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**Problems of forming the creative managerial competence of the head of an educational institution in the context of the transformation process**

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**Abstract.** *The article solves the extremely urgent problem of transformation of traditional forms of management activity in an educational institution into a competence-based construct based on the theory of creativity. The content analysis of the world scientific literature on the relevance and importance of the creative competence of the head of the educational institution was carried out. The authors prove that the formation of a creative leader in education ensures the competitiveness and effectiveness of educational.*

**Keywords:** *educational organizations, creative management; creative management competence; transformation process.*

**Transformational processes in education play the role of one of the key factors in socio-economic development and in addressing global challenges of national economies.** Accordingly, a new ideology and practice are being formed for the operation of educational institutions as functioning socio-pedagogical systems that are in constant motion and development. This emphasizes the importance of researching the specific features of current trends in transforming the management model of educational institutions in order to ensure openness, democracy, and equality among all stakeholders. The current focus is on implementing a transformed model of functioning for the education system as a whole, and its managerial component in particular.

Modern conceptual approaches to educational modernization are united by their orientation toward realizing a **humanistic paradigm of education**, a concept strongly emphasized in the United Nations Development Programme (UNDP) Human Development Report "*Uncertain Times, Unsettled Lives: Shaping our Future in a Transforming World*" (September 2022), which declares the primary role of "innovation in responding to potential future challenges." The document also stresses

the need to find “a new direction to emerge from today’s global uncertainty... We have a narrow window of opportunity to reset our systems...” [7]. These factors underscore the necessity of changing worldviews, behavior patterns, sectoral educational policies, and the transformation of modern education management within the context of **creativistics theory**.

It is important to note that management activities in the global practice of educational institutions have traditionally been perceived, often in a simplified way, as activities focused on planning, organizing, and control. However, over the past decade, there has been a steady trend toward an increasing scale and share of **creative organizational and managerial decisions** in the overall scope of educational management. This indicates a growing awareness that leveraging the potential of management can generate significant results at relatively low cost.

American economist and sociologist **Richard Florida** rightly states that under current socio-economic conditions, creativity is a large-scale and continuous practice that constantly modifies and improves all possible products, processes, and operations [4]. Consequently, reflections on the prospects of sustainable development and a civilized technological future lead to the conclusion that these goals directly depend on a clear understanding and definition of creative approaches to the educational process in general and to education management in particular.

At the same time, the development of **creative management strategies** in educational institutions remains a rather debatable issue. This is due to the ambiguous interpretation of the concepts of “creativity” and “creative management,” as well as the lack of clear methodological approaches to their implementation and effectiveness assessment.

It must be stated that the prerequisites for the success of transformational processes are factors and phenomena that extend far beyond the current horizons. First and foremost, **content analysis of global scientific literature** [2, pp. 157–183; 3; 5; 8; 12, pp. 1179–1200] confirms a new logic of modality in the 21st century, which is transforming the **management matrix in education** into contexts of creative management. In this regard, the most urgent task today is the **conceptualization** of the transformation of management activities in educational institutions based on the worldview principles of creativity.

A creative approach to organizational issues today means creating conditions that ensure a continuous flow of innovative ideas. According to conclusions by **E. Ward**, a professor at an American university [12, pp. 1179–1200], the ability to generate new knowledge is innate to humans and represents one of the most remarkable aspects of human cognition. Researchers **B. Hennessey** and **T. Amabile** argue that creativity and its achievements have advanced human culture globally across various fields: science, technology, philosophy, the arts, and the humanities. In their view, creativity is more than just the generation of random ideas - it should be seen as a tangible **competency**

based on knowledge and practice, helping people achieve better results, often in limited or challenging conditions [6, pp. 569–598]. **Lucas B.** and **Spencer E.** emphasize that, like any other ability, **creative thinking** can be cultivated through practical and purposeful application [9].

The **Componential Theory of Creativity**, developed by a group of authors [1; 2; 9], describes creativity as a **multidimensional phenomenon** and outlines four essential components for producing creative work: domain-relevant skills, creativity-relevant processes, task motivation, and a supportive environment. Equally compelling is the **Investment Theory of Creativity** by **R. Sternberg** and **T. Lubart** [10, pp. 3–12; 11], which proposes that creativity requires six interrelated resources: intellectual abilities (such as synthetic and analytical skills); domain knowledge; distinct “thinking styles” (e.g., preference for novel approaches); motivation; specific personality traits; and an environment that supports and rewards creative ideas.

**Particular attention should be given to the research of M. Csikszentmihalyi** [3], which remains one of the most in-depth works dedicated to the phenomenon of creativity. The scholar outlines the essence of the creative process and the reasons for its necessity. In the context of shaping a **strategy for creative managerial competence**, Csikszentmihalyi emphasizes specific characteristics of the functioning of the educational sector, in particular: high sensitivity to changes in the external environment, dynamism, the impracticality of applying long-term (“far-sighted”) strategies in their pure form, insufficient informational support for using traditional Western models and matrix-based strategic planning methods, and unexpected shifts in the external environment.

At the same time, it should be noted that the **theory of creative managerial activity** and the analysis of its components have not yet received sufficient application in the education sector due to several reasons: 1) the lack of skills and experience in creative management among educational institution leaders; 2) the imperfection of management methods and tools; 3) the absence of unified approaches to creative management within educational organizations.

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