

**BABES - BOLYAI UNIVERSITY OF CLUJ-NAPOCA
FACULTY OF PSYCHOLOGY AND EDUCATIONAL SCIENCE**

DOCTORAL THESIS

ABSTRACT

DOCTORAL ADVISOR: PROFESSOR MIRON IONESCU PhD

DOCTORAL STUDENT: PETROI ANCA MANUELA

**Cluj-Napoca
2010**

**BABES - BOLYAI UNIVERSITY OF CLUJ-NAPOCA
FACULTY OF PSYCHOLOGY AND EDUCATIONAL SCIENCE**

DOCTORAL THESIS

THE MANAGERIAL STYLES OF THE TEACHER AND THE SCHOOL EDUCATIONAL ENVIRONMENT

ABSTRACT

DOCTORAL ADVISOR: PROFESSOR MIRON IONESCU PhD

DOCTORAL STUDENT: PETROI ANCA MANUELA

**Cluj-Napoca
2010**

TABLE OF CONTENT

CHAPTER I

MULTIDIMENSIONAL MANAGERIAL PROCESS APPROACH AT EDUCATIONAL INSTITUTE LEVEL

I.1. Actual perspectives in educational organization management	1
I.1.1. Educational changes in learning organisations	1
I.1.2. Learning organization – managerial action frame	7
I.1.3. Educator - manager: status, role and influention	11
I.2. Formative and pupils group leadership dynamics	15
I.2.1. Groups problem – between necessity and reality.....	15
I.2.2. Conceptualization and pupils’ group characteristics	17
I.2.3. Stages in pupils group formation and leadership	22
I.3. Hypothesis in leadership at educational group level	25
I.3.1. Leadership dymensions	25
I.3.2. Leadership exercitation modalities in pupil groups	28
I.4. Managerial styles in the educational sphaera	30
I.4.1. Managerial styles – conceptual delimitations	30
I.4.2. Objective and subjective factors in leadership styles structure	34
I.4.3. Managerial style typology	35
I.4.4. Pupils personality development stimulation under the managerial style incidence	43

CHAPTER II

MANAGERIAL STYLES AND THEIR IMPACT ON INTER-RELATION IN SCHOOL ORGANIZATION

II.1. Psihopedagogical benchmarks in educational climate analysis	50
II.1.1 Psycho-social and pedagogical particularities of the educational climate	53
II.1.2. Determinant factors in educational climate development	56
II.2. Quallitative approach of the relationship between the managerial styles and school’s climate	58
II.2.1. Psycho-pedagogical conditioning in managerial styles efficacy	59
II.2.2. Criterias in managerial style’s quallity assesment	64
II.2.3. An x-ray of the exerted managerial style dysfunctions	67

II.2.3.1. Difficulty level manifestation in pupil's group leadership	67
II.2.3.2. Disturbant effects on schools climate	73
II.2.4. Optimized directions in managerial style and school climate relationship	77
II.3. Competence and educators managerial responsibility	82
II.3.1. Educator-managers' competency profile	82
II.3.2. Continuous formative programs for teachers – alternatives in managerial competence development satisfaction needs	89
II.3.3. Qualitative managerial style and competence development project	90
II.4. THEORETICAL PART – CONCLUSIONS	98

CHAPTER III

CONSTATATIVE EXPERIMENTAL DATA REGARDING EDUCATORS' MANAGERIAL STYLES AND SCHOOL ORGANIZATION CLIMATE

III.1. Motivation in the experimental intercession	105
III.2. Experimental design	106
III. 2.1. Constatativ stage objectives	106
III.2.2. The ongoing constativ stage planning	107
III. 2.3. Subject and content cohort	108
III.2.4. Constatativ study methodology	110
III.2.4.1. „Focus-grup” type interview	110
III.2.4.2. Individual semistructured interview	113
III.2.4.3. Secondary annalysis. School annalysis data sheet	113
III.2.4.4. Questionnaire based inquiry	113
III.3. Qualitative and quantitative analysis of the experimental constativ datas	117
III.3.1. Educators opinion regarding the managerial aproaching strategies in schools organization	117
III.3.2. Students opinion regarding managerial approach quallity in school organization	123
III.3.3. Institutional analysis	127
III.3.4. Statistical data processing and pretest results interpretation	136
III.3.4.1. Educators managerial style approach identification and their prevalence in educational practice	136
III.3.4.2. Corelation analysis between the dimensions of the managerial style approach investigational questionnaire	141

III.4. CONSTATATIV/ PRETEST STAGE CONCLUSIONS	148
--	------------

CHAPTER IV

FORMATIVE EXPERIMENT – DEVELOPMENTAL STRATEGIES IN TRANZACTIONAL AND TRANSFORMATIONAL MANAGERIAL STYLE APPROACH

IV. 1. Theoretical and methodological perspectives in formative experiment	154
IV.1.1. Actual orientations in managerial style approach research	154
IV.1.2. Formative experiment – complexity and process	159
IV.2. Experiment stages	162
IV.3. Formative experiment - Goals and objectives	164
IV.4. Research hypothesis	166
IV.5. Dependent and independent variables	167
IV.6. Cohorts	169
IV. 6.1. Subjects cohort	169
IV.6.2. Content cohort	172
IV.7. Selective presentation of the methods and tools used in the formative experiment.....	179
IV.7.1. Future’s creative workshop – methodological frame in the formative experiment development	179
IV.7.2. Modeling – training method in the organizational development process design	181
IV.7.3. Role-playing – inter-relating mechanism stimulation method	183
IV.7.4. Project – improvement and optimization method in educational practice	185
IV.7.5. Valencies of the formative instruments	188
IV.8. Posttest stage	193
IV.9. Retest stage	195

CHAPTER V

STATISTICAL ANNALYSIS AND INTERPRETATION OF THE OBTAINED DATA ALONG THE FORMATIVE EXPERIMENT

V.1. Strategy efficacy and managerial styles self-evaluation data sheets processing	197
--	------------

V.2. Organizational and individual development project inter-assesment data sheets processing	205
V.3. Educators training tools annalysis and processing in elaboration and implementing of some efficient managerial approach alternatives	209
V.3.1. Experimental data regarding colective and individual development process design	209
V.3.2. Experimental data regarding operational leadership process	213
V.3.3. Experimental data regarding managerial performance assesment process	216
V.3.4. Experimental data regarding feedback processes and self- regulating managerial practice	219
V.4. Quallitative annalysis of the data provided by the formative diary and semistructurate interview	222
V.5. Educator-manager portofolio provided data annalysis	225

CHAPTER VI

POSTTEST AND RETEST PROVIDED EXPERIMENTAL DATE ANNALYSIS AND PROCESSING

VI.1. Managerial approach modalities in posttest - comparative data	228
VI.1.1. Identifying prevalent managerial style approaches in posttest	228
VI.1.2. Processing and comparative annalysis between the experimental and control group in posttest	234
VI.1.3. Mutual influence identification between different dymensions of the managerial style's approach in posttest	245
VI.1.4. Regresion annalysis - predictors for managerial style approach	253
VI.2. Managerial style approach - comparative data between pretest and posttest	257
VI.2.1. Experimental Group - comparative data between pretest and posttest	258
VI.2.2. Control Group - comparative data between pretest and posttest	268
VI.3. Formative intervention between impact and efficacy – data regarding the experimental group	278
VI.3.1. Descriptive data regarding the efficacy of the formative program in the experimental subject group	278
VI.3.2. Identifying the influencies between managerial approach and formative program impact on educators	285
VI.4. Retest results processing and analysis	297
VI.4.1. Identifying the prevalent managerial style approaches in retest	297

VI.4.2. Comparative data for the ISAM questionnaire dimensions in retest	301
VII. FINAL CONCLUSIONS	311
BIBLIOGRAPHY	326
APPENDAGE	340
Appendage 1. Focus-group interview guide	341
Appendage 2. Semistructurate interview guide	343
Appendage 3. School analysis data sheet	344
Appendage 4. Managerial style approach investigation questionnaire	348
Appendage 5. Educational needs analysis data sheets	352
Appendage 6. Situation modelling control list	353
Appendage 7. Personal and organizational development project assesment data	354
Appendage 8. Posttest questionnaire	355
Appendage 9. Educator/manager portofolio assesment grid	356

THE MANAGERIAL STYLES OF THE TEACHER AND THE SCHOOL EDUCATIONAL ENVIRONMENT

ABSTRACT

KEY WORDS: school organization, educational environment, management strategies and styles, transformational and transactional management approach, futures creative workshop, organizational development project, operational leadership, monitoring and evaluation, feed-back and selfregulation managerial practices.

The doctoral thesis entitled “**THE MANAGERIAL STYLES OF THE TEACHER AND THE SCHOOL EDUCATIONAL ENVIRONMENT**” is a result of a complex management and psychopedagogical research. Premises which led achieve the formative experiment with the theme - *Involve teachers in implementing strategies and effective management approach styles (transformational and tranzactional)*, were as follows:

- In the educational environment, the teacher and the students group must develop a new competence, focused on anticipating many changes, sometimes forecasted and wanted, sometimes random. Educator performance evaluation criteria is not limited to its ability to manage stable groups, and apparently balanced situations, but its real capacity to predict and direct transitions to the group and also the personal ones.
- The educator-manager has become a leader "transformational and transitional," able to conduct these successive reconfigurations that define the essence of the students group. In this case we speak about a *transversal competence*, whereby each member of the students group learns to predict changes and be optimally adapted to them. Student group training and leadership dynamics through the managerial styles, within the meaning of the individual and collective, personal and professional transitions, becomes a major concern for every educator. The reference frame for a *teacher-manager* is established in terms of transformational and transition project.
- The group phenomena analysis demonstrate that the transition process is universal and should be designed to allow each student to go through it effectively, directed by management styles practiced by each teacher.

The thesis is divided into seven chapters, which we're detailing below:

Chapter I - *MULTIDIMENSIONAL MANAGERIAL PROCESS APPROACH AT EDUCATIONAL INSTITUTE LEVEL* - proposes to analyze the current perspectives on change management in school organizations, called upon to identify new ways to eliminate uncertainty, to turn those involved in education in individuals optimally integrated in the social environment. We promote the idea, that adaptation to change is done gradually, requiring completion of a cycle of change, at individual and organizational level, based on the assumptions made by A. Toffler (1995, p. 42): “The only certainty is that tomorrow will surprise us all. “ and “The best way to predict the future is to invent it”.

Transforming schools in *learning organizations* represents their goal to develop. So they can go beyond the revolution, are able to find creative solutions to the problems appeared, have the ability to promote students and educators personal development, in line with the organization development. Thus, we analyzed the flexible solutions in school organizations’ management, that promote continuous learning and develop students’ potential, integrating individual learning in the organization. It is suggested that organizational learning is both a stimulus and a result of change and development from this level, that the organization "continually expanding its capacity to create its future" (D. Smetherman, 1993, p.13).

The Romanian school can’t meet these challenges through traditional management practice, reduced to administration. Both at macro and micro-management level, the educational institute has become the main lever to implement new directions for research and action, exploiting and considering the changes as educational opportunities. New perspectives in the organizational developments concerns the four basic elements:

- mission, common and specific objectives;
- internal structure, vertical and horizontal relationships;
- material resources and technology;
- social actors -members of the school.

Most researchers are promoting the idea that knowledge triangle has become innovation, education and technology and the teachers professionalization will follow the development and exercise creativity, innovation, the capacity to accept new and to promote, implementing effective management systems.

Adapting new management models to actual conditions and schools specific, in order to promote quality management and emphasizing the two dimensions of value: the manager's ability to introduce change and its capacity to stimulate competence.

Based on these findings, in subchapter *I.2. FORMATIVE AND PUPILS GROUP LEADERSHIP DYNAMICS* - it is noted that the students group becomes a major factor in shaping human personality, with a decisive role in forming the self-concept. It is in a genuine expression of personal characteristics in accordance with group norms, fully addressing the human need for acceptance and inclusion.

Students' group internal force is generated by the group of *factors: its structure, interpersonal relations size, group communication, leadership style*. All these group phenomena have a dynamizer and optimizer role of the educational process, but also on the development of each student. Their action has a spontaneous and voluntary nature, but the effects potentiation is best achieved by the educators' optimal leadership. New insights into the students' group problems have required systematic investigation of the group dynamics and processes of mutual influence between the school organization and its members. Knowing students group dynamics naturally requires to decipher the driving forces underlying the process, ie the internal contradictions of the two basic types of structures, formal and informal.

Interaction between students generate *inter-subjective relations* (communication, inter-knowledge, socio-affective or subordination, dependence), causing a lot of informal an-official structures, that operate in parallel with the formal ones.

In subchapter *I.3. HYPOTHESIS IN LEADERSHIP AT EDUCATIONAL GROUP LEVEL* - it supports the idea that innovation can't be achieved outside the leadership, obviously it depends on multiple internal and external sources. In the heart of the changing process, leadership takes different forms, trained in various ways and supplied by several formal and informal sources:

- *group phenomena*: competition, conflict, cooperation, consensus, cohesion, solidarity and subgroups;
- *collective mental structures* that influence positively or negatively not only group life but also the effectiveness of work in groups, organizations (attitudes, opinions, attitudes, prejudices, beliefs).

The leadership of students'group involves the development of human resources, continuous reporting on the life, interests, aspirations, wishes, aspirations, whether individual or group. Essential task of management is to establish its own internal environment for an effective management of individuals working in groups. This activity is a complex psychosocial phenomenon, which involves acting in such a manner of individual or collective psyche, to obtain the desired positive effects.

Subchapter I. 4. *MANAGERIAL STYLES IN THE EDUCATIONAL SPHER* - proposes a systematic analysis of managerial functions and the aims achieved by the educational process, the perspectives for developing effective management strategies, but also deficiencies registered in the system, promoting a reorientation of research on fundamental concepts in this field.

The current orientation promotes redefining notions of educational management, special emphasis being placed on addressing the managerial styles, which is covered by overcoming managerial weaknesses within school organizations. Summarizing the managerial styles of these educators conceptual approaches, by highlighting their influences to the group and the individual level, comes to support the fundamental characteristic of the school, consisting of relations and interactions field between people, centered on learning experiences, educators are called to make major changes, moving from structure competitive to structure based on teams.

Some changes in emphasis are needed, which requires a new vision of style, according to current requirements, having an important role in human activity, as a bridge between specific personality characteristics and professional performances.

This extension of the concept imposes taking into account other indicators such as: personality, behavior, attitudes, practice of successful strategy implementation, results and statements' assessment. It estimates that styles highlights the professional competences and influences their expression, being present in various social fields: literary, artistic, scientific, legal, educational, managerial. Recent developments in research and applications in management education led to two major trends shaping the conceptualization of style:

- need to overcome empirism in leading organizations, through the study of theoretical and practical type of professional managerial styles;
- emphasis on methodological competence that is developing along with situational models. Managerial style in education is expressed through the following:
 - set of knowledge which ensures the quality and accuracy of practical constructions;
 - self-control and self-recognition by the organization members;
 - ability to adapt to different situations, using appropriate methods and techniques;
 - ability to assess reality, based on information, analysis and diagnosis.

Educator's managerial style is therefore a heuristic way of higher orders, thus and so different strategies and skills are becoming characteristic of each individual structure. The educational process becomes a creative style by overcoming reflection stereotypes, through his release from captivity of mental patterns and routines pitfalls. Structuring of own management style, requires alternation between states of maximum concentration, mainly conscious and states of relaxation, in which the conscious control is lower, allowing the development of novel

associations. This crystallization process of its own style is at the intersection of skills and personality.

Management style is perceived by which it's exercised on(teachable), especially in the form of motivation and performance, in a positive or negative way. While it's emerging as a sign of pedagogical maturity, gained in the relationships field of education.

It may become an important source of school success, educational practice efficiency, being centered around some verified relationships and accepted by the partners. Iucu R. B. (2000, p. 117) considers that the educator's management style is consisted of a set of constants associated to behavior, located in the area of contact with beliefs and pedagogical beliefs that are directly perceptible. The relationship between the development of school organization / students group and practicing various management styles is a dynamic one, which is a crucial variable in positive or negative influencing in relationship, interactional - teaching plan.

In chapter II - *MANAGERIAL STYLES AND THEIR IMPACT ON INTER-RELATION IN SCHOOL ORGANIZATION* - I assumed that the two poles of the binomial education (educators-managers and students) have multiple options for action, offered by the educational climate, achieving thus a continuous exchange, with complementary functions, in the sense that teachables continuously enrich and diversify its entirety. Management process within the school organization must take into account the educational climate, being designed and manufactured, and customized differently, according to its group nature, age, team profile, particularities of its members. It will take into account the relations between students, the cooperation and competition, which will affect motivation, accepted success-failure standards, balance, expectations and aspirations.

There are several factors, such as internal and external, which are influencing differently the development of educational climate. Some of them, have a less noticeable effect, as determined by the everyday experiences of educators and students, school staff, who are faced with different situations. Another important category is the permanent acting factors and their effects on the development of educational climate are visible.

In the conducted management process in the school organization, many educators are reluctant to make an introspection, and when they do, refuse to recognize their weaknesses and professional threats. In this situation they don't want to admit their defensive structures, leadership styles practiced and some traits may negatively impact the organizations they lead. They also deny that are subjected to psychological stress, which can contribute to dysfunctional behaviors and decisions, in their and school organization detriment.

Leadership task performed in school organization was considered to be essentially natural, with leaders who are involved for the good of the organization and its evolution. Such

assessments ignore the dark side of leadership (Darth Vader look), which derives from a desire to increase and acquire power, often resulting in narcissism, deception and power abuse.

In subchapter II.2. *QUALITATIVE APPROACH OF THE RELATIONSHIP BETWEEN THE MANAGERIAL STYLES AND SCHOOL'S CLIMATE* - is focused on assessing the relationship between managerial styles and educational climate, involving a series of steps which aimed on:

- information about management activities and results obtained;
- information processing in order to select the most relevant;
- formulate judgments on the effectiveness of managerial styles practiced;
- decision making, focusing on correction, improvement and optimization of managerial styles- school climate relationship.

It is necessary that every educator-manager to determine the effectiveness of self-assessment criteria, to take in time measures which should be taken. An effective manager uses natural, human resources, time optimally, it organizes and directs staff, provides computer system and provide horizontal and vertical communication, delegating tasks, uses modern techniques of counseling and perform objective assessments. We presented a series of obstacles to effective use of managerial styles:

- educational communication blocages, which can lead to a tense organizational climate;
- emergence of unforeseen situations and problems and delay their resolution;
- simultaneous involvement that requires additional effort and can lead to fatigue;
- belief that it knows everything;
- liability is declined and the time wasted.

They can cause a failure in exercising managerial styles, which can be grouped according to their nature in the following categories:

- *objective difficulties*, independent of the educator-managers' will and desire;
- *psychological difficulties*, subjective, related to the educators' personal particularities.

Dynamic leadership and effective management of change are key conditions in an effort to achieve a high degree of social inclusion and educational effort by educator-managers, with a clear conception on educational policy. This vision is presented in the educators work, by way of their relationship with the other educational stakeholders: students, parents, local community. It is based on school values and general concern to provide students more support and more opportunities for achievement, being closely linked to the concept of sustainable development of the school, reflecting a strong commitment to improve educational standards for all students.

In subchapter II.3. *COMPETENCE AND EDUCATORS MANAGERIAL RESPONSIBILITY* – we presented and analyzed the concept of managerial competence like a dynamic structural-functional complex, consisting of:

- ***cognitive component*** (knowledge, information, data, etc.)
- ***operational components*** (action schemes, work algorithms, techniques for solving problematic situations, etc.)
- ***attitude components*** materialized in character features, behaviors and personality qualities.

The premise of ensuring quality management at the school organizational level and hence the group of students, cover the whole range of management competences, management styles and how the teacher promotes and values at the educational level, the good management practices. The transfer of these goals in current school practice, requires the managerial orientation in a priority direction, training and development of specific management styles and adapted the coordination process, monitoring and regulating such education relationships. In this major direction should be targeted initial and continuing training programs for teachers.

The complexity of management styles development process among teachers, is that they act in differentiated learning environments, but can be identified elements which intertwined and inter-influencing each other, in this case, generated by simultaneous roles, adopted by the educational subjects.

The main actions directions to optimize the continuous training process in managerial styles are following:

- awareness among educators on their previous representations, on how leadership, positive or negative emotions, that they experience through involvement in the management process;
- discovering conflict situations arising from prevailing management styles, their anchoring in concrete situations, exemplary, to be overcome and strengthen positive feelings;
- spontaneous observation of how to achieve leadership in the activities carried out in the school organization;
- theoretical delimitation of specific management concepts and their integration into the management process;
- emphasis on the effectiveness of self-assessment size on managerial styles, both at individual and organizational levels;
- meta-evaluation stimulation as a means of constant reflection on the management act;
- knowing forms, methods and techniques of effective leadership;

- systematic observation of the relationship between managerial styles and educational climate;
- development of indicators and assessment tools of their effectiveness (objectives, descriptors);
- implementation of management actions using different leadership styles;
- inter-evaluation and continuous assessment based on indicators of managerial activities.

Subchapter II.4. *THEORETICAL PART – CONCLUSIONS* - is established as a result of documentation, but also practical experience. Teachers managerial competence is appreciated as one that facilitates at the level of students- educators- parents relations, in empathic manner, development of behavior identification, belonging and socialize interaction, creating an educational behavior and social optimum. Based on these considerations, we're considering that the implementation of transactional and transformational management strategies and styles are influenced by:

- external factors that determine the formation of management style;
- internal characteristics of school organization,
- cohesion at the organizational level,
- learning situations triggering manifested management styles.

Consequently, educators and learners active and creative involvement in the interaction processes, especially their training, within the meaning of adaptation and change, become necessary conditions and prior educational aspirations achievement. The students group who're developing an effective social organization, characterized by transactional and transformational managerial styles, a division of tasks and responsibilities delegation, information systems and optimal communication, there is an adaptive advantage in organizational and social environment.

Group culture and formative processes leadership are key to the evolutionary success of each student's personality. All of these can't be reduced to a mere collection of individuals, but constitute a set of relationships and roles. It imposes students group consistency dynamics research and managerial styles at this level, through successive efforts of the educator-manager.

We're considering such a investigative step absolutely necessary, because of numerous attitude of rejection of educational changes and barriers, to implement interactive management models in educational organization. This is especially justified by the fact that the information obtained in this way will be an essential support in organizing and conducting formative intervention

Chapters III - *CONSTATATIVE EXPERIMENTAL DATA REGARDING EDUCATORS' MANAGERIAL STYLES AND SCHOOL ORGANIZATION CLIMATE* – starts from the premise that managerial styles research at school organizations level reveals the significance and multiple

dimensions of the factors involved in the management process, but also key aspects of the teaching behavior dynamics, optimize the entire institutional activities. Generally, investigative efforts have facilitated the analysis of educators managerial competences, capturing the elements of managerial skills and attitudes as a mediator between vocational aspects and those acquired in the course of training and professional development.

These pedagogical research and management approaches are always reported to the management style concept and their implication in organizational development. Naturally, we put a series of questions, which are the objective of the ascertaining approach:

- How does this important dimension contribute to understanding the dynamics of the educator training and leadership in school organization / students group?
- How does the quality of managerial styles affects the organizational environment development, individual characteristics?
- What is the actual meaning of this concept?
- How awareness of group processes determine an increase in the educational quality and managerial styles used?
- How can we stimulate students through applied management styles to be creative, while in the same time they create new groups?
- Are personality characteristics (values, needs, attitudes, behaviour) influenced by managerial styles?

Making inquiry provides the opportunity to collect data and current informations, revealing the personal opinions of educators, educational needs, interests, motivations, desires and their aspirations. To provide the process a projective dimension, theoretical experiences were correlated with the practical once, the presented concepts making references to various educators managerial profiles. There were made a series of steps aimed on:

- information about management practices and obtained results;
- information processing in order to select the most relevant feedback formulation on the effectiveness of practiced managerial styles;
- decision making end with managerial styles correction, improvement and optimization.

This approach that we proposed is addressed to the relationship between managerial styles and school organization climate, opens the possibility of understanding the subtle mechanisms of process management, using analytical methods and formative intervention strategies, showing that they are a valuable land on which each school organization can exploit to increase its efficiency.

Targeted reality is a processual one, the researcher capturing the actors meanings, seeking instead a continuous facts surprise, phenomena and school interactions. Some of the obtained data are deep, complex, rich, and can be presented in an attractive and metaphorical language.

The major importance of this observational approach lies precisely in shaping alternatives to study management practices in the educational actors, in capturing significant areas, in terms of school management organization, that may constitute elements of change and innovation, as pillars of institutional reform in the romanian schools.

Projecting and conducting the observational research with the topic – *Individual and collective reflections on the strategies and managerial approach styles impact at individual and organizational level*, we proposed the following objectives:

- O.1.** Identify strategies and management approach styles (transformational / transactional / passive-avoid) used by educators in rural schools education.
- O.2.** Highlighting teachers opinions, skills and attitudes on practical mechanisms and inter-networking of the school organizations.
- O.3.** Determining managerial styles influences on personal and organizational development.
- O.4.** Establishing consistency between initial psiho-pedagogical training and needs, interests in continuous managerial training.
- O.5.** Identifying viable solutions for developing the transversal competencies, strategies and transactional or transformational managerial styles.

In subchapter III.2. *EXPERIMENTAL DESIGN* , shows important moments in ongoing constatative stage, methods and tools for data collecting, both qualitative (interviews and focus groups) and quantitative (questionnaire and school form analysis). The instruments applied at all visits in the sample schools are:

- *Focus-groups*, conducted with the participation of 50 teachers, that work in schools and university education, but also with 14 students in Master program - Educational Management, at the Univ. Aurel Vlaicu in Arad.
- *Individual semistructured interviews*, realized with the management staff representatives from the rural school groups: School Group John Buteanu Gurahonț / School Group Moga Prince Hălmațiu / School Group Săvârșin / School Group Cermei / School Group Gheorghe Lazar Pecica / School Group Vinga/ School Group Minis / School Group Beliu.
- *Secondary analysis*. School document analysis was made from direct observations and interviews conducted in the concerned schools.
- *Investigation based on questionnaire* - Management approach styles investigation (ISAM), which was applied to a number of 380 teachers in education schools (school groups) in rural areas, in Arad county, having pretest value.

Tabel III.2. Personal category

	<i>Personal category</i>		<i>Total</i>
	<i>Teachers with leadership positions</i>	<i>Teaching non-management staff</i>	
<i>Experimental group</i>	46	144	190
<i>Control group</i>	48	142	190
<i>Number of subjects</i>	94	286	380
<i>Percent</i>	24,74%	75,26%	100%

Tabel III.3. Professional development level

	<i>Professional development level</i>				<i>Total</i>
	<i>Beginner</i>	<i>Permanent degree</i>	<i>Second degree</i>	<i>Academic 1st degree</i>	
<i>Experimental group</i>	32	58	76	24	190
<i>Control group</i>	33	57	76	24	190
<i>Number of subjects</i>	65	115	152	48	380
<i>Percent</i>	17,11%	30,27%	40,01%	12,61%	100%

Chapters III.3. *QUALITATIVE AND QUANTITATIVE ANALYSIS OF THE EXPERIMENTAL CONSTATATIV DATAS* highlights several important aspects of managerial practices and styles used in the school organizations, which I found through direct observation, individual and group interviews and interpreting questionnaires administered to school managers and teachers:

a) In the school organizations:

- manager- educators, are faced with various and complex issues in designing, organizing, directing, evaluating and adjusting the multiple situations of interactions (student-student, student-student group, student-teaching strategies, student-teachers, teacher-teacher; principals -teachers);
- in educational interaction are involved many random factors which must be oriented towards the individual progress, individual and organizational changes, establishing a balance between flexibility and rigor, through managerial styles;
- in the management process is ignored the efficient use of relevant aspects of cognitive processes involved in the interaction:
- the specific and learning experience level;
- reasons for involvement / non-involvement;
- active involvement modalities in educational tasks achievement;
- others skills representations;
- the way to relate to success / failure.

- regarding the managerial styles application the vast majority of teachers are limited to certain templates, without adapting them to different educational contexts of specific student groups;
- teachers are referring to a corpus of principles and rules governing acceptable behavior in school organization, the students group, their learning resulting in a successful educational approach;
- educator- managers are absorbed by the complexity of roles and tasks generated by the partnership with school organization members, as a form without substance, devoid of substance that generated it, and practiced management styles do not support this;
- misuse of managerial styles and associated communication forms, cause some emotional blockages.

b) At the individual level:

- the development of management skills is not addressed in a dynamic perspective, teachers are considering as self-sufficient theorizing, information and description of management practices at the expense of complex analysis, practical and valorizing;
- building an organizational climate, that provides opportunities for continuous development and differentiation, during teaching careers evolution, seems to be not only difficult to invoke, but also to be accepted;
- lack of social interactional type experience found among educator- managers, which exhibit inappropriate behaviors in playing social roles: do not know how to advise their students, do not transmit information properly, do not initiate group actions, not solve conflict in the students group.

We can say that in the managerial process conducted within the school organization, many school teachers are reluctant to make an introspection, and when they do it, refuse to recognize their professional weaknesses and professional threats. In this situation they do not want to admit that their defensive structures, practiced managerial styles and some traits may adversely affect the organizations they lead. They also deny that undergoing psychological stress can contribute to the dysfunctional behaviors and decisions in detriment of their school organization.

Management activities performed in school organization is considered to be essentially natural, educator- managers that are involved for the smooth running of the organization and it's evolution. Such assessments ignore the dark side of the management act (Darth Vader look), which derives from a desire to increase and acquire power, often resulting in narcissism, deception and power abuse.

Reality shows that there always exists a gap between good intentions and management strategies focused on changing processes, which develop institutional projects, by guiding groups of tasks and active intervention in issues debate.

It is necessary that every educator-manager determine his self-assessment criteria of the activity efficiency, to take timely appropriate action. An efficient manager uses optimally the natural and human resources, time, it organizes and directs staff, have computer system and provide horizontal and vertical communication, delegating tasks, uses modern techniques of counseling and perform objective assessment.

In suchapter III.3.4. *STATISTICAL DATA PROCESSING AND PRETEST RESULTS INTERPRETATION* , there are analysed and interprted the obtained results by applying the ISAM questionnaire, in pretest, indicates that the passive/ avoidant management approach, educator-managers are recording high percentage values (48.68%), followed by transactional approach (28.16%) and transformative approach (17.90%). Inferential processing shows that the degree of using the passive/avoiding approach in pretest, is significantly higher than the degree of other approaches used.

While our inferential results show a statistically significant effect of interaction between the management approach type and personnel category. Educators who hold leadership positions in the school organization, although the majority had a passive/ avoidant approach, one third of them think about management styles as proactive oriented. This category of teachers are less interested in obtaining managerial performance, not just focused on getting results.

Since hi square test value is 21.649 at $p = .001$, we believe that we have a statistically significant interaction effect between management approach type and professional development level. That means significantly different managerial approach for educators who have a certain level of professional development. Furthermore, the observational investigation results, indicate that mostly newcomer educators shows little attention to the proactive involvement, others intellectual stimulation, in adopting passive / avoidant managerial styles, but we can find also in their case elements of transactional orientations.

In terms of size - *design educator - managers on managerial styles* - differences between experimental and control group are not statistically significant. Inferential processing results, reveals no significant differences between the experimental and control group, but an equivalence in terms of management approach, is pretest phase.

At this stage, for the *transformational, transactional and passive / avoidant management approach* scales we can not find significant differences between experimental and control group, the significant threshold for the t test is greater than $p = .05$. The results of the descriptive

processing shall mean an amount that is greater than the theoretical average value, which shows that manager-educators adhere to transactional management approach in a medium degree.

For the latest investigated dimension - *managerial efficiency and self-evaluated management performance*, as for design educators on managerial styles, there isn't a polarization of the subjects responses, in relation with two variables: meanings and perspectives construction, focusing on results, very low differences between the average values, these differences between the experimental and control group were not significant.

Based on the established correlations, it can be seen that educator-managers are reporting their selves to management styles, as part of a transformation process, dominated by activism and initiative, or passive adaptation process, focused on constraints. So, without an absolute adherence to a certain conceptions of managerial styles, as reactive or proactive orientation, educator-managers, regarding to the context, reported their selves differently to these conceptions. From this perspective, it can be made a distinction between subjects that promote a transformative management approach and design management styles both as proactive and reactive oriented, through situational adaptation and those who show a passive/avoidant management approach, conceiving management styles just in terms of reactivity.

Educator-managers practicing an transformative approach, by management style are developing an educational climate with emphasis on changing and educational innovation, while those who prefer a passive/avoidant management approach, are not actively involved in individual and group development.

Educators conception on managerial styles is closely linked to self-evaluation management performance. If educator-managers who are addressing transformational and transactional managers get a high score, then it is likely that they estimate a higher level of managerial performance. If educators obtained higher scores for the passive / avoidant management approach, then subjects will predict lower levels of managerial performance.

There are significant positive correlations between subjects age and inspirational motivation, individual reward and situational assessment respectively. Recording significant negative correlations between subjects age and strategical practice development, lack of systematic response to problem-situations, and focusing on results. As subjects ages increases, it is noted a decrease in values that aimed the lack of systematic response to problem-situations, and passive / avoidant managerial approach. As subjects age increases, it recorded a higher level of forward-looking involving efficiency in management approach, focusing on the inspirational motivation and individual assessment.

Between managerial efficiency achieved by focusing on subjects results and age, stands a significant negative correlation, which reveals that the more advanced are subjects in age, they

shows an increasing attitude of rejection of managerial styles excessively focused on tasks and obtaining results. Anticipated management performance is better with subjects increasing preference for transactional and transformational managerial approach.

Educator- managers who appreciate that managerial effectiveness is determined not only by focusing on results, manifested at the organizational level an idealized influence, promotes intellectual stimulation using common situational reward but also monitor deviations. Starting from the correlational study, we conclude that subjects who show a passive/ avoidant management approach, are related to managerial effectiveness by focusing on tasks and outcomes, while subjects using transformational and transactional management approach are less influenced by excessive result centering.

Management process is ignored in the effective use of relevant aspects of cognitive processes involved in the interaction: the specificity and the learning experiences, why involvement, how active involvement in educational tasks, representations of other skills, how to relate to success / failure. The vast majority of educators, interaction is limited to certain templates, them to different educational contexts specific group of students. Transformational leadership is determined by goals and objectives humanities, leading to the development of others, turning them into leaders or while laying the foundations of collective leadership groups, as appropriate teams.

Transformational leader encourages others to develop and obtain performance beyond expectations standard normal. This is possible not only encourage but also an example of personal effort and sacrifice in achieving specific goals and mission of the group or organization. These major influences are major changes in special times of great impact on leader behavior may result in individuals, groups and organizations and are similar to those we find among transformational.

In chapter IV - *FORMATIVE EXPERIMENT – DEVELOPMENTAL STRATEGIES IN TRANZACTIONAL AND TRANSFORMATIONAL MANAGERIAL STYLE APPROACH* - we started from some assumptions, outlined in educational practice:

- school organizations current processes of change do not develop by itself, requiring an active orchestration, voluntary intervention of educational stakeholders, which direct the educational process in a given direction exercised by management styles.
- ensure the quality of school organization and management at the default group of students, cover the whole range of skills and managerial styles, and how teachers promote good educational value on the level of field management practices.
- the complexity of the managerial styles process development among teachers is that they act in differentiated learning environments, but can be identified elements which intertwine and influence themselves, generated by simultaneous roles adopted by the

educational subjects.

- the assumption of managerial styles in complex situations, is witnessing an increase in the role of educator in management, coupled with planned and flexible change, professional skills and information and communication technologies.
- management styles in the educational process will bear the mark of creativity in overcoming reflection stereotypes, by their release from the captivity of mental patterns and pitfalls of routine.

In this approach we overcame a number of scientific prejudices and barriers manifested in the collective mentality that are reflected at the institutional level:

- conservatism and resistance to change of some teachers;
- indifference and disinterest of teachers for managerial formation;
- low interest for moments of reflection and insight into the impact of managerial styles and strategies on educational climate;
- teacher turnover in management;
- reduced involvement of the school members in the management process.

Formative process aim addressing a flexible and interactive approach of the educators training process in rural schools, in Arad county, through the implementation of specific developmental methodologies, transversal management approach and transformational styles, so capitalizing the complex interactions at school organization-level.

The priority direction is to improve and optimize the schools management practices, thus exceeding the explanation, observant, appreciative or critical level which are prevailing in such actions.

The objectives which are guiding the experimental approach, to improve the quality of management, were correlated with possible action, achievable and tailored to the needs of the target group. In this way it follows:

- ❑ *Connection to professional development dynamics by identifying conditions that are able to optimize the educators continuous formation process and facilitate a transformational management approach, adapted to new learning contexts.*
- ❑ *The active involvement of educators in their own training process, developing transversal skills and implicitly of managerial transformative approach styles, in conjunction with the school organization climate.*
- ❑ *Developing evaluation and self-evaluation strategies of the managerial styles effectiveness, both at individual and organizational levels.*

- ❑ *Sensitizing educators-managers to the role and importance of organizational and individual development, through the implementation of monitoring strategies and performance evaluation.*
- ❑ *Metaevaluation stimulation, as a method of constant reflection on management style influences in the development of educational climate*

Formative intervention was built around the general hypothesis: *Implementing in the continuous training programs addressed for teaching staff, specific strategies for educators training in the processes of design, operational management, evaluation and self-management practices, using modeling, role and design play, facilitates the adoption of transformational management styles and increasing managerial performance.*

In the proposed experiment, ***dependent variables*** are: *managerial styles approach or performance of educators* and ***independent variable (x)*** expresses the conditions subject to testing, ie the strategies used in the process of continuous training of teachers, focused on individual transformation and collective (leadership completely) the efficiency of business process management. For this experiment we established the following ***independent variables (VI)***:

V.I. A. - Strategies (methods, techniques, tools) to:

- a1- organizational and individual development project;
- a2 - operational management;
- a3 - management performance evaluation.

S190*A

Dependent variabilele are:

- VD1: Transformational managerial approach styles
- VD2: Transactional managerial approach styles
- VD3: Passive / avoidant management approach styles
- VD4: The concept of managerial styles as proactive orientation
- VD5: Managerial efficiency - dominant directions
- VD6: Management performance self-assessment
- VD7: Efficiency of the formative program

VD1, VD2, VD3, VD4, VD5 will be revealed by the obtained scores by subjects in ISAM posttest questionnaire phase and VD 7 by the posttest questionnaire results.

The group of subjects consisted of educators engaged in teaching in rural educational institutions environment (school groups), in Arad county. In this sense *equivalent sampling technique* was used (Bocos, M., 2003), the experimental group consisting of 190 subjects and in the control group were included also 190 subjects. Selection criteria were the membership in a particular category of teaching staff (responsible for the management / non-management) and professional development level (beginner / final degree / teaching grade II / grade teacher I).

Regarding the issue of groups content, we state that this refers to volume / expansion of the scientific content (Bocos, M., 2003) used as a framework to achieve the formative experiment, to develop transversal competences, to approach transformational management. Formative intervention addressed to the experimental group was held in regular training programs for school managers and teachers in rural school education – „*School manager*“ and „*Valuing education in knowledge era*“, accredited CNFP-MECT.

We'll present the synthetic sample content developed by linking the following components: *the general skills* of the module (Management and Communication), *specific skills* (Managerial efficiency – networking and influence mechanisms), the methodological frame in management styles approach development and the tools used by manager- educators in this respect.

INTEGRATED CURRICULUM

MODULE: Management and Communication

DISCIPLINE: Management efficiency - networking and influence mechanisms

HOURS ALLOCATED: 44

- direct formation: 16
- assisted formation: 24
- rating: 4

CREDITS: 8

A. GENERAL COMPETENCIES:

From the perspective of profound knowledge of the organization educational needs, the best networking, but also leadership and coaching skills development, it aims:

- Capitalize current concepts in generating networking mechanisms, at social, organizational and individual level, both horizontally and vertically;

- Restructuring management approach styles such as adapting them to different educational situations and contingencies;
- Developing projecting capacities, strategies, transactional and transformational managerial styles implementation;
- Enhancing creativity and formative type learning, bringing managerial styles closer to the students needs, maximizing individual potential;
- Optimal use of the information flow in assessing and regulating management acts in accordance with the principles of managerial efficiency;
- Flexible and dynamic approach of management process optimally valorizing human resources.

Table 1. Structure

SPECIFIC COMPETENCIES	CONTENTS	HOUR	ACTIVITIES	METHOD
<ul style="list-style-type: none"> • <i>Critical analysis of the schools internal and external content</i> • <i>Select and process informations to design a project for organisational development.</i> 	<p>1. Schools organization – managerial action frame</p> <p>1.1. Schools internal and external environmet. Analysis method</p> <p>1.2. Stages in schools formation and development</p> <p>1.3. Educator- manager: status, role și influention</p>	2	<ul style="list-style-type: none"> • Formation needs analysis at organisational level • Elaborating schools profile 	<p>SWOT Analysis Investigation Case study Sociomet matrix Debate</p>
<ul style="list-style-type: none"> • <i>Creative and constructive approach of the scientific perspectives regarding the formative and developmentalrelationship process in the educational environment.</i> 	<p>2.Educational interactions dynamics</p> <p>2.1.Interknoledge relations</p> <p>2.2. Intercommunication relations</p> <p>2.3. Socio-afective relations</p> <p>2.4. Influencing relations</p>	2	<ul style="list-style-type: none"> • Identiyng and analysing educational interaction process • Good practice examples 	<p>Brainstorming Role acting Case study</p>
<ul style="list-style-type: none"> • <i>Elaborate investigational indicators and instruments to asses relationship at schools level.</i> 	<p>3. Research directions to optimize educational climate</p> <p>3.1.Determinant factors in educational climate development</p> <p>3.2.Group development stage model</p> <p>3.3. Optimal group miodel</p>	2	<ul style="list-style-type: none"> • School organizations evolution influencing factors investigation. 	<p>Modeling Questioning Graphic organizer</p>
<ul style="list-style-type: none"> • <i>Asses managerial style efficiency, both at individual and organizational level.</i> • <i>Reflect on managerial abordation styles eficcieny.</i> 	<p>4. Managerial styles and educational efficiency</p> <p>4.1.Managerial styles multidimensional approaching</p> <p>4.2. Managerial styles taxonomy</p> <p>4.3.Generating and manifesting managerial styles in school</p> <p>4.4. Dificulties in exerciting managerial styles-stereotypes</p> <p>4.5. Managerial style eficcieny</p>	4	<ul style="list-style-type: none"> • Identifying managerial styles and their characterisation • Personal and organisational efficiency critical analysis • Managerial styles eficcieny monitorising and assesment strategy 	<p>Controversy academ Observation Fish aquarium Mosaic</p>

	<p>4.6. Managerial styles efficiency assesmnet criteria</p> <p>4.7. Transactional managerial approach</p> <p>4.8. Transformational managerial approach</p>		elaboration.	
<ul style="list-style-type: none"> Analyse relationship dynamic between managerial styles and school organization climate, on actual model basis, under qualitative and quantitative aspects. Offering positive and construnctiv feedbac, to improve learning experience. 	<p>5. Relationship approach perspective between managerial styles and schools organization</p> <p>5.1. The unity and diversity of the educational groups</p> <p>5.2. Interpersonal atraction</p> <p>5.3. Educațional Influention</p> <p>5.4. Interpersonal Communication</p> <p>5.5. Managerial Autority</p>	2	<ul style="list-style-type: none"> Positive influencing method analysis Motivational theory and efficient communication strategy analysis 	<p>Mind-maping</p> <p>Critical mirror</p> <p>Cube Method</p>
<ul style="list-style-type: none"> Managing crisis situations using situation adapted styles and strategies Manifesting interest in managerial projects elaboration to optimise and improve educational relationships 	<p>6.Strategies and managerial approaching styles in educational crisis situations</p> <p>6.1. Conflictual relations</p> <p>6.2. Competitive relations</p> <p>6.3. Cooperation relations</p> <p>6.4.Organisational changing managment strategies</p>	4	<ul style="list-style-type: none"> Exercising prevention and problem solving situations methods and technics Elaborating institutional managerial development projects 	<p>Case study</p> <p>Role acting</p> <p>Project</p> <p>Team work</p>
			Total: 16 hours	

Table 2. Applications/seminars/practice

Application type	Contents	Hours
1. Panel-discussions	<i>Skills role and importance in relationising and individual and organizational developing</i>	2
2. Balint-group	<i>Universal relationing and communication styles</i>	2
3. Toledo role-acting	<i>Psihopedagogic factors and managerial styles impact on educational group interior dynamics.- Groups unity and dissociation</i>	2
4. Toledo role-acting	<i>Psihopedagogic factors and managerial styles impact on educational group interior dynamics— Conformism and non-conformism</i>	2
5. Toledo role-acting	<i>Psihopedagogic factors and managerial styles impact on educational group interior dynamics— Latent and hidden tensions</i>	2
6. World-caffe	<i>Managerial Autority in schools organisation</i>	2
7. Mosaic	<i>Educational environment research methods and instruments</i>	2
8. Futures creative work	<i>Critical phase – managerial project to improve and optimize educational relationships</i>	2
	<i>Visionary phase - managerial project to improve and optimize educational relationships</i>	2
	<i>Fact phase - managerial project to improve and optimize educational relationships</i>	2
9. Workshop	<i>Good practice examples at relationship level in school organization</i>	4
	Total hours	24

Table 3. Assesment strategies

Formative evaluations aim:	Percent(%) in noting Total=100%
- Formative portofolio assesment	30%
- Managerial project presentation	20%
- Continuous inter-evaluation and auto-evaluation on the entire formative probation period	20%
- Activities like themes / essays / translations etc	10%
- Other activities: constatative și ameliorative psycho-pedagogic micro-researches	20%
Final assesment practical modalities: The final assesment will be done by public presentation of the Mangerial project in educational relation improvement and optimisation, <i>result of some investigations and analysis made by student at schools organization or groups level.</i>	
Minimal requirement	Maximal requirement
<ul style="list-style-type: none"> - Projecting and realizing a focus-group with students/ teachers; - Opportunity, treat and difficulty analysis in establishing, mentaining and assesing inter-knowledge, inter-communication and influencing relationship evolution; 	<ul style="list-style-type: none"> - Elaborate observational and analysis instruments to asses educational group dynamics; - Group dynamics and influencing processes systematic investigation using research methods and instruments (investigation, focus-group);

<ul style="list-style-type: none"> - Strategic targets and objectives formulation which are regarding the educational relation development on medium and long term; 	<ul style="list-style-type: none"> - Obtained data processing and qualitative and quantitative interpretation to regulate the managerial process; - “Managerial project in educational relationship improvement and optimization” public presentation.
--	--

D. BENCHMARKING

Teaching methods:

- *developing communication and networking skills methods:* ice-breaking games, role play, gallery tours, exposure to opponent, academic debates, cooperative learning, autobiographical approach, pedagogical monopoly.
- *methods of analysis in problem situations:* case study, problematization, modeling, focus group, prioritization techniques, SWOT analysis; fishboning technique; cards with tasks, Venn diagram, critical incident; SINELG.
- *methods of problem-solving situations:* the future creative workshop (ACV), the cube, panel discussion, brainstorming, galaxies technique, Phillips 66 meeting, decision-making controversy technique, the Delphi technique.
- *pedagogical research methods:* independent and systematic observation; social survey; IIO technique (Interviewer - Interviewed - Observer); portfolio, diary with double entry.

Teaching means:

- *Technical Resources:* Internet; laptop, projector, tape recorder, digital camera, camcorder, DVD player.
- *Educational Resources:* observational fee, analysis; surveys, school documents, flipcharts, markers.

Organization forms of educational group:

- Individual
- Group
- frontal

Based on listed scientific content was intended to achieve both specific skills and formative experimental objectives, so that every teacher be able to:

- to exercise effective leadership, encouraging and involving all stakeholders in critical analysis and changing current management practices;
- facilitate the development of constructive structures that develop strength points, maintain steady development and creating a transparent systems, in which roles and responsibilities are clearly defined and necessary resource allocations are made fairly and properly;

- include the concept of inclusive school development plan, which allows the use of management practices at all levels, by specifying the SMART objectives and allocation of responsibilities and resources required;
- to promote reflection and systematic professional development, which encourages and supports the idea that organizational development is a continuous process of problem solving, involving all teachers, a process in which concrete measures are taken to ensure participation of all;
- to support self-evaluation process in a culture in which adults, students and their families are encouraged to speak openly, both about their successes and problems faced.

Regarding the effects induced by managerial styles optimization on educational intra- and inter-relation we considered as relevant and useful monitoring and assessing the following aspects:

Personal management skills includes:

- *consciousness of our own affects, reactions and resources:* knowledge of own strengths and weaknesses, confidence in our capabilities, intuitive recognition of our own actions which are affecting others.
- *self-control:* mastering our emotions and a way to act honestly and with integrity, channeling our feelings to achieve positive goals.
- *motivation:* emotional tendencies that lead us towards personal achievement.

Development of interpersonal skills that include:

- *empathy:* perception and awareness on others feelings;
- *sociability:* forging links with others, conflict resolution, communication in a clear and convincing / eloquent manner, stimulating others to work in cooperation.

The developmental process of management skills must be addressed in a dynamic perspective, focusing on complex and practical analysis. Responsibility for professional development is educator-manager of career development path is determined in relation to personal aspirations, with its vision of what will be done in future.

In section IV.7 - SELECTIVE OVERVIEW OF METHODS AND TOOLS USED IN THE FORMATIVE EXPERIMENT - we're presented a direct training activities methodology (16 hours course / 24 hours practical work) and assisted training activities. Throughout the formative experiment, they applied various methods and instruments to stimulate the use of strategies and transactional and transformational managerial styles, tackled by educators in the experimental group. These methods and tools have been optimally incorporated in formative activities with interactive characteristics (future's creative workshop, situational modeling, role and project play). Below are some methods and tools, considering that their effective

implementation, require creativity and flexibility, manifested by the trainer, as well by the educators, transactional approach represents an intrinsic quality of any management approach.

- *educational needs quantitative and qualitative analysis data sheets;*
- *checklists on situational modeling;*
- *observational protocols of management approach;*
- *strategies and management styles efficiency self-assessment worksheet;*
- *project to improve and optimize the educational relations;*
- *organizational and individual projects development inter-evaluation sheet;*
- *training diary;*
- *other products and tools used during the formative experiment.*

In chapter V - *STATISTICAL ANALYSIS AND INTERPRETATION OF THE DATA OBTAINED DURING FORMATIVE EXPERIMENT* - are presented a series of descriptive and inferential results. Educators from the experimental group were involved throughout the formative experiment, in realizing of an interactive observation process, analysis, reasoning, self and inter-evaluation of designed strategies and management styles and implemented in the frames of the creative workshop and managerial interventions simulation, in case of problem-situations. It was assumed that the use of interactive methods (panel discussion / Balint group / Toledo role playing / world-cafe / creative workshop) and some specific tools, allows educators involvement in developing and implementing effective management alternatives, to develop transversal competences (intercom, networking, problem solving, group decision-making).

In the spirit of formative and training assessment, we used - *Formative instruments assessment grid (Appendix 9)* - so that items of this grid will be the variables whose evolution we will review below. As regards *design* variable, it has scores which is added together the results obtained for the following sub-variable:

- *educational actors involvement;*
- *linking strategy and management approach style to the identified priorities;*
- *establish performance indicators, deadlines and responsibilities;*
- *assessment of appropriate character, feasible and acceptable design;*
- *awareness of strategic goals and addressability.*

Table V. 13. Descriptive statistics for the design sub-variables

	<i>Strategic goals and target audience</i>	<i>Level of involvement</i>	<i>Strategies-management styles - priorities</i>	<i>Performance indicators-Timelines-responsibilities</i>	<i>Necessary character, feasible, acceptable</i>
Average	2.7857	2.8971	2.8800	2.6144	2.6057
Median	2.0000	3.0000	3.0000	2.0000	3.0000
Module	3.00	3.00	2.00	2.00	3.00
Standard deviation	.93834	.79898	.96998	1.08925	1.05109
Minimum	1.00	1.00	1.00	1.00	1.00
Maximum	5.00	5.00	5.00	5.00	5.00

For *operational management*, we summed scores of the following variables:

- *educational stakeholders involvement and participation mechanisms awareness;*
- *creating the facilitator context for conscious participation;*
- *determining actionable alternatives;*
- *adapting leadership styles to the situational specific;*
- *identifying difficulties in the management process.*

For variable components, *operational leadership* - have received above theoretical average marks, which shows that educators in the experimental sample, have a medium to high level of development of leadership styles.

Table V.16. Descriptive statistics for operational management sub-variables

	<i>Involvement and participation mechanisms</i>	<i>Facilitator background</i>	<i>Alternative actions</i>	<i>Situational Adaptation</i>	<i>Management difficulties</i>
Average	2.3229	3.3600	2.6487	2.5200	3.5229
Median	2.0000	4.0000	3.0000	3.0000	4.0000
Module	2.00	4.00	3.00	2.00	4.00
Standard deviation	1.01226	.60869	.76989	.88434	.55662
Minimum	1	1	1	1	1
Maximum	5	5	5	5	5

Managerial performance evaluation variable scores are summing the following sub-variable scores:

- *effectiveness assessment - the suitability of managerial styles to specific educational situation;*
- *individual efforts focus to achieve organizational goals;*
- *assessing the effectiveness of management style approach – fulfilled objectives and resources used;*
- *error awareness in situational managerial approach.*

For variable components - *evaluation of management performance* – it shows recorded low scores, for the adequacy of management styles to the specific educational situation: individual efforts focus to achieve organizational objectives, but significant scores above the average theoretical, for efficiency of managerial styles and errors awareness degree of the situational management approach (table V. 19).

TableV. 19. Descriptive statistics for managerial performance sub-variable evaluation

	<i>Effectiveness</i>	<i>Concentration of individual efforts</i>	<i>Management styles efficiency</i>	<i>Errors awareness</i>
Average	1.9715	2.2029	2.9401	2.9915
Median	2.0000	2.0000	2.0000	2.0000
Module	2.00	2.00	2.00	2.00
Standard deviation	.67230	.79650	.82116	.71456
Minimum	1.00	1.00	1.00	1.00
Maximum	5.00	5.00	5.00	5.00

During the formative experiment, subjects in the experimental group were use a specific tool - *training log*, designed to stimulate meta-evaluation, as a means of constant reflection on the process of developing managerial skills and styles, but their personal and *organizational* impact. Respecting experimental design, we conducted 12 *semistructured interviews* (3 in each school included in each experimental cohort), to find and highlight changes in terms of management approach style, by subjects participating in the formative experiment, but also for project implementation, improvement and optimization of educational interrelation.

In terms of obtained averages, a comparative analysis was done, by reporting to the following independent variables: *gender of investigated subjects* (table V. 25), the category of *teaching staff* (table V. 26) and the *professional development* (table V. 27). In relation with these criteria, we find that there are significant differences between averages obtained, this being shown by additional calculations performed by SPSS (variance calculation with ANOVA method and calculation of the partial regression coefficient). *Educator- manager portfolio*

variable evolution is there fore in a very small extent predicted by variables: gender of subjects, teaching staff category and level of professional development.

Table V. 25. Differences between the averages obtained from the variable - gender

	Gender		Total
	Male	Female	
N	80	110	190
Average	30.91	31.99	31.54
Standard deviation	7.250	9.036	8.314

Table V. 26. Differences between the averages obtained from the variable - personal category

	STAFF		Total
	Teachers with leadership positions	Teaching non-management staff	
N	46	144	190
Media Media	30.00	31.96	31.54
Standard deviation	9.073	7.972	8.314

Table V. 27. Differences between the averages obtained from the variable - the professional development

	Professional development level				Total
	Beginner	Permanent degree	Second degree	Academic 1st degree	
N	32	58	76	24	190
Average	30.24	33.78	30.04	32.65	31.54
Standard deviation	5.531	8.235	9.530	10.048	8.314

Quantitative and qualitative analysis of the products that make the educator-manager's portfolio, and the instruments used during the formative intervention emphasized among educators of the experimental group, the restructuring trend in management style approach, in the sense of assuming own responsibility, action and a personal efforts to enhance implementation of transactional and transformational managerial styles.

In chapter VI - *POSTTEST AND RETEST PROVIDED EXPERIMENTAL DATE ANNALYSIS AND PROCESSING* - we presented obtained data in May 2009, when at the end of the formative intervention, for educators from both groups have been reapplied ISAM questionnaire. For educators in the experimental group was developed and applied an instrument to measure the impact and efficiency of formative program and the tools used (*posttest questionnaire*).

Table VI.25. Management approach type by group - comparative results on the obtained frequency and percentages in the pretest and posttest

The type of management approach	Pretest			
	G_E		G_C	
	Frequencies	Percentage	Frequencies	Percentage
Transformative approach	36	18.94	32	16.84
Transactional approach	51	26.84	56	29.47
Passive/ avoidant approach	91	47.90	94	49.47
Missing values	12	6.32	8	4.22
Total	190	100.0	190	100.0
	Posttest			
	G_E		G_C	
	Frequencies	Percentage	Frequencies	Percentage
Transformative approach	50	26.31	35	18.42
Transactional approach	72	37.89	58	30.52
Passive/ avoidant approach	68	35.80	81	42.63
Missing values	-	-	16	8.43
Total	190	100.0	190	100.0

For the experimental group, is observed, by comparing the results obtained in the pretest phase with these from posttest, an increased percentage of the transformational management approach with 7.36% and 11.05% at transaction management approach. Regarding the passive / avoidant management approach, in posttest is find a decreased percentage compared with pretest, with 12.1% for subjects belonging to the experimental group. Following the calculation of χ^2 was showed that these differences are significant for a $p < .01$. In the control group, by reporting the pretest results to those in the posttest phase, there is a similar dynamics for transformational managerial approach (an increase with 1.5%) and transactional (an increase of 1.05%), but the differences are insignificant compared to pretest.

Formative experiment resulted in significant progress in the adoption of transformational and transactional management styles approach among subjects in the experimental group and fewer educators using passive / avoidant management approach style.

Depending on the category of investigated subjects (teaching staff with managerial / non-management teaching staff) and professional development level (beginner / final degree / second degree / teaching grade I), inferential processing results show that there aren't significant differences in the proportion of the three types of management approach.

In conclusion, it's noted that we record a significant difference in the percentual distribution in management approach ways, depending on the group's affiliation of the investigated subjects - experimental and control. These observed differences between subjects belonging to the experimental group, compared with control group subjects in the posttest phase, are the result of active involvement of educator/ managers in the professional development process, through a formative intervention aimed to developing transversal skills and inter-networking.

In the experimental group, both as guidance for the design of reactive management styles, as well as guidance for designing management styles proactive, there are statistically significant differences ($p < .05$) between scores obtained during the pretest and posttest phase. These data demonstrates that formative program addressed to educator/ managers led to the rethinking management styles, increasing subjects adhesion in the experimental group for proactive orientation.

By reporting the control group results, it is noted that in the experimental group, the posttest compared to pretest, there was an increase in the average *transformational managerial approach* ($m_{pre} = 57.23 / m_{post} = 60.86$) and *transactional* ($m_{pre} = 71.64 / m_{post} = 77.20$). In terms of management approaches, educators in the experimental group obtained lower score in the posttest than in pretest, for the *passive / avoidant managerial approach* ($m_{pre} = 46.05 / m_{post} = 43.19$). Comparative results between the main dimensions of the ISAM questionnaire, between pretest and posttest for the experimental group are as follows:

- *reactive orientation managerial styles* ($m_{pre} = 11.06 / m_{post} = 10.26$);
- *proactive orientation management styles* ($m_{pre} = 11.28 / m_{post} = 12.40$);
- *transformational managerial approach* ($m_{pre} = 57.23 / m_{post} = 60.86$);
- *transactional management approach* ($m_{pre} = 71.64 / m_{post} = 77.20$);
- *passive/ avoidant management approach* ($m_{pre} = 46.05 / m_{post} = 43.19$);
- *managerial efficiency by constructing meanings and perspectives* ($m_{pre} = 15.21 / m_{post} = 16.65$);
- *management effectiveness by focusing on results* ($m_{pre} = 14.71 / m_{post} = 15.45$);
- *self-assessment of managerial performances* ($m_{pre} = 6.40 / m_{post} = 6.75$).

After inferential processing for the three dimensions of the management approach has had obtained results that show significant differences at a threshold of statistical significance ($p < .01$) between pretest and the posttest phase.

Comparative analysis of the descriptive results for the experimental group, between the pretest and posttest stages demonstrates a significant increase in scores for the transformational and transactional management approach dimensions.

The analysis of these results it is noted that subjects in the experimental group, for variable *construction of meanings and perspectives*, had recorded higher average values, both in the pretest and posttest, which indicates their concern for the continued personal and organizational development. There is an anticipated increase in managerial performance, this being achieved by stimulating and motivating subjects involved in the development of formative experiment. An important aspect to remember is that we are witnessing a significant drop in scores for variables, that make up the passive / avoidant management approach.

From the perspective of the comparative analysis with the control group, we can estimate that the educators, managers constituting the experimental group, the formative intervention program determined a significant development in terms of flexible and dynamic implementation of management styles adapted to the new educational environments. It notes in this case a strong focus on transformational and transactional management approach, reducing the percentage of specific dimensions in passive / avoidant management approach, especially with regard to systematic-reaction to problem - situations, that are manifested in the school organization and require rapid and effective intervention.

The analysis of correlations between the defining dimensions for the managerial approach has validated the results of the descriptive data processing. The scores of designing managerial styles as proactive guidance influences, more evident, in the posttest, (number of significant correlations is higher than the pretest) educators adherence to transactional and transformational managerial approach. Based on these assumptions, we can say that the formative intervention had the effect of increasing educatoradhesion to design managerial styles as proactive guidance.

Correlational study highlights the existence of significant correlations among all subscales of transformational and transactional management approach, which is found also in pre-tested. Analysis of these correlations allows us to appreciate that the distinction between the two management approaches is dynamic and flexible, educators are oriented to exercise inspirational motivation, idealized influence, using proactive involving strategies and transactional approach specific managerial styles.

In posttest there are significant negative correlations between the subscales of transformational and transactional management approach and passive adaptation. The teachers mainly oriented towards a transformational and transactional management approach, have a significantly increased degree of flexible adaptation to new learning situations, bypassing the issues quickly.

In this situation, we can say that educators high adherence for the transformational and transactional management approach, is associated with a dynamic process of adapting management styles and strategies to the needs and specific educational context. In the pretest phase, only educators who recorded high values for intellectual stimulation, proactive involvement and development of strategic practices, have scores indicating concern for the continued development of capacities for adaptation. These results indicate that the formative program influences in some degree teachers real-time adaptation to new challenges.

At this stage, *managerial efficiency*, by constructing meanings and perspectives (I1), positively and significantly correlated with the subscales of transformational and transactional management approach. It is noted that the subjects preference for the construction of new meanings and perspectives is associated with a better adaptation and immediate and effective response to organizational problems. To streamline the management process, it is necessary that the teacher/manager shows creativity and originality, researching and discovering new directions of development, through a reinterpretation of meanings.

Self - assessing management performances is positively correlated with idealized influence, inspirational motivation, intellectual stimulation, situational reward, proactive involvement, monitoring and evaluation of performance deviations. There are negative correlations between self-assessment of management performances and all size scales regarding on the passive / avoidant management approach.

Following the completion of regression analysis to identify significant predictors of the three management approaches, we find that every time they consist of scales comprising the investigated dimension. This can be explained partly because of high correlations between the scales and total score of the investigated dimension, and secondly, due to the large number of subjects included in the study. This latter point makes little differences to be significant, so the reduced variability between the other size scales compared to a dimension in which are not included, are not sufficient to identify other significant predictors. In other words, the scales

included in a dimension, are differentiated compared with that size, compared with other scales of the questionnaire.

These results show that training teachers in the processes of design, operational management, management performance, has contributed significantly to increase subjects preference for transactional and transformational managerial approaching styles, and decreased use of passive / avoidant management approach.

In terms of measuring the impact of the formative intervention on the experimental group and to support the results of the ISAM questionnaire, we applied the experimental group instrument - posttest questionnaire.

For subjects in the experimental group, there were results that show a significant restructuring of strategies and management approach styles, due to the training intervention. In terms of restructuring management approach styles, subjects, in a proportion higher than 50% over central value of the scale, are partly or totally agree with this statement. For educators who said that they have restructured their management approach style in a large extent, it appears that they conceive management styles as guidance for proactive management practices.

The formative intervention focused on developing management approach styles, has the most important impact on the *development of participatory structures*, followed in descending order by *contextual and situational analysis, operational plans elaboration, feedback and self-regulation of management activity, monitoring and evaluating the effectiveness of managerial styles*. Formative experiment resulted in the subjects awareness that management approach styles has been optimized, most, in terms of developing operational plans and achieve the contextual and situational diagnosis. An even less effective aspect following the formative experiment is the use of monitoring and evaluation strategies of management performances. This aspect is confirmed by data processing results obtained during the formative experiment, as outlined above, educators are getting the lowest scores for monitoring the size of deviations.

These results lead us to appreciate that teachers develop and apply strategies and tools by which efficiently self-regulate management, first through situational analysis and develop operational plans and finally by giving and requesting feedback, but have fewer strategies for monitoring and evaluating the effectiveness of management approach styles during the management process. Based on this finding, it may raise a number of new directions for teacher's continuous training in managerial aspect.

In case of *design and implementation of problem-based modeling*, the descriptive results analysis show that the greatest difficulties were encountered with the *identification of managerial performance standards* (m = 2.37). An other issue where there were greater difficulties was *widening management approach perspectives* (m = 2.89), followed by *situational diagnosis* (m = 3.10) and to set *priorities and responsibilities* (m = 3.17). . Difficulties arising from *the managerial styles advantages / disadvantages analysis* (m = 3.20), and *team motivating* (m = 3.33) have lower scores. Subjects relate effectively to issues determined by analyzing the advantages and disadvantages of managerial styles and easily establish priorities and responsibilities of each, estimating to be more difficult the process of broadening perspectives in management approach and situational diagnosis, and particularly identification of management performance standards.

In terms of usefulness of formative assessment tools by the educators of the experimental group, it is noted that *the checklist on the situational model* is considered the most effective tool (m = 3.25), followed in descending order by: *management approach style efficiency self-evaluation worksheet* (m = 3.24); *educational needs analysis sheets* (m = 3.15); *training log* (m = 3.13); *development projects inter-evaluation sheet* (m = 3, 10) and *observation protocols* (m = 3.05).

Based on the results of descriptive analysis is notable that subjects are positively valorizing the usefulness of formative instruments, designed and implemented during the course of the experiment, so the obtain average is higher than the theoretical average. It is noted that the averages obtained by variables *management approach styles restructuring and the use of formative instruments* are large, which leads us to appreciate the formative experiment led to a greater awareness on the need for strategies and tools addressed to specific transactional and transformational management approach styles. Descriptive analysis of the results leads us to declare that, in general, educators have praised the formative program as effective in multiple aspects (all obtained averages are higher than the theoretical average).

It can appreciate that educators who thoroughly revamped management approach styles, are witnessing a reconceptualization of these, as a proactive and transformative orientation. Therefore subjects which were integrated into those category who used primarily a passive / avoidant management approach, have restructured their management approach style, as a result of active involvement in ongoing formative program.

Educators who're promoted a transformational management, naturally, have not changed their management styles following the formative experiment, this was revealed by scores indicating their restructuring, because decline as scores for transformational managerial approach growing.

The significant correlations between the dimensions of practiced strategy development, outlined in the pretest questionnaire and those administered in the posttest questionnaire, confirm the positive changes induced by the formative experiment on style management approach.

The correlation analysis between the results of the evaluation questionnaire about the impact of the formative program on the experimental group subjects, makes us appreciate the fact that educators have largely restructured their management approach style, notably the development and implementation of operational plans. The instruments assessed as having an important role in how efficient management approach are: situational modeling checklist and managerial styles efficiency worksheet. Records efficiency analysis of the educational needs in facilitating transactional and transformational management approaches are highlighted by a correlational studies. Educators have noted the difficulty in identifying managerial performance standards in the design and implementation processes of situational modeling, saying that they will largely transfer these tools and techniques used in the experiment group in the educational practice.

In the retest stage was found if these posttest stage results remain after a period of time, by re-survey subjects in the experimental group ISAM. There has been an increase in the average for the following dimensions:

- *management styles as reactive orientation* ($m_{\text{post}} = 10.26 / m_{\text{re}} = 10.30$);
- *management styles as proactive orientation* ($m_{\text{post}} = 12.40 / m_{\text{re}} = 12.35$);
- *transformational managerial approach* ($m_{\text{post}} = 60.86 / m_{\text{re}} = 60.67$);
- *transactional management approach* ($m_{\text{post}} = 77.20 / m_{\text{re}} = 77.43$);
- *passive / avoidant management approach* ($m_{\text{post}} = 43.19 / m_{\text{re}} = 43.44$);
- *managerial efficiency by constructing meanings and perspectives* ($m_{\text{post}} = 16.65 / m_{\text{re}} = 16.69$);
- *management effectiveness by focusing on results* ($m_{\text{post}} = 15.45 / m_{\text{re}} = 15.47$);
- *self-assessment of managerial performance* ($m_{\text{post}} = 6.75 / m_{\text{re}} = 6.78$).

It is noted that in this phase of the retest, passive/ avoidant management approach has a higher percentage (37.89%), being seconded to a small difference by the transactional

managerial approach (36.31%). Unlike the previous phases of the formative experiment, there is predominant orientation of educators to a transactional management approach, followed by a rather large difference in managerial transformational approach (22.11%).

A very important aspect is that the frequency of passive / avoidant management approach showed a reduction in both the posttest and the retest, compared with pretest values, which leads us to support the effectiveness of formative experiment. The obtained results ($\chi^2 = 8.360$ at $p = .143$) allow us to appreciate that in the retest phase, the percentage of the management approach styles did not differ significantly, depending on the professional development level, finding that, in relation to the other stages of the experiment that had significant differences, it tends to increase the use of transactional management approach style.

Significantly negative correlations ($p < .01$) between passive adaptation and idealized influence, intellectual stimulation and individual assessment, shows that with reduction of passive adaptation, subjects show a more obvious concern for the dimension of transformational management approach by designing and implementing operational plans related to interrelation and intercommunication development.

Based on these results and conclusions we can say that the systematic use by the educators of strategies and transformational managerial approach styles is influenced by the existence of organizational and individual development projects, through proactive and creative involvement in interactional processes of school organization.

ISAM questionnaire and posttest questionnaire results confirmed that the use of design techniques and tools, operational management, monitoring, evaluation and self-management practices had the effect of restructuring management approach style, for a significant number of subjects, but there is a significant positive correlation between management approach styles restructuring assessment and management performance self-assessment.

In chapter VII. *FINAL CONCLUSIONS*, we're remarking the following facts:

- there is a statistically significant differences between experimental and control group regarding the conception of management styles, strategies and styles of management approach and the effectiveness of managerial reporting;
- there is an increase in posttest scores, in the experimental group, for the proactive orientation management approach styles design, for the transactional and transformational managerial approach and self-assessment of managerial performance

and a decrease in the passive / avoidant management approach. The control group does not show significant differences from pretest;

- in the experimental group, the retest results maintain the same trend like in posttest;
- after the formative experiment, the subjects from the experimental group states that have restructured their management approach style and will use the methods, procedures, techniques and tools for self-regulation processes of design, operational management, feedback and evaluation in the school organization.

In conclusion, the general assumption - *Implementation in continuous training programs for the teaching staff specific training strategies for educators in the processes of design, operational management, evaluation and self-management practices, using modeling, role play and design, facilitating adoption of transformational management styles and increasing managerial performance* - is valid and so we can affirm firmly the effectiveness of the formative program.

STRATEGIES FOR EFFECTIVE MANAGEMENT APPROACH

The premise of ensuring the quality of managerial act in the school organization covering skills and management styles, and how educators in the leadership area are promoting good management practices to improve and optimize educational relations. The transfer of these goals in current school practice requires the managerial act orientation in one priority direction, training and development of specific management styles and adapted the coordination process, monitoring and regulating such education relationships. In this direction should face major development strategies and psychosocial skills and management styles.

Developing these strategies under conditions of uncertainty, generated by the incompleteness of the data, dynamics and external factors. Therefore, a successful strategy should allow enough reserves for flexibility and adaptation over time to changes in the external environment of the school. At this point it should be anticipated how to implement them, knowing that good ideas often end badly.

A very important aspect in developing a strategy for psychosocial skills and management styles development lies in its opportunity. In other words, it must be examined with much realism, to what extent the strategy is consistent with the requirements of the beneficiaries and is not premature or obsolete.

Developing strategies are based on external environment analysis and the internal environmental analysis, specific to the school organization. Based on these tests, it determine which conditions are favorable and unfavorable to the launch or continuation of a strategy and decide on its opportunity whether or adaptability to new requirements of the educational actors.

SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) is made in order to combine the external environment analysis with the internal environment, to generate a series of development strategies. Addressing internal environment eventually leads to the identification of poles of power and weakness for each school organization. In other words, these assessments on SW axis have relative significance, depending on the educators-managers realism and courage, in knowing their weaknesses. To get an overall picture, internal factors SW axis may be associated with a chart OX axis and external factors OT axis may be associated with the OY axis. Combining internal factors with external factors, can generate four types of strategies.

These are generic strategies as they gain content in the concrete conditions of each participating school (A. Cardon, 2006, p.62):

- *SO Strategies* (max-max type), bringing together elements to build a favorable strategy, using strong elements of the school organization, to take advantage of opportunities in the external environment, creating a net competitive advantage.
- *WO strategies* (min-max type), combines elements of existing weakness in the school organization with existing opportunities in the external environment. Basically, it tries the opportunities to eliminate weaknesses or their transforming in strength points for the organization.
- *ST Strategies* (max-min type), meaning that they use strength elements of school organization's to avoid or reduce existing threats in the external environment.
- *WT strategies* (min-min type) aim to minimize weaknesses and avoid the threat conditions from abroad. There are defensive strategies and they are used especially when the school organization is in decline.

Strategy implementation is time consuming and the results can be immediate or lasting. There are always time constants between the implementation and results, which should be known and taken into account. There is also some resistance arising from the implementation of a strategy. Knowledge of these resistors is crucial to overcome them, without excessive consumption of energy and time. For example, one of the strongest resistance to implementing a strategy that contains a large amount of novelty or requiring major changes is the mentality of

the educational actors. This situation is characteristic especially for those who were not educated in the spirit of change and taking risk caused by uncertainty. Therefore, it requires a real attention to be given by the teacher-manager to identify and evaluate possible resistance in strategy implementing.

Adopting and implementing development strategies of management skills and styles, involving a number of changes in their training approach. We could even say that implementing a strategy is through an organizational structure design, function and control that will achieve these proposed objectives. Operation of an organizational structure has two main roles:

- to coordinate the trainees to compete to achieve agreed objectives;
- motivate learners to achieve managerial performance.

Organizational structure becomes a tool or mechanism by which educators- managers coordinate all educational activities, facilitating the differentiation and integration. These structures do not contain inherent mechanisms in motivating educational actors. From here lies the great importance of the managerial styles in school organizations (M. Zlate, 2004).

Design goal of these strategies is to provide a motivation mechanism for educators, managers, members of the school, to achieve fundamental objectives and a system of feedback on their performances. Managerial style is therefore an integral part of the process by which educators- managers, designs, coordinates and evaluates all activities of a school organization, to see if they are carried out efficiently and effectively and will take necessary corrective measures to ensure school performance. It involves complex mechanisms to respond to the demands of school organization, to participate and prevent any dysfunctional states.

Effectiveness evaluation of management styles is based on metrics and a reference system, known and accepted in the phase of the strategy elaboration. The assessment must take into account implementation processuality and time constants necessary for results. It is an essential process and is conducted throughout the implementation strategy, such as in case of need to be able to intervene, to correct and adapt to the new conditions and educational needs.

Performance measures at institutional level is carried out according to four global indicators: efficiency, quality, innovation and sensitivity to educational services beneficiaries demand. These strategies are developed at the functional level of the school organization and aim to achieve competitive advantages by improving the processes of interaction, as well as better exploitation of the organization's human resources, learning processes.

Proposed strategies for improving and optimizing tensional relationship management styles - school climate, are oriented towards:

- comparative analysis of the management practices;
- creation of diverse and complex situations of cooperation;
- active listening of others opinion;
- investigate the motivations and interests;
- collective discussion of key issues and individual reflection;
- transposition in the other's situation;
- argumentative presentation of alternatives for problem solving situations.

Schools struggling to meet various requirements and needs of actors involved in achieving the educational process in a heterogeneous society. Many students leave school without to develop pro-social skills, resulting in a flexible adaptation to the society knowledge. Furthermore, educators and students are frustrated by the existing educational system, which does not provide sufficient opportunities for social interaction and acceptance. These frustrations stem from the traditional approaches to the management of students group based on teacher-centered instruction.

Certainly educational innovations seek to remedy these problems of the current school by providing a theoretical and practical support in terms of effective management of a students, group, so as to create an organizational climate, the development of positive feelings for social involvement. In This way students can solve problems and difficulties that occur naturally over time, developing their approach to overcome external pressures, promoting mutual respect, tolerance and personal responsibility.

Managerial styles therefore manifest themselves in 'a human construct, based on cyclic and hierarchical type relationships, peer influence as a source of cohesion and self-regulation, targeting students' behavior. "(M. Zlate, 2004, p.130)

The premise of this approach is that an organization can not develop without cooperation and person-organization, relations, should not be made in terms of conflict, but in terms of synergy (each take whole into account and act in the same direction). It necessary to restructure the relationship between organization members, with the principle of merit recognition and each other respect.

Theoretical approach of interaction within the organization in a dynamic and creative perspective, but especially the applicative value of this model, have led us to consider the possibility of transferring it in educational practice. This construct of theoretical ideas are based on six key ideas, they may constitute the *principles of interactive educational management*:

- The organization is composed of co-authors (teachers) and interdependent coactors (learners) which respect each other (if initially a co-author set objectives of the organization, in another it becomes co-actor in their implementation);
- Each issue should be resolved at the level it was identified by those who formulated it (if it is decided, can be called experts outside the organization);
- The organization must deliberately build people, thus contributing to their personal development;
- Each member of the organization should be involved in research and discovery, without receiving the necessary information ready, aimed at personal and genuine participation in communication processes;
- Power distribution reflects the distribution of knowledge (to know what to do, to know to be).

To eliminate the difficulties in achieving these goals are required *control devices as: the right to error* (when appears to be debated, addressed in order to determine the causes and remedies), *teamwork* (allow development of a common language) and *coordination* at each hierarchical level (decisions are taken together with other information).

PRADO model reside in the chaining acts, previously designed, eventually leading to the individual and organization development. Considering the many similarities with the specific educational management activities, we present the applicative model, following to cover three separate steps in educational practice:

- *Diagnostic phase* is to: establish the specific of the school organization culture, research the nature of problems, analysis in the pyramid of needs in organization and managerial styles practiced efficiency, comparative approach the real behavior of the leader and desirable, detection of dominant values and others perceptions on the school organization to reveal its weaknesses and anticipate the action to be taken, efforts to be made.
- *Sensitise phase* aims at *raising* learners' intrinsic motivation and other social partners to positively respond to educational changes, profitable both for them and school

organization. This stage involves the following questions: how to act in relation to others?; How to lead the team? ; How do the changes?

- *Application stage* addressing problems within the organization, their nature (technical, relationships, organization, personnel, information, quality, environment, security), giving the name of this stage: TROPIQUES. It optimizes the operation of the organization in line with others, reducing the number of problems and allowing each participant to feel responsible, depending on their capabilities.

By promoting this model, it's followed to achieve each members adherence to the organization to achieve team cohesion, consistency of decisions, so the group must be able to self organize and effectively respond to internal and external constraints, generating a new and genuine organizational culture. Involving school groups members in setting objectives of educational activities, decision making, educators- managers in their implementation, increase the flexibility of organizational structure and increase the efficiency of the teaching-learning-assessment process.

The whole approach is a series of stages, in which the educator has the following:

- To formulate change objectives realistically, in line with availability and skills of the students in the group.
- To explain the reasons for the implementation of managerial styles, encouraging the involved actors in the process of change initiation.
- To eliminate any source that can generate anxiety in the face of change, with permanent documentation and providing useful information.
- Consider the whole team opportunities, threats, challenges of the application of various leadership styles.
- Identify the informal leaders of the group, to support and promote cooperation.
- To design, organize and coordinate the implementation of new management strategies.
- Monitoring strategy, to clearly communicate the entire process and objective evaluation of results.
- To generate a climate of mutual trust, building progressive credibility, with the leadership styles practiced.
- To develop a communication network, both horizontally and vertically, to maintain permanent contact with organizational actors.
- Critical information processing and interpretation, to adjust and optimize the management process.

As a changing promoter, the *teacher-manager* must demonstrate the ability to develop effective managerial styles in the educational activities, strategy implementation and proactive management styles within the school organization, in the classroom by default, being a key factor in the democratization of the educational relationships.

BIBLIOGRAFIE

1. Abrudan, I., (1999), *Premise și repere ale culturii manageriale românești*, Ed. Dacia, Cluj-Napoca
2. Acland, A. F., (1998), *Negocierea*, Ed. Național, București
3. Adair, J., (1986), *Traning for Leadership*, Mac Donald, New York
4. Adler, N.J., (2002), *International Dimensions of Organizational Behavior*, South-Western
5. Albu, G., (1998), *Introducere într-o pedagogie a libertății. Despre libertatea copilului și autoritatea adultului*, Ed. Polirom, Iași
6. Albulescu, M., (2001), *Metodica predării disciplinelor socio-umane*, Iași, Ed. Polirom
7. Albulescu, I., (2009), *Doctrine pedagogice*, Ed. Didactică și Pedagogică, București
8. Allen, L.A., (1985), *Management and Organisation*, McGraw-Hill Book Company, New York
9. Allport, G. W., (1981), *Structura și dezvoltarea personalității*, E.D.P., București
10. Andrei, A., Abăcioaiei, D., (2000), *Ghidul directorului de școală*, Ed. Colegial, Craiova
11. Antonesei, L., (1996), *Paideia. Fundamentele culturale ale educației*, Ed. Polirom, Iași
12. Antonesei, L. et al., (2000), *Managementul universitar. De la viziunea conducerii la misiunea de success*, Ed. Polirom, Iași
13. Atanasiu, Gh., (2005), *Lungul drum spre universitatea de excelență*, Ed. Politehnica, Timișoara
14. Atkinson, R., C., Smith, E., Bem, D., J., (2002), *Introducere în psihologie*, Ed. Tehnică, București
15. Aubert, N., (1991), *Management, aspects humains et organisationnels*, PUF, Paris
16. Ausubel, D. P., Robinson, F. G., (1981), *Învățarea în școală*, E.D.P., București
17. Bandura, A., (2003), *Auto-eficacitate. Le sentiment d'efficacite personnelle*, De Baeock, Paris
18. Bass, B.M., (1996), *A new paradigm of leadership: an inquiry into transformational leadership*, Institut for the Behavioral and Social Sciences, Alexandria
19. Bass, B.M., (1985), *Leadership and performance beyond expectations*, Free Press, New York
20. Băban, A., (2002), *Metodologia cercetării calitative*, Ed. Presa Universitară Clujeană, Cluj-Napoca
21. Băncilă, G., Zamfir, Gh., (1999), *Algoritmul succesului. Repere actuale în învățământul preuniversitar*, Ed. Polirom, Iași
22. Bennis, W.G., Nanus, B., (1985), *Leaders: The strategies for taking charge*, Harper&Row, New York
23. Bernat, S.E., Chiș, V., (2002), *Cooperare și interdisciplinaritate în învățământul universitar*, Ed. Presa Universitară Clujeană, Cluj-Napoca

24. Berry, Sharon R., (1995), *100 Ideas that work! Discipline in the classroom*, Colorado Springs, Colorado
25. Birch, A., (2000), *Psihologia dezvoltării*, Ed. Tehnică, București
26. Bîrzea, C., (1999), *Reforma învățământului din România*, Institutul de Științe ale Educației, București
27. Bîrzea, C., (coord), (2006), *National Report – Romania*, in Zgaga, P., *The Prospects of Teacher Education in South-East Europe*, Ljubljana
28. Boboc, I., (2002), *Psihologia organizațiilor școlare și managementul educațional*, Ed. Polirom
29. Bocoș, M., (2007), *Didactica disciplinelor pedagogice. Un cadru constructivist*, Ed. Presa Universitară Clujeană, Cluj- Napoca
30. Bocoș, M., Jucan, D., (2007), *Teoria și metodologia instruirii și Teoria și metodologia evaluării. Repere și instrumente didactice pentru formarea profesorilor*, Ed. Casa Cărții de Știință, Cluj-Napoca
31. Bocoș, M., Jucan, D., (2008), *Fundamentele pedagogiei. Teoria și metodologia curriculumului. Repere și instrumente didactice pentru formarea profesorilor*, Ed. Paralela 45, Pitești
32. Bocoș, M., Albușescu, I., Chiș, V., Stan, C., (2007), *Tradiții, valori și perspective în științele educației*, Ed. Casa Cărții de Știință, Cluj-Napoca
33. Boterf, le Guy., (1998), *Le management des competences*, Conference au CIFP d' Aix-en Provence
34. Brewerton, P., Millward, L. (2001), *Organisational Research Methods*, Sage Publications, Londra
35. Bryman, A., (1992), *Charisma and leadership in organizations*, Sage Publications, Londra
36. Bruner, J., (1970), *Procesul educației intelectuale*, Ed. Științifică, București
37. Campbell, J.P., (1990), *Managerial Behavior Performance and Effectiveness*, McGraw-Hill, New York
38. Cardon, Alain (1993) , *Decider en Equipe*, Ed. Organisation, Paris
39. Cardon, Alain (2006), *Coaching și leadership în procesele de tranziție*, Ed. Codecs, București
40. Carducci, J., Dewey, Carducci, B. J., (1989), *The Caring Classroom*, Bull Publishing Company, Palo Alto
41. Carnall, C. A., (1990), *Managing Change in Organisations*, Prentice Hall, New York
42. Cazacu, A., (1994), *Sociologia educației*, Editura Hyperion, București
43. Cerchez, M., Mateescu, E., (1995), *Elemente de management școlar. Ghidul directorului de școală*, Ed. Spiru Haret, Iași

44. Cerghit, I., Neacșu, I., Negreț, I., (2001), *Prelegeri pedagogice*, Ed. Polirom, Iași
45. Cerghit, I., (2002), *Sisteme de instruire alternative și complementare. Structuri, stiluri și strategii*, Ed. Aramis, București
46. Cerghit, I., (2006), *Metode de învățământ*, Ed. Polirom, Iași
47. Chelcea, S., (2001), *Metodologia cercetării sociologice. Metode cantitative și calitative*, Ed. Economică, București
48. Chelcea, S., (1993), *Psihologie socială*, note de curs, Universitatea din București
49. Chelcea, S., (1982), *Experimentul în psihosociologie*, Ed. Științifică, București
50. Chiș, V., (2001), *Activitatea profesorului între curriculum și evaluare*, Ed. Presa Universitară Clujeană, Cluj-Napoca
51. Chiș, V., (2002), *Provocările pedagogiei contemporane*, Ed. Presa Universitară Clujeană, Cluj-Napoca
52. Chiș, V., (2003), *Studii universitare integrate, în Omagiu profesorului Miron Ionescu. Studii și reflecții despre educație.*, Ed. Presa Universitară, Cluj-Napoca
53. Chiș, V., (2005), *Pedagogia contemporană. Pedagogia pentru competențe*, Ed. Casa Cărții de Știință, Cluj-Napoca
54. Chofrray, J. M., (1992), *Systemes intelligents de management*, Nathan , Paris
55. Ciolan, L.,(2003), *Dincolo de discipline. Ghid pentru învățarea integrată/crosscurriculară*, Centrul educația 2000+, București
56. Cohen, L.,Marion,L.,(1998), *Research Methods in Education*, Routledge, London
57. Cole, G.H, (1990), *Management: Theory and Practice*, D.P. Publication Ltd., London
58. Collier, G.,(1993), *The management of peer - Group Learning*, Society For Research Into Higher Education, Surrey
59. Cornelis, H., Faire,S., (1996), *Știința rezolvării conflictelor*, Ed. Științifică și Tehnică, București
60. Cornescu, V., Bonciu, C.,(1999), *Managementul resurselor umane*, Ed. Trei, București
61. Cosmovici, A., Iacob, L.,(1998), *Psihologie școlară*, Ed. Polirom, Iași
62. Costea, Ș., (2003), *Profesiunea didactică în societatea cunoașterii, în Omagiu profesorului Miron Ionescu. Studii și reflecții despre educație.*, Ed. Presa Universitară, Cluj-Napoca
63. Covey,S.R.,(2000), *Eficiența în 7 trepte sau un abecedar al înțelepciunii*, Ed. ALL, București
64. Cox, D., Hoover, J.,(1994), *Leadership When the Heat”s On*, McGraw-Hill Inc., New York
65. Crețu, C.,(1997), *Psihopedagogia succesului*, Ed. Polirom, Iași
66. Crețu, R.,Z.,(2005), *Evaluarea personalității*, Ed. Polirom, Iași
67. Cristea,S., (2005), *Teorii ale învățării. Modele de instruire*, Ed. Didactică și Pedagogică, București

68. Cristea, S., (2003), *Managementul organizației școlare*, Ed. Didactică și Pedagogică, București
69. Cucoș, C., (1998), *Psihopedagogie*, Ed. Polirom, Iași
70. Daft, R.L., (1994), *Management*, , Harcourt Brace College Publishers, New York
71. Daft, R.L., (1992), *Organisation. Theory and Design*, St. Paul, MN West Publishing Company
72. Daigne, J.F., (1991), *Management en periode de crise. Aspects strategiques, financiers et sociaux*, Les Editions d'Organisation, Paris
73. Dave, R., (1991), *Fundamentele educației permanente*, Ed. Didactică și Pedagogică, București
74. Deep, S., Sussman, L., (1997), *Secretul oricărui succes: să acționăm inteligent*, Ed. Polimark, București
75. De Landsheere, V., (1992), *L'education et la formation*, PUF, Paris
76. Delors, J., (coord.), (2000), *Comoara lăuntrică. Raportul către UNESCO al Comisiei Internaționale pentru Educație*, Ed. Polirom, Iași
77. Diaconu, M., (2002), *Competențele profesiei didactice*, în Gliga, L., (coord.), *Standarde profesionale pentru profesia didactică*, CNFP, București
- 78.****Dicționar de psihologie socială* (1981), Ed. Științifică și Enciclopedică, București
- 79.****Dictionnaire encyclopedique de l'education et de la formation* (1994), Ed. Nathan, Paris
80. Dijmărescu, I., (1997), *Managementul proiectelor*, Ed. Academiei Române de Management, București
81. Dragu, A., (1996), *Structura personalității profesorului*, Ed. Didactică și Pedagogică, București
82. Drăgan, I., Nicola, I., (1995), *Cercetarea psihopedagogică*, Ed. Timpomur, Târgu-Mureș
83. Drăgătoiu, I., (1995), *Introducere în metodologia cercetării științifice*, Ed. "Dimitrie Cantemir", Târgu-Mureș
84. Druker, P.F., (1993), *Inovația și sistemul antreprenorial*, Ed. Enciclopedică, București
85. Duks, S., (2000), *Relațiile interpersonale. A gândi, a simți, a interacționa*, Ed. Polirom, Iași
86. Dumitru, Al., (2000), *Dezvoltarea gândirii critice și învățarea eficientă*, Ed. de Vest, Timișoara
87. Dumitru, Al., (2001a), *Educație și învățare. Aspecte psihoindividuale, psihosociale și manageriale*, Ed. Eurostampa, Timișoara
88. Dumitru, Al., (2001), *Personalitate. Atitudini și valori*, Ed. de Vest, Timișoara
89. Duncan, J., (1995), *Management – Progressive Responsibility in Administration*, Random House Business Division, New York
90. Dunham, J., (1995), *Developing Effective School Management*, Routledge, London
91. Duric, L., (1991), *Elements de psychologie de l'education*, UNESCO, Paris

92. Eurydice, Rețeaua de Informare despre educație în Comunitatea Europeană,(1997), *Formarea continuă a cadrelor didactice în Uniunea Europeană și statele AELS/SEE*, Ed. Alternative, București
93. European Commission, (2005), *Common European Principles for Teacher Competences and Qualification*, Brussels
94. Eysenck, H., Eysenck, M.,(1999), *Descifrarea comportamentului uman*, Ed. Teora, București
95. Ezechil, L., (2002), *Comunicarea educațională în context școlar*, Ed. Didactică și Pedagogică, București
96. Farris, P.J., (1996), *Teaching. Bearing the Torch*, Brown/Benchmark Publishers, New York
97. Fraser, J. B., (1996), *Classroom Environment*, Croom Helm Ltd., New Hampshire
98. Froyen, L.A., Iverson, A.M., (1999), *School wide and Classroom Management. The Reflective Educator-Leader*, Upper Saddle River NJ, Prentice Hall
99. Fullan, M., (1991), *The New Meaning of Educational Change*, Cassell, London
100. Gagne, R.M.,(1977), *Principii de design al instruirii*, Ed. Didactică și Pedagogică, București
101. Gliga, L., Spiro, J., (2001), *Învățarea activă. Ghid pentru formatori și cadre didactice*, București
102. Gayet, D., (1995), *Modeles educatifs et relations pedagogique*, Armand Colin, Paris
103. Golu, P., (1989), *Fenomene și procese psihosociale*, Ed. Științifică și Enciclopedică, București
104. Good, L. Th., Brophy, E. J.,(1993), *Looking in Classrooms*, Harper & Row Publishers, NY
105. Gordon, J., Mondy, R., Sharplin, A., Premeaux, S., (1990), *Management and Organizational Behavior*, Allyn and Bacon, Boston
106. Greenberg, J.,(1993), *The distributive justice of organizational performance evaluations*, Science Research Associates, Chicago
107. Gueguen, N., (2007), *Psihologia manipulării și a supunerii*, Ed. Polirom, Iași
108. Guillothe, A., (1990), *Le professeur stratege*, Les Editions d'Organisation, Paris
109. Handy, C., (1991), *Gods of Management*, Business Books, London
110. Hatoș, A., (2006), *Sociologia educației*, Ed. Polirom, Iași
111. Herlo, D., (2006), *Formarea inițială și continuă a cadrelor didactice – aspecte teoretico-practice*, Ed. Univ. Aurel Vlaicu, Arad
112. Herseni, T., (1982), *Sociologie*, Ed. Științifică și Enciclopedică, București
113. Hersey, P., Blanchard, K., (1988), *Management of Organizational Behavior: Utilizing Human Resources*, 5th edition, Prentice Hall, New York
114. Hofstede, G., Saunders, G., (1990), *Measuring organizational cultures: a qualitative and quantitative study across twenty cases*, Administrative Science Quarterly, New York

115. Hofstede,G., (1996), *Managementul structurilor multiculturale. Software-ul gândirii*, Ed. Economică, București
116. Horowitz,J.,Bordens,K.S., (1995), *Social Psychology*, Mafield Publishing Company, Mountain View, California
117. House,R.,J, (1984), *Power in organizations: A social psychological perspective*, University of Toronto
118. House, R.J., Howell, J.M., (1992), *Personality and charismatic leadership*, Leadership Quarterly, Toronto
119. House,R.J., (1999), *Cultural influences on leadership and organizations*, Jai Press, Toronto
120. Hughes, R.J, Ginnett,R.C., Curphy, G.L, (1993), *Leadership: enhancing the lessons of experience*, Irwin Hone wood, Toronto
121. Howitt,D., Cramer, D., (2006), *Introducere în SPSS pentru psihologie*, Ed. Polirom, Iași
122. Huberman, A., (1978), *Cum se produc schimbările în educație*, Ed. Didactică și Pedagogică, București
123. Ilica, A., (2005), *Metodologia cercetării experimentale*, Ed. Univ. Aurel Vlaicu, Arad
124. Iluț, P. (1997), *Abordarea calitativă a sociumanului*, Ed. Polirom, Iași
125. Ionescu, M., (1972), *Clasic și modern în organizarea lecției*, Ed. Dacia, Cluj-Napoca
126. Ionescu, M., (1979), *Previziune și control în procesul didactic*, Ed. Dacia, Cluj-Napoca
127. Ionescu, M., Radu,I.,(1984), *Cercetarea pedagogică și perfecționarea cadrelor didactice* în “Revista de pedagogie”, nr.1
128. Ionescu, M., Radu,I., (1984), *Modalități de investigație psihopedagogică*, în “Revista de pedagogie”, nr.2
129. Ionescu, M., Radu,I.,(1984), *Modalități de investigație psihopedagogică*, în “Revista de pedagogie”, nr.3
130. Ionescu, M., Radu,I.,(1984), *Evaluarea rezultatelor unei investigații psihopedagogice*, în “Revista de pedagogie”, nr.4
131. Ionescu, M., (1992), *Inovația și difuziunea ei în practica școlară*, în “Revista de pedagogie”, nr.10
132. Ionescu, M., Chiș, V., (1992), *Strategii de predare și învățare*, Ed. Științifică, București
133. Ionescu, M., Radu,I., (coord.), (1992), *Didactica modernă*, ediția I, Ed. Dacia, Cluj-Napoca
134. Ionescu, M., (1997), *Pedagogia învățământului superior în fața unor noi solicitări*, în Neculau, A., (coord.), *Câmpul universitar și actorii săi*, Ed. Polirom, Iași
135. Ionescu, M., (1998), *Educația și dinamica ei*, Ed. Tribuna Învățământului, București
136. Ionescu, M., Radu,I., Salade, D., (coord.), (2000), *Studii de pedagogie aplicată* , Ed. Presa Universitară Clujeană, Cluj-Napoca

137. Ionescu, M., (2000), *Demersuri creative în predare și învățare*, Ed. Presa Universitară Clujeană, Cluj-Napoca
138. Ionescu, M., Bocoș, M., (2000), *Reforma și inovația în învățământ, în Studii de pedagogie. Omagiu profesorului Dumitru Salade*, Ed. Presa Universitară Clujeană, Cluj-Napoca
139. Ionescu, M., (2001), *Cercetarea pedagogică și inovația în învățământ, în Pedagogie. Suporturi pentru formarea profesorilor*, Ed. Presa Universitară Clujeană, Cluj-Napoca
140. Ionescu, M., Radu, I., (coord.), (2001), *Didactica modernă*, ediția a II-a, Ed. Presa Universitară Clujeană, Cluj-Napoca
141. Ionescu, M., (2003), *Instrucție și Educație. Paradigme, strategii, orientări, modele*, Ed. Garamond, Cluj-Napoca
142. Ionescu, M., (coord.), (2006), *Schimbări paradigmatică în instrucție și educație*, Ed. Eikon, Cluj-Napoca
143. Ionescu, M., (coord.), (2007), *Abordări conceptuale și praxiologice în științele educației*, Ed. Eikon, Cluj-Napoca
144. Ionescu, M., (coord.), (2009), *Fundamentări teoretice și abordări praxiologice în științele educației*, Ed. Eikon, Cluj-Napoca
145. Ionescu, M., Bocoș, M., (coord.), (2009), *Tratat de didactică modernă*, Ed. Paralela 45, Pitești
146. Iosifescu, Ș., (2000), *Manual de management educațional pentru directorii de unități școlare*, Ed. ProGnosis, București
147. Iucu, B. R., (2000), *Managementul clasei de elevi - fundamente teoretico-metodologice*, Ed. Polirom, Iași
148. Iucu, R., Pânișoară, O., (2000), *Formarea personalului didactic, Raport de cercetare 1 și 2*, coord. Lucia Gliga, ediția a II-a, Ed. UMC S.R.L., București
149. Iucu, R., Păcurari, O., (2001), *Formarea inițială și continuă a cadrelor didactice – introducerea sistemului de credite transferabile: evoluții și sisteme*, Ed. Humanitas, București
150. Iucu, R., (2003), *Formarea inițială și continuă a managerilor din învățământul preuniversitar-aplicații pentru procesul de formare a inspectorilor școlari, în Omagiu profesorului Miron Ionescu. Studii și reflecții despre educație.*, Ed. Presa Universitară, Cluj-Napoca
151. Iucu, B. R., (2005), *Formarea personalului didactic - sisteme, politici, strategii*, Ed. Humanitas, București
152. Iucu, B. R., (2006), *Managementul clasei de elevi – aplicații pentru gestionarea situațiilor de criză educațională*, Ed. Polirom, Iași
153. Iluț, P., (2001), *Sinele și cunoașterea lui*, Ed. Polirom, Iași
154. Jackson, W. Ph., (1998), *Life in classrooms*, Holt, Rinehart & Winston, New York

155. Jinga, I., Istrate, E., (2001), *Manual de pedagogie*, Ed. All Educațional, București
156. Jinga, I.,(1993), *Conducerea învățământului. Manual de management instrucțional*, Ed. Didactică și Pedagogică, București
157. Joița, E., (1998), *Eficiența instruirii*, Ed. Didactică și Pedagogică, București
158. Joița,E., (2000), *Management educațional. Profesorul-manager: roluri și metodologie*, Ed.Polirom, Iași
159. Joița, E., (2007), *Formarea pedagogică a profesorului. Instrumente de învățare cognitiv-constructivistă*, Ed. Didactică și Pedagogică, București
160. Johns, G., (1998), *Comportament organizațional*, Ed. Economică, București
161. Jude, I., (2002), *Psihologie școlară și optim educațional*, Ed. Didactică și Pedagogică, București
162. Jurcău, N., (1999), *Psihologie școlară*, Ed. U.T. Press, Cluj-Napoca
163. Kets de Vries,M., (1988) , *Prisoners of leadership*, Human Relations, New York
164. Korca, M., (2000), *Reforma învățământului de la opțiuni strategice la acțiune*, Ed. Punct, București
165. Kotter,J.P., (1996), *Leading change*, Cambridge, Harvard Business School Press
166. Kreuger, R.A., (1988), *Focus groups: a practical guide for applied research*, London Sage
167. Kreuger, R.A., Casey, M.A., (2005), *Metoda focus-group: ghid practic pentru cercetarea aplicată*, Ed. Polirom, Iași
168. Kramar, M., (2002), *Psihologia stilurilor de gândire și acțiune umană*, Ed. Polirom, Iași
169. Leathers, D.,G., (1992), *Succesful Nonverbal Communication: Principles and Applications*, Macmillan, New York
- 170.Leboyer,C.L., (2002), *La motivation dans enterprise. Modeles et strategies*, Edition Organisation, Paris
171. Levy-Leboyer,C., (1996), *La gestion des competences*, Editions d'Organisation, Paris
172. Lisievici, P., (1997), *Calitatea învățământului. Cadru conceptual, evaluare și dezvoltare*, Ed. Didactică și Pedagogică, București
173. Livian, Y, (2001), *Organisation. Theories et pratiques*, Dunod, Paris
- 174.Locke,E., (1991), *The Essence of Leadership. The Four Keys to Leading Successfully*, Lexington/Macmillan, New York
175. Luchian, D. Gh., (1997), *Managementul în perioade de criză*, Ed. Economică, București
176. Lupan, Ș.R., (2003), *Cultură, comportament și comunicare în schimbarea organizațiilor*, Teză de doctorat, Timișoara
177. Macavei, E., (1997), *Pedagogie*, Ed. Didactică și Pedagogică, București

178. Maciuc, I., (2005), *Nevoia de profesori reflexivi și profesionalizarea didactică*, în Voiculescu, F., (coord), *Schimbari de paradigmă în științele educației*, Ed. Risoprint, Cluj-Napoca
179. Manolescu, M., (2005), *Evaluarea școlară - metode, tehnici, instrumente*, Meteor Press, București
180. Marcus, S., Gherghinescu, R., Mânzat, I., Neacșu, G., Nicola, G., Săucan, D., (1999), *Competența didactică-perspectivă psihologică*, Ed. All, București
181. Marga, A., (1998), *Reforma învățământului acum*, în MEN- Ghid al managementului universitar, Ed. Alternative, București
182. Marga, A., (2005), *Anii reformei și ceea ce a urmat. Analize, măsuri și programe educaționale*, Ed. Fundației pentru Studii Europene, Cluj-Napoca
183. Martory, L.B., (1992), *L'entreprise face a l'investissement en formation du personnel*, PUF, Paris
184. Matsui, T.,Kakuyama,T., Onglatco,M.L., (1987), *Effects of goals and feedback on performance in groups*, Journal of Applied Psychology, New York
185. Mărginean, I., (2000), *Proiectarea cercetării sociologice*, Ed. Polirom, Iași
186. Miclea, M., (2003), *Psihologie cognitivă. Modele teoretico-experimentale*, Ed. Polirom, Iași
187. Mihai, A., (2001), *Relația dintre leadership și personalitate din perspectiva psihologiei organizaționale*, în Revista de psihologie organizațională, volumul I
188. Mihuleac, E., (1999), *Știința managementului. Teorie și practică*, Ed. Tempus București
189. Mihuleac, E., (1994), *Bazele managementului*, Ed. Tempus București
190. Miner,J.B., (1993), *Role motivation theories*, Routledge, London
191. Mintzberg, H., (1983), *Power in and around organization*, Englewood Cliffs, New York: Prentice Hall
192. Miroiu, A. (coord), (1998), *Învățământul românesc azi*, Ed. Polirom, Iași
193. Mitang, G., Rinner, S., (1995), *Total Quality Management*, Treppler Press, Londra
194. Mitrofan, N., (1998), *Aptitudinea pedagogică*, Ed. Academiei, București
195. Montana, P.J.,Charnov,B.N., (2000), *Management*, Barrons ,New York
196. Monteil, J.M., (1997), *Educație și formare. Perspective psihosociale*, Ed. Polirom, Iași
197. Moraru, I., (1995), *Introducere în psihologia managerială*, Ed. Didactică și Pedagogică, București
198. Moscovici, S., (1998), *Psihologia socială a relațiilor cu celălalt*, Ed. Polirom, Iași
199. Mucchelli, A. (coord), (2002), *Dicționar al metodelor calitative în științele umane și sociale*, Ed. Polirom, Iași

200. Muster, D., (1985), *Metodologia cercetării în educație și învățământ*, Ed. Litera, București
201. Neacșu, I., (1990), *Instruire și învățare*, Ed. Științifică, București
202. Neacșu, I., (2006), *Învațarea academică independentă*, Universitatea București
203. Neculau, A., Zlate, M., (1983), *Clasa de elevi ca formațiune psihosociologică*, în *Psihologia educației și dezvoltării*, Ed. Academiei, București
204. Neculau, A., (1992), *Câmpul educativ și puterea șolii*, în *Revista de Pedagogie*, nr. 3-4, București
205. Neculau, A., (1994), *Relații pedagogice și rolul lor în dinamica procesului învățământ*, în *Psihopedagogie*, Ed. Spiru Haret, Iași
206. Neculau, A., (coord.), (1996), *Psihologie socială. Aspecte contemporane*, Ed. Polirom, Iași
207. Neculau, A., (1997), *Psihologia câmpului social - Reprezentările sociale*, Ed. Polirom, Iași
208. Neculau, A., (2004), *Educația adulților - experiențe românești*, Ed. Polirom, Iași
209. Nedelcu, A., Ciolan, L., (2010), *Școala așa cum este*, Ed. Vanemonde, București
210. Negreț-Dobridor I., Pânișoară, I.O., (2005), *Știința învățării, de la teorie la practică*, Ed. Polirom, Iași
211. Nicola, I., (1974), *Microsociologia colectivului de elevi*, Ed. Didactică și Pedagogică, București
212. Nicola, I., (1994) *Morfogeneza colectivului de elevi*, în *Revista de Pedagogie*, nr.1
213. Nicola, I., (2002), *Tratat de pedagogie școlară*, ediția a II-a, Ed. Aramis, București
214. Nicolescu, O.(coord.), (1993), *Ghidul managerului eficient*, Ed. Tehnică București
215. Niculescu, R.M., (1994), *A învăța să fii un bun manager*, Ed. Inedit, Tulcea
216. Niculescu, R.M, (2000), *Formarea formatorilor*, Ed. All Educațional, București
217. Novak, A. (1988), *Ghid statistic pentru cercetările din educație și învățământ*, Ed. Litera, București
218. Novak, A., (1998), *Metode cantitative în psihologie și sociologie*, Ed. Oscar Print, București
219. Opre, A.,(coord.), (2004), *Noi tendințe în psihologia personalității*, Ed. ASCR, Cluj-Napoca
220. Opre, A., Boroș, S., (2006), *Personalitatea în abordările psihologiei contemporane*, Ed. ASCR, Cluj-Napoca
221. Oprea, C.L., (2006), *Strategii didactice interactive*, Ed. Didactică și Pedagogică, București
222. Paloș, R., Sava, S., Ungureanu, D., (2007), *Educația adulților. Baze teoretice și repere practice*, Ed. Polirom, Iași
223. Parot,F., Richelle, M., (1995), *Introducere în psihologie. Istoric și metode*, Ed. Humanitas, București
224. Păun, E., (1985), *Sociopedagogie școlară*, Ed. Didactică și Pedagogică, București
225. Păun, E., (1994), *Managementul organizațiilor educaționale*, note de curs, Universitatea din București

226. Păun,E., (1999), *Școala-abordare sociopedagogică*, Ed. Polirom Iași
227. Păun, E., (2002), *Managementul instituției școlare în Buletinul Centrului Național de Formare a Personalului din Învățământul Preuniversitar*, Nr.1, București
228. Pânișoară, I.O., (2004), *Comunicarea eficientă. Metode de interacțiune eficientă*, Ed. Polirom, Iași
229. Pânișoară, I.O., Pânișoară, G.,(2004), *Managementul resurselor umane - ghid practic*, Ed. Polirom, Iași
230. Pânișoară, I.O., (2005), *Motivarea eficientă – ghid practic*, Ed. Polirom, Iași
231. Pânișoară, I.O., (2009), *Profesorul de succes. 59 de principii de pedagogie practică*, Ed. Polirom, Iași
232. Pell, A.,R., (2007), *Managementul resurselor umane*, Ed. Curtea Veche, București
233. Peretti, A., (1996), *Educația în schimbare*, Ed. Spiru Haret, Iași
234. Peretti, A., Legrand, J., Boniface,J.,(2001), *Tehnici de comunicare*, Ed. Polirom, Iași
235. Petrișor, I., (1999), *Progresul organizațional: schimbare, transformare și inovare organizațională*, Ed. Mirton, Timișoara
236. Piaget, J., (1976), *Psihologie și pedagogie*, Ed. Didactică și Pedagogică, București
237. Pintrich, P.R., Schunk, D.H., (2002), *Motivation in education: Theory, research and applications*, Upper Saddle River, NJ:Merrill Prentice Hall
238. Pitariu, H., (1994), *Managementul resurselor umane – măsurarea performanțelor profesionale*, Ed. All, București
239. Planchard, E. (1972), *Cercetarea în pedagogie*, Ed. Didactică și Pedagogică, București
240. Planchard, E., (1992), *Pedagogie școlară contemporană*, Ed. Didactică și Pedagogică, București
241. Plety, R., (1996), *Cooperative Learning*, ARCI PUL, Lyon
242. Popeangă, V., (1973), *Clasa de elevi - subiect și obiect al actului educativ*, Ed. Facla, Timișoara
243. Popescu,V.V., (1973), *Știința conducerii învățământului*, Ed. Didactică și Pedagogică, București
244. Porter, L.W., Lawler,E.E., (2001), *Managerial Attitudes and Performance*, Homewood, Dorsey Press, New York
245. Potolea, D.et alții, (1989), *Structuri, strategii, performanțe în învățământ*, Ed. Academiei Române, București
246. Potolea, D., (2001), *Standarde pentru formarea personalului didactic; un cadru de referință și câteva probleme*, conferință prezentată în cadrul Seminarului „Formarea inițială și continuă a personalului didactic”, organizată de Centrul „Educația 2000+”, Sinaia

247. Potts, B., (1994), *Strategies for teaching critical thinking*, ERIC Clearinghouse on Assessment and evaluation, Washington DC
248. Preda, M., (2006), *Comportament organizațional. Teorie, exerciții și studii de caz*, Ed. Polirom, Iași
249. Pride, W.M., Hughes,R.J., Kapoor, J.R., (1991), *Bussines*, Houghton Mifflin Company, Boston
250. Prodan, A., (1999), *Managementul de success. Motivație și comportament*, Ed. Polirom,Iași
251. Radu I. (coord), (1967), *Introducere în psihologia experimentală și statistică*, Ed. Didactică și Pedagogică, București
252. Radu, I., Ionescu, M., (1984), *Cercetarea pedagogică și perfecționarea cadrelor didactice*, în ” Revista de pedagogie”, nr.1
253. Radu, I., Ionescu, M., (1984), *Modalități de investigație psihopedagogică*, în ” Revista de pedagogie”, nr.3
254. Radu, I., Ionescu, M., (1984), *Modalități de investigație psihopedagogică*, în” Revista de pedagogie”, nr.2
255. Radu,I., Ionescu, M., (1984), *Modalități de investigație psihopedagogică*, în” Revista de pedagogie”, nr.3
256. Radu, I., Ionescu, M., (1984), *Evaluarea rezultatelor unei investigații psihopedagogice*, în ” Revista de pedagogie”, nr.4
257. Radu, I., Ionescu, M., (1987), *Cercetarea pedagogică - moment al perfecționării și creativității*, în *Experiență didactică și creativitate* , Ed. Dacia, Cluj-Napoca
258. Radu. I. (coord), (1991), *Psihologie*, Editura Presa Universitară Clujeană, Cluj-Napoca
259. Radu,I.(coord), (1993), *Metodologia psihologică și analiza datelor*, Ed. Sincron, Cluj-Napoca
260. Radu, I.(coord), (1993), *Introducere în psihologia contemporană*, Ed. Sincron, Cluj-Napoca
261. Radu, I.,Iluț, P., Matei, L., (1994), *Psihologie socială*, Editura EXE, Cluj-Napoca
- 262.Radu, I., Ionescu, M., (1998), *Inovația și cercetarea psihopedagogică – Resurse ale perfecționării și creativității*, în *Educația și dinamica ei*, Ed. Tribuna Învățământului, București
263. Radu. I., (2006), *Demersuri tipice în abordarea personalității*, în *Noi tendințe în psihologia personalității – Modele teoretice*, vol.I, Ed. ASCR, Cluj-Napoca
264. Ranson, S., (1998), *Inside the learning society*, Ed. Cassell, Lodon
265. Rateau,P.,(2004), *Metodele și statisticile experimentale în științele umane*, Ed. Polirom, Iași
266. Rees, W. D., (1991), *The Skills of Management*, Routledge, Londra
267. Rotariu, T.,Iluț, P., (2001), *Ancheta sociologică și sondajul de opinie. Teorie și practică*, Ed. Polirom, Iași

268. Rotariu, T.,(coord.), (2006), *Metode statistice aplicate în științele sociale*, Ed. Polirom, Iași
269. Rudică, T., (1990), *Maturizarea personalității*, Ed. Junimea, Iași
270. Russu,C., (1993), *Management*, Ed. Expert ,București
271. Salade, D., (1982), *Profesorul - modelator al personalității elevilor*, în *Didactica*, Ed. Didactică și Pedagogică, București
272. Salade, D., (1982), *Sinteze de pedagogie contemporană*, Ed. Didactică și Pedagogică, București
273. Salade, D., (1997), *Receptarea noului în practica școlară*, în *Dezbateri de didactică aplicată*, Ed. Presa Universitară Clujeană, Cluj-Napoca
274. Sava, S., (2003), *Teorie și practică în educația la distanță*, E.D.P, București
- 275.Sava, F., (2004), *Analiza detelor în cercetarea psihologică. Metode statistice complementare*, Ed. ASCR, Cluj-Napoca
276. Savage, A., *Reconciling your appraisal system with company reality*, Institute of Personnel Management, New York
277. Schein, E.H., (2004), *Organizational Culture and Leadership*, 3rd edition, Jossey-Bass, San Francisco
278. Schultz,D., Schultz, S.E., (1994), *Theories of personality*, Pacific Grove, CA:Brooks Cole
279. Shamir,B., (1995), *Social distance and charisma: Theoretical notes and an exploratory study*, Leadership Quarterly, New York
280. Skyu,M., (2002), *Experiența învățării mediate în clasă și în afara acesteia*, Ed. ASCR, Cluj-Napoca
281. Slavin, R.E., (1997), *Educational psychology: Theory and practice*, Allyn & Bacon, Boston
282. Smetherman, D., (1993), *School Organisation,Management,Leadership*, Carfax Publishing Company, vol.13, Oxford
283. Smith, K.M., (2005), *Competence and Competency*, în revista Informal education&lifelonglearning (infed.org/biblio/b-comp.htm)
284. Souni, H., (1998), *Manipularea în negocieri*, Ed. Antet, București
285. Stan, C., (2001), *Teoria educației. Actualitate și perspective*, Ed. Presa Universitară Clujeană, Cluj-Napoca
286. Stan, C., (2001), *Autoevaluare și evaluare didactică*, Ed. Presa Universitară Clujeană, Cluj-Napoca
287. Stan, E., (1999), *Profesorul între autoritate și putere*, Ed. Teora, București
288. Stan, E.,(2003), *Managementul clasei*, Ed. Aramis, București
289. Stanciu, Șt.,(1969), *Cercetarea pedagogică*, Ed Didactică și Pedagogică, București
290. Stănculescu, E., (1996), *Teorii sociologice ale educației*, Ed. Polirom, Iași

291. Strungă, C., (2001), *Elemente de metodologia cercetării pedagogice și operaționalizarea evaluativă*, Ed. Politehnica, Timișoara
292. Șchiopu, U., Verza, E., (1997), *Psihologia vârstelor*, Ed. Didactică și Pedagogică, București
293. Șoitu, L., (1997), *Comunicare și acțiune*, Institutul European, Iași
294. Tannenbaum, A.S., (1980), *Organizational psychology*, In Handbook of Cross Cultural Psychology- Social Psychology, vol 5, H.C. Triandis and R.W. Brislin (eds.). Boston: Allyn & Bacon
295. Tichy, N.M., Devanna, M.A., (1996), *The Transformational Leader*, John Wiley & Sons, New York
296. Thurler, G.M., (2000), *Innover au coeur de l etablissement scolaire*, Ed. ESF, Paris
297. Toea, A., Butucă, A. (coord.), (1997), *Ghidul directorului*, D.P.C.-EU/PHARE, București
298. Toma, S., (1994), *Profesorul-factor de decizie*, Ed. Tehnică, București
299. Tudorică, R., (2004), *Dimensiunea europeană a învățământului românesc*, Ed. Institutul European, Iași
300. Tudorică, R., (2005), *Introducere în managementul educației*, Ed. Meronia, București
301. Tuijnman, A.C., (1996), *International Encyclopedia of Adult Education and Training*, second edition, Ed. Pergamon, London
302. Ulrich, C., (2000), *Managementul clasei de elevi - învățarea prin cooperare*, Ed. Corint, București
303. Văideanu, G., (1988), *Educația la frontiera între milenii*, Ed. Politică, București
304. Verza, E., Verza, E.F., (2003), *Psihologia vârstelor*, Ed. Pro Humanitas, București
305. Vlăsceanu, L., (1986), *Metodologia cercetării sociale*, ESE, București
306. Vlăsceanu, L., (1989), *Ipoteza în cercetare: funcții și forme de manifestare*, în Revista de pedagogie, nr.2
307. Vlăsceanu, M., (1993), *Psihosociologia educației și învățământului*, Ed. Paideia, București
308. Voiculescu, F., Todor, I., Voiculescu, E., (2004), *Managementul timpului - o abordare psihopedagogică*, Ed. Risoprint, Cluj-Napoca
309. Voiculescu, F., (2004), *Analiza resurse-nevoi și managementul strategic în învățământ*, Ed. Aramis, București
310. Vroom, V.H., Yetton, P.W., (1973), *Leadership and Decision Making*, University of Pittsburg Press
311. West, M.A, Slater, J.A., (1995), *Teatnworkmyths, realities and research*, The Ocupational Psychologist, NY
312. Yagil, D., (1998), *Charismatic leadership and organizational hierarchy: Attribution of charisma to close and distant leaders*, Leadership Quarterly, New York

313. Yukl,G., Falbe,C.M., (1991), *The importance of different power sources in downward and lateral relations*, Journal of Applied Psychology, New York
314. Yukl ,G., (2002), *Leadership in Organisations*, 5^m, Prentice Hall International Inc, New York
315. Zamfir, C., Mătăuan, G., Lotreanu, N., (1994), *Formarea managerială în România: nevoi și capacități*, Ed. Alternative, București
316. Zlate, M., (1972), *Psihologia socială a grupurilor școlare*, Ed. Politică, București
317. Zlate, M., (1997), *Eu și personalitatea*, Ed. Trei, București
318. Zlate, M., (coord.), (2001), *Psihologia la răspântia între milenii*, Ed. Polirom, Iași
319. Zlate, M., (2004), *Leadership și management*, Ed. Polirom, Iași
320. Zlate, M. (2004), *Tratat de psihologie organizațional-managerială, vol I-II*, Ed. Polirom, Iași

<http://www.cnfp.ro/New/standarde/index4.html>

http://www.mandbf.org.uk/fleadmin/flemounts/general/Impact_Measuring.pdf

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/EXTISPMA/0>

http://www.mandbf.org.uk/fleadmin/flemounts/general/Publications/Effect_Evaluation_highres.pdf

<http://archive.tvet.ro/web>

<http://rural.edu.ro/index.php>

www.edu.ro

www.europa.eu

<http://articole.famouswhy.ro>

<http://www.unicef.org/romania>

http://www.oldham.gov.uk/eia_toolkit.pdf