

IMPLEMENTATION OF MANAGEMENT ALTERNATIVES IN EDUCATIONAL ORGANIZATIONS - IMPACT STUDY

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Abstract: *The process of developing management skills must be addressed in a dynamic perspective, focusing on complex and practical analysis. Self-analysis and self-reflection on one's own career enables educator - managers to relate to the requirements and standards of management positions, to acknowledge the gap between personal aspirations, the level of development of their skills and training opportunities. Responsibility for professional development lies with the educator - manager, the development of their career being determined in relation to personal aspirations, focusing on what they will accomplish in the future.*

Keywords: *transversal competences, transformational management approach, organizational development project, operational leadership.*

1. The need and opportunity of management alternatives

According to the strategic guidelines for the development of managerial skills of teachers, the focus shifts from results, to the generation of new meanings and perspectives to problem-management approaches, occurring at different levels within the school, and assessment of the opportunity of constructive analysis of the development and implementation of actionable alternatives (strategies and management styles) by experimental subject groups.

The formative approach targeted the flexible approaches and interactive training processes of educators in schools in urban and rural education, in Arad, by implementing a specific methodology for the development of transversal competences and styles of transformational management approaches, drawing such complex interactions by the school. The department's priority was to improve and optimize the management practices of school organizations, exceeding the explanatory ascertaining, appreciative or critical spirit that prevails in such action. At the same time, this process of reflection and self-assessment of personal involvement and participation mechanisms, is of particular relevance for formative experiment, the results obtained in step post - test and retest.

2. Analysis of qualitative data provided by the training log and semi-structured interviews

During the formative experiment, subjects in the experimental group used a specific instrument – training journal to stimulate meta-evaluation as a means of constant reflection on the process of development of managerial styles and strategies, and their impact on a personal and organizational level. Respecting the experimental design, we conducted 12 semi-structured individual interviews (3 in each school that included the experimental sample) to find and highlight the changes in terms of styles of management approaches, as a result of the subject's participation in formative experiment, but also after the implementation of projects to improve and optimize the educational interrelation.

Qualitative analysis of information provided during the interviews by the subjects, especially those drawn from formative logs reveal important issues regarding the facing educators to new concepts and guidelines of management approach:

- Educators' reflections on previous management practices involved in conducting formative experiments of their own styles of management approach, revealed predominant focus on tasks in achieving results without obvious concerns of current theories and adapt to new realities

actionable educational alternatives. Subjects statements are inconclusive in this regard. "To me the style of management approach was a great unknown, which is part of my personality equation. An important aspect of my work consisted of the application of regulations and obtaining performance for the recognition of the school locally."(A.M)

- Regarding the strategies used to motivate and stimulate interrelation on an organizational level, many educators felt that they were not carefully designed, without being optimally integrated in the educational activity, and is often a neglected aspect. I noted the following: "An inappropriate emotional state prevents me sometimes to use a democratic style, taking authoritative decisions without communicating these intentions in advance. " (P.B)
- Another aspect mentioned by the subjects, regarding practiced management approaches, referred to inefficient management of problem situations, by delayed reactions, the delay in resolving problems and making unilateral decisions : "Because we have an overloaded curricula I became more of an administrator and less of a manager, and the problems I'm facing are becoming more complex and diverse. I often felt that I was overwhelmed and did not know how to address them effectively, so as to gain time, but to find a solution. So what was my role? "(C.M)
- Educators have noted that their initial preparation for the teaching profession has suffered in terms of management skills training, which led to an incorrect assessment of their managerial potential, by overrating or underrating themselves. In this regard they stated: "I had the tendency to overstate my abilities and managerial skills, considering them as a gift of nature, or I preferred to avoid certain situations when I considered that problems were beyond me. "(D.V)
- Through active involvement in the development of educational programs, educators have noted that they are part of a process of transformation, restructuring of the interrelationship mechanism, while acknowledging at the same time the limits of passive / avoidant managerial styles. Here's what they said, "a real danger for me is the routine that can be easily installed and the fact that I participate in such training leads me to refocus on how to address the meaning of transactional and transformational management. It is a long and difficult road, but not impossible."(A.C)
- Educators have emphasized the role of intellectual stimulation in the development of human resources in the educational organization by implementing styles of transformational management approaches. Subjects noted that transposition in various managerial roles, contributed not only to realizing the difficulties not only in addressing their situational awareness but also to the discovery and application of alternative action. These benefits were assessed as follows: "After role-play I discovered another way of effective management approach through inspirational motivation exerted on educational partners . Thus I realized how collective attention can be developed, how we can improve teamwork, reacting positively and getting involved directly in resolving educational issues. "(L.R)
- The use of strategies of qualitative and quantitative analysis of school climate within the ongoing training program was assessed as having special value for educators, facilitating their involvement in achieving institutional and individual diagnosis. The impact of formative experiment is evidenced by the following statements: "I was curious and preoccupied to apply the tools presented and developed in creative workshops, making a real team diagnostic study in a professional manner."(F.D)
- Regarding efficiency styles Peer and self management approaches it has been noted that the relevance of the criteria used , and the benefits of these procedures on motivational and emotional state : "The organization of a design contest provided an opportunity to address in a original way the development of communication and influencing relationships, developing my self-confidence, but especially my confidence in the team."(L.S)
- Educators have realized the importance of design, monitoring, evaluation and self-regulation of management practices, their options for how to deal with management is influenced by the perception of the educational environment. The need to optimize the learning environment was

another issue mentioned by the subjects: "I realized that it is very important to create an optimal climate, based on co-operation and inter-knowledge that lead to greater group cohesion." (H.M)

- The Formative Program supported the subjects in making an assessment as to the potential management objectives specific to each person, but also in estimating the difficulties in implementing styles of transactional and transformational managerial approaches. "We realized that we encountered difficulties in defining priorities and responsibilities, but also that it is important to evaluate my capabilities and managerial skills. " (A.N)
- Formative instruments designed and implemented in the creative workshop proved useful in raising awareness of the need for professional development, assessing management effectiveness evaluation sheets. "We realized as we applied these tools that they are useful in observing systematic management practices, in systematizing information and situational modeling default."(R.T)
- Teachers appreciated the restructuring of the styles of management approaches due to ownership and action by engaging in complex roles and performing different styles of management approach . In this respect we mention: " This program has facilitated training formative responsibility in each of us in order to address various situations. I discovered through role play, what strategies and management approaches are effective in such cases. " (B.R)
- Subjects mentioned in large numbers both in training diary and in individual interviews that such pedagogical research is indispensable in improving management practices. "To develop the optimum communication and influence within the school organization it is necessary to participate in such programs, which focus on addressing practically the real problems we face."(T.A)
- The training log and individual interviews provided qualitative information on the translation which subjects performed, following the formative experiment, towards a transactional and transformational management approach. Their assessments are relevant: "I learned how to improve my management approach and style and with their help how to develop cohesion within the group of students, how to effectively use information I received." (SM)" I learned how to become a good manager , and how to influence others to achieve their goals. " (C.R.)

By using various methods and instruments for data collection is a tendency to restructure styles of management approach to the whole experimental sample.

3. Analysis of data provided by the educator portfolio - manager

Educator-manager portfolio focuses a great deal of tools and products developed during the training program, both through personal effort, and especially through teamwork, and the results of their application by the school. Using this my goal was to create a complex system of information, with data and indicators which can provide a clear picture of progress every educator made in what concerns the styles of management approach, by reference to the entire educational activity. This portfolio includes the following:

- quantitative and qualitative analysis sheets of educational needs;
- checklist for situational modeling;
- sheet for peer assessment of organizational development projects;
- self assessment of management strategies and styles;
- observation protocols of how to approach management;
- project to improve and optimize the educational relations;
- training diary;
- other products and tools used during the formative experiment .

Educator - manager portfolio assessment was made based on multi-criteria - *rating scale for portfolios*, that address the following issues:

- planning and interpretation of information collected;
- management approach and original creative problem-situations;
- modeling situational relevance and timeliness;

- relevance (situational appropriateness) stimulating educational strategies;
- project feasibility (adequacy of the opportunities and resources available);
- diversity of products in the portfolio;
- projects developed scientific correctness;

Unit and consistency of materials averages were used to, based on test t for one single sample, resulting in an observed average (29) significantly higher than the theoretical average (26), which indicates interest, and effort involved educators, managers in the formative experiment to developing an original and creative manner portfolio management (table 1).

Table 1. Educator -manager variable scores portfolio - comparison between observed and theoretical average

<i>Educator -manager variable portfolio</i>	<i>Theoretical</i>	<i>Observed</i>
Minimum score	7	13
Maximum score	45	45
<i>Average</i>	26	29
<i>Average difference significance</i>	t= 6,029 relevant for p<.01	

Table 2. Variable educator - portfolio manager - descriptive statistics Variable Portfolio Management

<i>Managerial Portfolio Variable</i>	
Average	31,54
Median	31,50
Module	31
Standard deviation	8,314
Variable	76,793
Minimum	14
Maximum	45

The central tendency values are equal (31), with maximum values at the middle frequency of the data series (Table 2), so that the scores are distributed according to a regular and symmetrical curve. Regarding averaged a comparative analysis was made by reference to the following independent variables: gender investigated subjects (Table 3), the category of teachers (Table 4), and the professional development (Table 5). In relation to these criteria we find that there are significant differences between the means obtained, this being revealed additional calculations by SPSS (calculation method variance ANOVA and partial regression coefficient calculation). The variable educator -manager portfolio is therefore a very small extent predicted by variables: gender of the subject, category and level of teacher professional development.

Table 3. Differences between the means obtained by the variable – gender

	<i>Gender</i>		<i>Total</i>
	<i>Male</i>	<i>Female</i>	
<i>N</i>	80	110	190
<i>Average</i>	30,91	31,99	31,54
<i>Standard deviation</i>	7,250	9,036	8,314

Table 4. Differences between the means obtained by the variable - staff category

	<i>Staff Category</i>		<i>Total</i>
	<i>Staff with managerial</i>	<i>Staff with non - managerial positions</i>	

	<i>positions</i>		
<i>N</i>	46	144	190
<i>Average</i>	30,00	31,96	31,54
<i>Standard deviation</i>	9,073	7,972	8,314

Table 5. Differences between the averages obtained by the variable - professional development

	<i>Professional development</i>				
	<i>Debutan t</i>	<i>Tenured</i>	<i>Second level teacher</i>	<i>First level teacher</i>	<i>Total</i>
<i>N</i>	32	58	76	24	190
<i>Average</i>	30,24	33,78	30,04	32,65	31,54
<i>Standard deviation</i>	5,531	8,235	9,530	10,048	8,314

3. Conclusions

Quantitative and qualitative analysis of the products that make up the educator - manager portfolio and the tools used during the formative intervention revealed among educators in the experimental group, the tendency of restructuring management approach styles in the sense of taking responsibility, of action but also enhanced personal efforts to implement transactional and transformational management styles. Therefore the collected results in the stages of posttest and retest will be processed qualitatively and quantitatively to confirm or refute the effectiveness of formative tools used in the formative program to see if these changes occur at an individual and organizational level.

The process of developing management skills must be addressed in a dynamic perspective, focusing on complex and practical analysis. Self-analysis and self-reflection on one's own career enables educator - managers to relate to the requirements and standards of management positions, to acknowledge the gap between personal aspirations, the level of development of their skills and training opportunities. Responsibility for professional development lies with the educator - manager, the development of their career being determined in relation to personal aspirations, focusing on what they will accomplish in the future.

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