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The Role of the Manager versus the Leader in Education

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Abstract

In the school education institutions each manager/leader addresses its own style to apply in professional activity, and it may be the key to the success of the organization which he runs.

According to the detailed knowledge of the legislation, problems of each sector of activity, paired with personal attention to all the problems of the members of the organization, demonstrating that the “cares about them”, but also to create an environment inside the organization, can stimulate and motivate your entire organization toward achieving the target and the proposed objectives and even to obtain performance.

The success within the organization may be determined by the way in which the manager is involved, and act according to the decisions which it takes in certain key moments.

Keywords:

Organization; leaders; stakeholders; managers; success.

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Introduction

School is the organization that plays a leading role in people's lives, being the institution in which the learning process takes place, in which learning is taught and in which learning is communicated, thus exposing the acquired knowledge [2].

In order for this to be a successful organization, the manager is the key to the institution, his/her role being very important in achieving the proposed goals and achieving the objectives, leading to the achievement of beneficiaries' performance [1].

If, in a particular conjecture, the leader's personality forms a harmonious whole with those around him, it is the proof of the perfect combination to reach the culmination of success.

Success or failure in a school organization is generally due to people, how they are involved in achieving goals and achieving the goals proposed by the organization, by fulfilling with conscientiousness and responsibility the job duties in the job description [7].

In order for the people's involvement to correspond to the real needs of the school organization, we need to have people capable of triggering the creative energies of the organization, to coagulate the critical mass for the efforts made to generate the predicted effects [4].

Specialist studies have highlighted a major problem in the functionality of school organizations, namely how leadership is manifested in which leaders of different groups act within and outside the organization [3].

It has come to the conclusion that a determinant factor in the viability and competitive development of a school organization is leadership and leaders' ability to build a strong organizational culture based on clear, performance-oriented values [6].

In view of the major changes in the human resource, namely: rapid increase in staff training, increased intellectual work, high geographical mobility, reduction of working week and daily work schedule, increased use of information technology in the implementation of tasks, flexible work programs and remote work, the crystallization of knowledge-based organization and management will require new approaches based on a complex approach of all the resource classes available to a school organization and the correlation of the internal environment with the external one of the organization [9].

In this dynamic context, modern leaders will be manifested, with many paradigm shifts. These leaders are expected to make an extraordinary

use of the human potential of school organizations so as to support economic and social growth, technology development and satisfaction of beneficiaries, major cultural development and integration.

Leaders bring new enthusiasm within the organization, namely empathy, a very important thing. It turned out that successful leaders have special personal qualities, for example: ability to adapt in various situations, mindful of the social environment, have a spirit of collaboration and goal-oriented, insistent, determined, have energy, ambition, safety, stubbornness, trust in itself, willingness to take responsibility and resistance to stress, but also a series of skills such as intelligence, organizational capacity, innovation and conviction, diplomacy, social skills, are good orators [8].

The different thoughts and perceptions of leaders will cause them to explore and design new ways of interacting with their supporters. Their involvement transmits and instills values, making large-scale use of symbols to convey their messages.

Very important is the vision that they manage to build, a vision in which most of the supporters will find themselves. The predominantly informal approach to stakeholder relations, of course, has both advantages and disadvantages.

Unlike managers who can resort to a variety of formal mechanisms that are widely known and accepted, leaders are forced to innovate to achieve the desired results.

The efforts they make are greater, because they have to get the necessary recognition and, over time, they will have to be able to maintain it and even develop it. Clarification of values is an important step in the evolution of a person's leadership.

Leaders' values will come into contact and experience a metamorphosis over time so that we finally have a combination of the leaders' initial values with those of its collaborators [8].

In a school organization, managers are generally concerned with building systems, designing and using levers to support them in increasing productivity, achieving most formal performance.

Performances are established by formal elements, starting from strategies developed and continuing with different organizational documents (organization and functioning regulations, internal regulations, job descriptions, etc.), specifying the decision and action limits for each member of the organization [9].

Within the decision-making educational organization, there is a choice of several possible alternatives, with the manager deciding on the

modalities of practical action designed to achieve the intended objectives when triggering these actions. Efficient managers will always want to compare actual results with those predicted to see if the issues have been really solved.

The evaluation stage has a special, retrospective, but especially prospective, role in that it draws conclusions for the future, for a new cycle of the managerial process, a cycle that must be carried out at a higher quality level [5].

The information gathered, processed and incorporated into the decision, must offer the possibility of continuously testing the degree of closeness between the expected effect (by implementing the decision) and reality. Evaluation allows managers to learn from experience, thus increasing their ability to take and implement effective decisions.

The focus on evaluation allows problem solving to become a dynamic and continually improved activity. Each decision-maker builds a feed-back system containing state-of-the-art information and implementation that underpin her adoption. On the basis of this system, the decision-maker can correct the decision-making action, or it may return to the decision-making process itself, which will have a powerful, positive effect on the performance and efficiency of the managerial process [5].

There are voices that argue that last century was management, focused on stability and the perpetuation of organizational bureaucracy, and that it belongs to leadership, oriented more towards change. A major difference is that managers have a more detailed approach, focused on organizational components, of processes, while leaders are focused on the whole.

Managers are also adept at stability, evolutionary, gradual changes, while leaders often involve major changes in organization. Managers achieve results in linearity periods when bureaucratic mechanisms work and the organization is not experiencing shocks. Leaders are involved in difficult moments during the difficult times for the organization, where they feel the need for quick decisions and the building of an attractive vision of the future of the organization. Vision is a major feature of authentic leadership, combining professional and personal approaches, building together with those around them a stimulating environment for all stakeholders in the organization.

1. The roles of the manager / leader within the organization

In the case of school managers, their role is the expectations of the other members of the organization (the education system or sub-system) towards them. These expectations relate in particular to the degree of concordance between the activity of the school managers and their functional attributions stipulated by normative acts, the results achieved by the organizations and the projected ones [8].

The school manager fulfills a set of roles in the exercise of his / her functions, including:

- a state representative (in the case of public schools), where he is mandated to enforce the country's laws and other school policy regulations within the institution it leads. This responsibility also lies with the manager in the case of private education, and he / she will also have to take into account the requirements of the organization or institution that organizes and finances the school.

- representative of the educational community of the educational institution that he / she is leading, in the relations with his / her external environment (local and hierarchical schools, other institutions and individuals or legal entities, students' families, etc.).

- Chairman of the Teaching Council and of the Administration Board of the educational institution.

- Authorizing officer and manager of the unit's wealth.

- Decedent.

- Organizer of the educational space, staff and school activity.

- A mediator between the members of their educational and counseling community.

- Evaluator of the work of the staff and of the results obtained by the pupils.

- Member of the educational and local community.

- Citizen.

According to these roles, the school manager needs certain competences, to which certain capacities correspond. In the present case we can speak of a strictly regulated decision-making power through normative acts, as well as professional competence regarding the knowledge and skills required for the exercise of certain management functions.

A school manager must have the following skills and capabilities:

- Legal competence, which implies the ability to know, interpret and apply general and specific legislation to the particular situations of everyday activity.

- Psycho-pedagogical and sociological competence, consisting of: the ability to know and take into account the age and individual peculiarities of all members of the educational community; the ability to direct, guide, control and evaluate the learning process; the ability to create and maintain an adequate climate.

- Economic-financial and administrative-household competence, regarding: the capacity to manage the material and financial resources of the institution; the ability to manage and manage the premises, land, furniture and equipment, etc.

- Managerial competence (general and educational), which means: the ability to set relevant goals and objectives and to establish appropriate strategies for their fulfillment; the ability to plan and schedule; the ability to assume responsibilities; the ability to (be) informed; ability to communicate and negotiate; the ability to resolve conflicts; ability to decide and resolve problems; ability to evaluate.

- Cultural competence, concretized in the ability to permanently expand its culture and knowledge horizon, to use, in the exercise of its managerial attributions, accumulated knowledge from the field of general culture as a prerequisite for increasing the efficiency of the management acts.

- Social-moral competence consisting in the ability to integrate the educational community into society, as well as in its ability to be an irreproachable behavioral model.

2. What does a manager / leader say?

In the pre-university education units, managerial communication is closely linked to the functions of management, the functions of the communication itself and the organizational culture.

The goal of managerial communication is to achieve a correct, pertinent and efficient information flow on the horizontal and vertical of the organizational structure in order to achieve the strategic and operational objectives set [5].

This shows that in an organization, communication is not done at random or at will, but according to certain professional, ethical and moral norms that ensure the stability and functionality of the organization (Vagu P, Stegăroiu I, 2006) [8].

The fundamental elements of an effective managerial communication are:

- the need to know or have the professional knowledge necessary to achieve the individual objectives;

- the need to understand the purpose of individual goals or the purpose of an activity;

- the need to express opinions or value judgments and to communicate them to others.

For this reason the correctness and efficiency of the information system depends on the following characteristics of the communication:

- clear and concise wording of the messages;
- fast and undistorted transmission of messages;
- decision-making decentralization;
- high professionalism.

In view of these aspects, as well as the high share of activities dedicated to communication by the manager, managerial communication fulfills the following communication roles:

- interpersonal, characterizing the manager's ability to organize, coordinate, influence and represent an organizational structure;

- information, namely the ability of the manager to collect, process, synthesize, monitor and transmit functional information both inside and outside the organization;

- decision making, highlighting the manager's ability to quickly and effectively resolve certain malfunctions, as well as diplomatic conflict management skills.

Nowadays, the actual, concrete and effective daily activity of a professional manager, taking into account the hierarchical weight, can be found in: oral and written communication, managerial strategies, representation (internal and external), human resource management (motivation, engagement, encouragement, counseling, conflict management, etc.)

An educational manager communicates orally and in writing most of his time in order to fulfill his interpersonal, informational and decision-making roles [8].

Communication in leadership is used to: send orders; problem solving; adoption and transmission of decisions; the evaluation of subordinates and the results of their work; rewarding or sanctioning subordinates.

In all these situations, the communication can be done individually or in group, according to the level at which it is realized, being:

- ascending (with bosses);
- descending (with subordinates);
- horizontally (with collaborators);

- diagonal (with people in other compartments).

The manager will be successful if he / she will take into account several procedures for each type of communication, for example, in the case of the transmission of a decision, it is recommended to proceed as follows:

- welcome the subordinate with kindness;
- communicate in a neutral tone the concise and clear decision, trying to insist what he thinks and feels;
- keep a moment of silence in order to give the subordinate the opportunity to analyze the decision and its implications;
- to give him the proper explanation and to call upon his / her responsibility if the subordinate has some ambiguities or objections;
- motivate it to accept the decision and to fulfill it.

For troubleshooting calls, the manager can do the following:

- listen to the subaltern with attention and interest (receptive listening);
- Ensure that the subordinate understands what it is about, asking him to reformulate the problem with his own words and expressions, possibly further information;
- allow them time to find solutions, coming up with proposals stimulated by questions such as “what solution do you consider?” Or “what do you think?”, The subordinate being asked directly “how do you think should be done? (acted)?”;
- to reflect on the solutions proposed by the subordinate himself and to ask him questions that would allow him to fully understand the justice of these solutions;
- If the solution is good, the manager will put the subordinate in the position to trigger the action and finish it, assuring its support and willingness to redress the problem while solving it.

If the object of the communication is to evaluate the staff, the discussion will take place in the following scenario: The manager communicates to the subordinate in a neutral tone the balance of his activities, highlighting his qualities and defects, strengths and weaknesses, trying to capture what effect his sayings have on him, in order to ask for the opinion about the portrait of the evaluation in the next phase. He gives his subordinate the floor to ask questions, to express his opinion and to assume responsibility for his work and the results of this activity. The manager listens carefully and interest to the opinions of the subordinate and intervenes in turn with some remarks and suggestions when this becomes necessary [5].

He rephrases the subordinate's objections and proposals to ensure that he has correctly held them and is willing to re-discuss after a period of time during which the subordinate will seek to improve his work and results, based on the conclusions drawn from the discussion with manager and his/her recommendations.

The talks aim to admonish and / or sanction a subordinate. From all these cases of interpersonal communication, it is easy to conclude that the success of communication depends not only on the argumentation and persuasion force of the dialogue partners, but also on the manager's ability to know his subordinates.

Conclusion

THE SCHOOL MANAGER / LEADER is a whole, "three in one" = HUMAN + SPECIALIST + TEACHER - on all the activities of the school manager, structured on the three areas: educational, social and economic.

By point of view:

EDUCATIONAL:

- ensures the quality level corresponding to the didactic process;
- ensures the necessary human resources for the didactic and administrative process;
- ensures the participation and good development of all competitions in the educational field;
- correlates the educational offer with local and regional labor market requirements etc;
- represents the school unit at all levels of collaboration and partnership, including with education institutions.

SOCIAL:

- provides guidance on professional guidance;
- stimulating and attracting students to educational programs, etc .;
- attracting and involving students in social support programs;
- Local employment (employer).

ECONOMIC:

- manages financial resources;
- attracts new financial resources from extra budgetary sources;
- initiates partnerships for the development of various activities;
- researches the market regarding opportunities to correlate the educational offer with the requirements of the labor market or the economic environment.

Achieving high standards in the performance of school units implies initiating and stimulating conscious actions to make work more efficient and to develop integrated solutions that make use of the competences of the school unit and the local partners on the one hand.

The prerequisites for such an approach are to develop and run a training and managerial development pathway on which to build up a range of competences that enable it to meet professional standards by delivering managerial performance in optimal conditions.

The set of these requirements is initiated and supported by the process of decentralization of the educational system, which on the one hand offers to the school manager a number of advantages and challenges, whose proper capitalization is conditioned by the content, the quality and the consistency of the managerial act.

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