
International Conference « Global interferences of knowledge society »,
November 16-17th, 2018, Targoviste, Romania

Global Interferences of Knowledge Society

Management of Institutional Development Project

Georgiana Florența ONIȘORU, Daniela DRAGOMIR,
Mariana LEAFU

<https://doi.org/10.18662/lumproc.133>

How to cite: Onisoru, G.F., Dragomir, D., & Leafu, M. (2019). Management of Institutional Development Project. In M. Negreponi Delivanis (ed.), *International Conference «Global interferences of knowledge society», November 16-17th, 2018, Targoviste, Romania* (pp. 161-167). Iasi, Romania: LUMEN Proceedings. <https://doi.org/10.18662/lumproc.133>



International Conference « Global interferences of knowledge society », November 16-17th, 2018, Targoviste, Romania

Management of Institutional Development Project

Georgiana Florența ONIȘORU^{1*}, Daniela DRAGOMIR²,
Mariana LEAFU³

Abstract

Today, management is primarily designed and practiced as an organization of change and innovation, efficiency, and even quality and excellence. This diversification implies not only managerial professionalization, but also effective leadership tools. Such an instrument for educational institutions is the Institutional Development Project. The Institutional Development Project focuses on the functional areas of management (curriculum, human resources, material and financial resources, community and partnership relationships) and projects future work on the basis of clear milestones, objectives that can be measured, measured. These come from the reality found at the level of the unit, capitalize on human resources, respond to the interests of training, education, training of the becoming personalities. The advantage of the institutional project is to identify the organization's core issues that are important to its development policy. The identity of the project is generated by careful analysis of the institution's own problems and the specific solutions adopted to solve them.

Keywords: *management; project; education; strategy; development.*

¹ National College of Music George Enescu – Bucharest, Romania & Valahia University of Târgoviște, Romania, gonisoru@gmail.com

² Secondary School Heliade Radulescu Bucharest, Romania & Valahia University of Târgoviște, Romania, daniela.dragomir72@yahoo.com

³ Kindergarden 16 Targoviste, Romania & Valahia University of Târgoviște, Romania, marianajoita123@yahoo.com

<https://doi.org/10.18662/lumproc.133>

Corresponding Author: Georgiana Florenta Onisoru, gonisoru@gmail.com

Selection and peer-review under responsibility of the Organizing Committee of the conference



This is an Open Access article distributed under the terms of the Creative Commons Attribution-Noncommercial 4.0 Unported License, permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited

1. Introduction

„Management is at the same time a set of theoretical disciplines, principles, scientific methods, methods and techniques that concern the management, administration and organization of institutions as well as the art of making people work productively and efficiently, to communicate, to listen in either their quality as members of the organization, either as clients, beneficiaries, suppliers” [1].

The management of school organizations involves a specific managerial activity outlining two fields of action:

1. *Internal field* - coordination of management activities, organization, planning, decisions, financial management, personnel development.

2. *External field* - school partnerships with local authorities, economic agents, parents' community, non-governmental organizations, etc.

Today, management is primarily designed and practiced as an organization of change and innovation, efficiency, and even quality and excellence.

This diversification implies not only managerial professionalization, but also effective leadership tools. Such an instrument for educational institutions is the Institutional Development Project.

2. Project Management

Several types of projects have been developed in the educational field, and as a synthesis E. Paun sets the following typology [2]:

- Educational project centred on an ensemble of general values that configures the essential orientations of education.
- Pedagogical project, configures and anticipates the development of educational activities.
- Institutional project, focused on the change, innovation and development of the school institution, both structural and functional.

The institutional development project is the most appropriate tool available to the director to implement a policy for the development of the school institution in the perspective of decentralization. It is legitimated by its ability to take into account the complexity, diversity and amplitude of activities in a school, the ability to explore and use judiciously all existing resources (material and human) to achieve the proposed objectives. A project is only justified if it contributes to identifying and solving the problems involved in institutional change and development. “The advantage

of the institutional project is to identify the organization's core issues that are important to its development policy.”[3].

The identity of the project is generated by careful analysis of the institution's own problems and the specific solutions adopted to solve them. A project of complex institutional development that produces certain changes, to achieve a development of the organization under uncertainty, involves a team effort, which at the same time contributes to the professionalization and progress of the different participants. A good project mobilizes the team's energies to achieve clear goals, presents simple procedures that provide a demonstration field for the capabilities of all members of the organization.

3. Research Questions/Aims of the research

The institutional development project is the way to implement strategic management at the organization level by formulating and implementing a set of decisions and actions designed to achieve the organization's objectives.

The elaboration of a project implies an approach whose success is conditioned by the observance of certain phases or stages in both pre-school and gymnasium or collegial education:

1. Diagnosis of the organization's internal and external environment (SWOT analysis)
2. Elaborating the strategy,
3. Implementation of strategy through operational programs and plans.

Next we propose to analyze the structure and content of two institutional development projects in pre-university education:

- Kindergarten with Extended Program and
- Secondary school.

Relating a good project involves specific management and management. “The design of the project implies the existence of a team that coordinates the overall design of the project and which negotiates permanently for each component” [4].

Efficient management involves decision-making and team involvement in this activity, rewarding the members of the organization, recognizing and encouraging their positive resources, highlighting the success and contribution of each and ensuring an optimal climate for the conduct of all learning activities. Throughout the development of the project, the director plays a key role as an animator of the team, with the

intention of increasing the interest and motivation of the project's actors, especially the external partners of the institution.

It is admitted that the head of a kindergarten will be able to develop an institutional development project for a gymnasium and vice versa with the necessary knowledge and skills but will encounter difficulties in implementing it if he / she does not know the culture of the organization, a necessary prerequisite for the elaboration and management of any project, which must identify some basic values able to mobilize the school and local community in order to achieve the project.

4. Research Methods

“The method of research used is transversal, the method of observation, and for analysis and interpretation we have focused on the comparison method” [5].

Thus, we intend to observe and analyze the structure and content of two institutional development projects in pre-university education developed for the period 2016-2020.

The managers of both institutions provided the design documents, the operational plan for the current school year, and the procedures used for the internal evaluation of the institution.

The research was based on the institutional development projects of two educational organizations: a kindergarten from Targoviste and a gymnasium school from Bucharest, both of which are in pre-university education.

By the method of comparative analysis we have followed the structure of the project in both situations; our goal was to find out whether a kindergarten manager can write a school project and vice versa.

5. Findings

The methods used have highlighted the fact that the Institutional Development Project is the programmatic document by establishing the development strategy of the education-providing organization for a period of 4 years and is the concrete expression of the balance between regulations and initiatives, prefiguring the organization's major progress.

The Institutional Development Project focuses on the functional areas of management (curriculum, human resources, material and financial resources, community and partnership relationships) and projects future

work on the basis of clear milestones, objectives that can be measured, measured. These come from the reality found at the level of the unit, capitalize on human resources, respond to the interests of training, education, training of the becoming personalities.

PDI is based on the diagnosis and analysis of socio-economic conditions, local and regional education needs, predictable developments in the short and medium term, based on discussions with parents and representatives of the local community.

5.1. The structure of the institutional development project

- Diagnosis
 - Needs analysis
 - SWOT analysis
 - Vision and mission of the school
- Strategies
 - Strategic targets
 - Strategic options / objectives
 - Strategic resources
 - Strategic options
- Implementing pdi
 - Actions/evaluation
- Feasibility study
- Impact and expected results

At first glance of the two projects, by comparison, the first difference is found regarding the analysis of the political, economic, social, technological and ecological context. PEST (E) analysis, analysis found in the kindergarten project, but lacking in the school project. This analysis helps identify long-term influences on the institution, and thus guiding the vision, setting and accomplishing the mission. The second difference consists of the last two components of the project:

- Feasibility study and
- Impact and expected results,

components that are found in the project of the gymnasium school, but which are missing from the kindergarten. These components prove to be effective because each of them is an essential contribution. Thus, feasibility provides the opportunity to carry out an open study allowing the project to intervene whenever it is needed. With regard to the expected impact and outcomes, a prediction of the actions for the operational programs and the results obtained from the medium and long-term objectives may be outlined.

5.2. SWOT analysis

The development of the institutional development project reveals an essential component without which it could not lead to development / change in the institution's management, the SWOT analysis.

SWOT analysis is a great way to assess the overall state of an organization so that it is possible to make the right decision on the best development strategy, to develop a development plan that takes into account the strengths of to eliminate weaknesses, to exploit effectively the opportunities and to counteract possible threats.

In the case of educational organizations, an analysis of this kind is found in the table below.

Table 1.SWOT analysis

SWOT analysis	Kindergardennursery	school
Curricular development	X	X
HR	X	X
Material and financial resources	X	X
Community and partnership resources	X	X
Educational marketing	-	X

The analysis captures the identification of needs and weaknesses and capitalizing on the opportunities in order to obtain the most conclusive data on the basis of which the organizational development strategy will be elaborated.

6. Discussions

Going through all stages in the development and implementation of the strategy requires time and involvement of all members of an organization and their motivation and accountability. It is noted that rigorous design, in detail, contributes to the organization's development, solving the needs of the internal and external environment and the organization's ability to perform.

The institutional project addresses educational policy transposed into operational programs and plans that are important milestones in the organization's development so that the mission is accomplished. It highlights the role of the project in optimizing and developing the educational and curricular offer of the organization, as well as the anticipatory character of the expected results.

7. Conclusions

The institutional development project is centred on key organization issues and is defining for development policy. We noticed that initiating, conceiving, proposing, implementing, running, and finalizing a project follows a series of precise steps that can be conceived in the form of a general paradigm.

Either institutional projects for the kindergarten or for school, ultimately they involve going through stages that do not differ greatly. The same tools are used, the same managerial approach is required.

References

- [1] Tudorică R. Managementul educației în context European. Bucharest: Meronia; 2007. 360 p.
- [2] Păun E. Școala abordare sociopedagogică. Iași: Polirom; 1999. 176 p.
- [3] Anghelache V. Managementul schimbării educaționale. Iași: Institutul European; 2012. 282 p.
- [4] Gherghuț A, Ceobanu C. Elaborarea și managementul proiectelor în serviciile educaționale. Iași: Polirom; 2009. 248 p.
- [5] Nicolescu O, Verboncu I. Fundamentele managementului organizației. București: Editura Universitară București; 2008. 360 p.