roles and pattern of behavior of parents in family life. He experience is ruled the basic principle that all the processes in social sphere are predetermined by their connection to society needs and requirements. In due time, Makarenko’s principals of educational institution management were quite fully developed and applied not only to the sphere of an ordinary soviet secondary school focused on subject teaching but also in 1980s to the management of a soviet building company by Serikov. The latter was a unique democratic system of self-management of a company based on a team contract.

What makes it possible to transfer or shift Makarenko’s methodology of educational institution management to methodology of company management and practically to any other sphere of social life? The answer is in the specific features of his educational institution. The fact is that it was not just a “school” but “a productive commune which has to grow rich” (as Makarenko puts it) connected directly to the life of the surrounding society and the whole country. His commune had a factory based on innovative technologies and the life of the institution was focused on the aims of its effectiveness, profit and development as well on the personal developments (“vospitanie”) of the youngsters. The goals of this commune are multifold. They include general secondary education, primary or secondary vocational education, preparation to continue the education at the university after the graduation. Different students graduated with different background some were ready to enter a university, others had only a vocational training and experience in particular job. The basic principle of Makarenko is in the relevance of each aspect of the life of his institution and students to the life in broaden social and economic sense of the community, society and country in general.

2.2. The Concept of Change in Collaborative Management Methodology

The central concept of the collaborative management methodology according to Adizes (1993; 1996; 2009) and Makarenko (2007) is change. Both Makarenko and Adizes see the essence of a group (institution, company) life in development, motion, change, problem solution. The development is a norm, while stability means a pause in development, a way to death, deviation from a norm.

Adizes has developed a theory about how to lead change for exceptional results without destructive conflict. He explains change as a situation when something significantly new has happened. Conflict is considered to be necessary and even desired in any organization as it is the stimuli of development. The task is to convert conflict from being destructive to constructive.

Opposite to the traditional attitudes approaching conflict as negative Makarenko also admits that he likes conflicts as they make the life of a company or an institution meaningful and let it go on.

Adizes (1980; 2005) goes further and develops in detail the problem of making and implementing the managerial decisions in the situations of uncertainty which are typical of change.

2.3. The Integration of Dictatorship and Democracy in Collaborative Management

It seems reasonable to pay attention to the primary methodological argument in Makarenko's system of management revealed and based by Frolov (Ilaltdinova et al., 2014). It consists in the unity of administrative management and self-government in one complex system. Speeches, persuasions, discussions on the one side and "strict order, exact commands and fast actions" on the other. The experience of mastering and developing of Makarenko's legacy in USSR and Russia demonstrates us that due to the shown integration there are difficulties in perception, understanding and realization of that system. In history there may be found negative examples of exaggerating the role of either administrative management or self-management.

In his turn Adizes (1999c; 2004a; 2004b) in his new methodology of management focuses attention on the same idea of integration of dictatorship and democracy. This integration is viewed from the point of philosophical dualism. Democratic forms in management, as proved by Adizes, serve for elaboration of strategic decisions build up on consolidation of governing foundations and their subordinates. Wide usage of conference is observed here for making decisions on basis of specialist's opinions. It is suggested that everybody has an opportunity to speak out and make others believe in the rightness of one's variant of solving the problem. Adizes thinks that the dictate is optimal while putting into life widely discussed and already accepted decisions.

This double system of management ensures its effectiveness that is a vitality of the whole managed organism. By the way, a group (or collective) is also regarded as an alive organism according to the pedagogical conception by Makarenko, who distinguished

stages and conditions of development and "death" of a group when it stops in its development.

Moreover the double system by Adizes in company and group management and the problem of keeping balance of its two components as a processual management characteristic is correlated with Makarenko's ideas about "parallelism" and the way he states and solves the problem of "limit" in organization of group vital activity being the basis of upbringing. The idea of integrity is the basis of Makarenko's education system, as the main unique specific feature of Makarenko's pedagogics.

Adizes considers the variant of combination of the two opposite principles (dictatorship and democracy) to be in a commanding approach to management. He tells about a complementary team of managers realizing authoritarian and democratic models of interaction. Adizes supposes an assembly of experts to be means of optimal problem solution search. He underlines the importance of staff meetings to discuss the problems of the company life and development. He gives the examples when the question of top-managers' purchases.

In its turn general assemblies of the whole group are held daily in Makarenko's establishments. Every member of the group is not only informed about received management solutions but also has an opportunity to influence them, or share doubts and thoughts within the limit regulations of assembly work. The management system of Makarenko's establishment is remarkable for a complex authorities system. The supreme management body is the general assembly, not an establishment manager. Executive management bodies, which are the council of commanders and a responsible establishment officer (e.g., a pair-a young inexperienced teacher and a senior pupil), perform the same function as a complementary team as Adizes has. In the same way Makarenko solves the problem of a teaching staff structure in the aspect of establishment group unity (teachers and pupils) in his work "Duration of a pedagogical group, initiative and responsibility in a united domestic labor group of teachers and pupils."

Speaking about the processes of decision making and its implementation, about features of idea generation and implementation Adizes clearly sees that edge of consciousness or understanding and built behavior models, which Makarenko calls "a gap," which is to be filled with person's experience. A good decision does not guarantee its implementation. Idea formation and idea implementation are under the influence of various different factors. Both Makarenko and Adizes work out a complex of measures ensuring implementation of decisions accepted as a result of general discussion by company or institution members, e.g., ensuring effectiveness of implementation activity in a clearly organized administrative management. Makarenko shows this duality perfectly in the episode "Conquest of Kuryazh" in his "The Road to Life."

2.4. The Concept of Trust and Respect in Collaborative Management

Succession of Makarenko's humanistic ideas based on optimistic approach to any personality we see in such concepts developed by

Adizes (1993) as mutual trust and respect. He raises the problems of forming and saving trust, tackles on the role of salary not in the plane of awards and encouragement but in the plane of staff motivation and demotivation.

Mutual trust and respect mean that people accept each other as they are. The constructive feedback is given that can help the other person grow, but do it without criticism, without trying to control the behavior of the other person. Such approach presupposes the idea of sharing responsibilities. Each person takes responsibility for his or her behavior doing his best to improve himself, not the other thus improving the situation around.

Makarenko's experience has let him formulate the principle of respect and demand. It says that the more we respect a person the more we could make demands or introduce requirements to him or her. This principle puts together three concepts-mutual trust, respect and responsibilities.

The idea of teaching a group (company) members administrative skills of making and implementing decisions and having responsibility is laid in the methodology of management of Makarenko and Adizes. A good leader doesn't give solutions of the problem, with which a subordinate comes to them. An effective leader approves or not of that problem solution, which is offered by a subordinate. This is a pledge of the fact that responsibility for realization of their own decision and initiative in performance of set goals will be high. Makarenko compliments this idea with the demand of forming not only commanding but also subordinating skills. This is explained by the fact that for every member of a group Makarenko sets a goal of forming leadership qualities, abilities to manage and take responsibility. Meanwhile Adizes speaks only about managers of different levels.

Raising the problem of a leader, Adizes underlines their ability not to be afraid of listening to others, looking at their eyes, talking to them. Leader's ability to convince, not only to give orders, is observed separately. We know that Makarenko, being a leader, purposely went for activation of discussions during general assemblies, setting questions for a discussion, sometimes provoking a group and an assembly to discussion of different issues. His experience as a leader of an educational institution gives an example of optimal combination of democratic and dictator forms of management.

Makarenko's ideas in the aspect of an educational institution management have not been put into life up to now. It can be explained by a great number of factors. The main of them is that the direction of school progress, which is sequentially developed by soviet and modern pedagogics, concentrates on subject teaching only. While Makarenko's institutions did not only teach subjects successfully, but also gave his students real life experience, taught them to be happy, strong-willed, responsible (in this aspect of interpretation it has much in common with a successful developing business company). "A school of teaching and learning" turns Makarenko's ideas into simulations, e.g., self-government at school is realized as a game, but not as a real life need, as well as education and socialization, deprived of a specific productive

activity basis does not bring planned and expected results in developing social and emotional skills of youngsters.

School mini technological park as an innovational form of child-adult production organization (developing with great difficulties in Russia nowadays) has a potential for "dual" management system implementation. Except for other pedagogical results it can become a real school of managers, built according to Makarenko and Adizes. The key idea of joining of democratic and dictatorship components in management and variants of its implementation, worked out in detail by Makarenko and Adizes, may become a reference point for the improvement of separate systems of various social institution management.

2.5. The Stages of Organization Development in Collaborative Management Methodology

A very interesting aspect for comparative analysis is that of the identifying and describing stages of the development of an organization. Makarenko speaks about the process of an educational institution development, which is described as a collective. Some researchers of his legacy call them the laws of life of a collective. Makarenko singles out three stages according to the way the requirements are imposed to a personality, according to the character (external or internal) of a stimulus of a personality to live and develop in the framework of organization purposes and values. At the first stage a leader (teacher) imposes requirements on the members of a collective (students). He or she works to find those who can and will share the values and accept the goals of the leader, of the collective development. At the second stage this group of collective members imposes requirements and works to involve the rest of the collective members (or as many of them as possible) in the activities of institution management and development. At the third stage each person imposes requirements himself or herself. The concepts of self-management, self-education, self-development, the personal and collective responsibilities are dominating.

Adizes (1999a) calls it "Organizational Lifecycle" of a company. He describes the process as organizations go through as they grow, age and die.

Makarenko approaches this process with an optimistic hypothesis. He proves by his experience that if the institution does not stop in its development, if the goals of personal development are taken into consideration while making the economic decisions, the collective (institution, company) will not stop in its development and consequently will not die.

The mechanism of development is shown by Makarenko in the way the goals are set. The goal are of three different prospects of happiness and joy: Near-term outlook, short-term outlook and long-term outlook. The system of the three-fold goals helps to keep stable development.

3. CONCLUSION

The comparative analysis of the main principles of collaborative management methodology by Makarenko and Adizes let us

single out the following. Firstly, the methodology focuses on the concept of development and change which are considered to be a norm of life of a company or an institution. Consequently a conflict of a constructive type is treated as its driving force. The absence of conflicts signals that a company is in the threat of the pause in the development which means its “death” as Makarenko puts it. Secondly, the complexity of the managerial process is emphasized. On the one hand, it is presented as a complex system of administration and self-government of company members at different stages of processing a decision (ex., discussion and implementation). On the other hand, its complexity requires team management. Makarenko speaks about a group or team including people of different ages, characters, experience who perform different functions helping each other to achieve goals. Adizes develops his idea of creating a complementary team as management is too complicated for any single individual to perform alone. He proves the existence of particular managing styles that form a complementary team. Thirdly, they both see humanistic base of the effective management in creating the atmosphere of mutual trust, respect and responsibilities. And finally, there is a difference in interpretation of organizational lifecycle of a company in optimistic and pessimistic approaches.

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