# EDUCATIONAL MANAGEMENT: ETHICS MANAGEMENT, STYLES AND TYPES OF MANAGERS AMONG TEACHERS

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*Abstract: According to studies, management, as the center of decision, is represented by the person or the group of persons invested with formal authority, under which decisions are made, having the role of influencing the activity and / or the behaviour of other people. It can be defined as intellectual work by which a person determines other people to undertake certain activities in order to achieve one or more objectives.*
*Based on management's main actions, which are to anticipate, to organize, to command, to coordinate and to control, the hereby paper tries to demonstrate that teachers can be wonderful managers when dealing with the students. Besides, teachers can be real models for a great number of generations, because they are regarded as the ones responsible for the new requirements of society development, being also the ones who carry out tasks which involve high degrees of knowledge and practice, within a long and complex training and development process, as the teaching-learning process is.*

*Keywords: organization, experience, personal abilities, achieving objectives, control*

Nothing there, either belonging to the vegetal, mineral or the human being can flinch from correlation and especially from a hierarchy in which some play the leading role and other items play the role of subordination. Extrapolating this relationship on a human level, the concept of management can be used in Anglo-Saxon Western literature, especially to act as the concept of leadership as a theory and practical activity or process, meaning "to lead effectively."

As we all know, the term *management* means the "science of organization and management of the company or the entire business organization and management in order to design optimal decision-making processes and microeconomic regulation."

The meaning offered by the encyclopaedic dictionary underlines the fact that in both cases, the term management is explained both by a single function, organization, and by the term leadership, which, however, requires the exercise of all management or leadership functions, actions recognized by the most specialists in the field. We believe that within the social theory and practice in the Romanian context, management has a triple signification: practice (process), decision center and scientific discipline. As practical activity, the management activity first appears in its empirical form, based on intuitive elements such as talent, experience, or the manager's personal abilities. Another important issue is the work under its double aspect: as a conscious process and as a social process based on management emergence as practical activity. The conscious nature of work requires achieving objectives, fact which requires a provision activity, this being one of the management functions. If we analyze our behaviour correctly, and here we refer to us as human beings, we realize that basically we do nothing without regard to achievement of close or long-run targets. The social character of labour given by conducting of some group activities has imposed the members' labour organization the coordination of the



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efforts of the group components, the training of the group members in order to achieve the objectives that the group must perform, the way of controlling the conduct of the group members' operations and the achievement degree of objectives. Therefore, it can be easily noted that all the above mentioned statements represent other management functions.

Management as a practical activity (process) can be defined as "a special kind of intellectual work by which a person (manager, leader, teacher) determines other people (subordinates or students in our case) to undertake certain activities in order to achieve one or more objectives." In other words, the practical activity or the management process is the action, by means of which the manager influences the activity / or behaviour of at least one person other than himself.

Management, as a center of decision, is represented by the person or the group of persons invested with formal authority, under which decisions are made, having the role of influencing the activity and / or the behaviour of other people.

Management can be regarded as a scientific discipline representing "the exploitation of nature and of the management process features, outlining an organized assembly of knowledge and training specific to managers' formation and their focus upon their work." The management process requires after H. Fayol five functions: to anticipate, to organize, to command, to coordinate and to control. Thus to anticipate means to assess future and prepare it; to organize means to undertake or otherwise to equip a company with everything necessary for its operation (materials, capital, personnel, etc.); to order, or "to gain the most important favours from those who make up the company in its interests"; to coordinate means to achieve harmony between all parts of the company's organization so as to facilitate its operation and success; to control, or to check if everything is going according to the adopted schedule, to the given orders and accepted principles. In other linguistic shades, management functions can be defined as planning, organizing, directing and controlling.

In light of these issues, the manager is regarded as the person responsible for the new requirements of society development, being the one who carries out a task which involves a high degree of knowledge and practice, within a long and complex training and development process. Considering these aspects related to our work as managers within the teaching-learning process we seek to correlate our activity in order to achieve our objectives. At the core of my self evaluation and especially my own strategy to act in this activity stood the reflection on the types of managers who assume all management functions which should be taken into consideration whether it falls because of its behaviour, its native or formative qualities, or to a type or another.

It is well known that in terms of leadership position within the hierarchy there are three categories of managers: the managers situated in the frontline management, who coordinate the work of a character who is not himself a manager. This type of manager is responsible for the basic work of the organization reconciled with plans received from superiors. This manager is daily or almost daily in direct relation to his subordinates, his ability to work depending on them. This managerial line forms the organization operative leadership. At this level we have not rigorously programmed activities, taking into account the objectives that were imposed by the training curriculum and learning the subjects taught – English and German in my case.

Second level managers, meaning the department managers, plan, organize, command and control the activity of other managers but they are also reported to a higher management level. They form the department of tactical leadership, every manager coordinating the activity of a subunit belonging to the organization.



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On the third level there are few people, usually including the organization's president and vice-president. They are responsible for the performance of the entire organization.

As a first-level manager, the teacher should be preoccupied with the manager's functions namely planning, organizing, commanding, coordinating and controlling. In this respect, even from the beginning we, as teachers, set both the training syllabus and strategic elements of our department. So we have composed the work plan which contains clear objectives, teaching and learning, assessment and control methods. As part of this plan our concern was the implementation of the novelty element, seeking and applying methods able to involve as much as possible the subordinate employees – the trained subjects (students) – to achieve the established objectives.

Another aspect as manager within the department is the importance that we have given to the organization of our work after we set the goals and their way of achieving them. Thus, we assumed the tasks identified during planning and we distributed them to the organization's members, in our case the members being our students, in order to horizontally and vertically inform them within the organizational structure.

The order, another management function, has been our concern, assuming the transmission of tasks and convincing the organization members to achieve performance goals. A special role was played by the accent that we put on the style of working with our students and the way in which communication occurred within the organization.

Coordination was also my concern as a manager of the students groups while teaching Naval Engineering in English, trying to make them aware of achieving the required objectives. Control was also not neglected, since we have tried, even from the beginning of the activity, to clearly present the main objective of the control function and control itself: the one of setting the performance standard. It is obvious that in this important work, a great role has been played, in my case, by my own abilities, which, as a matter of fact are inherited, but which have been at the same time developed to their full potential.

The analytical quality helped me to use scientific and technical approaches so that I could solve different problems, having the ability to diagnose and evaluate the progress or rarely the regress of each subject. In case of a regression I have chosen the appropriate option, which ultimately led to efficiency in achieving the expected results. This was based on a well made biannual analysis, which was transposed into "computer" quality: in this regard a computerized sheet of each subject was drawn up where both progress and regression were recorded but also the action paths needed in order to get better results in the following semesters.

One extremely important aspect in my pursuit has been the quality of working with people. In this regard I involved, at the core of my cooperation, the honest relationship based on mutual understanding, trying to seek the best forms and means of communication in order to be understood and heard. Mindful of understanding the complexity and importance that should be present for the correct and fluent assimilation of a foreign language, a combination of analytical quality with the conceptual one in long-term planning has been sought.

Of course, as a manager, a particular importance is held by proper interpersonal relationships within the organization and beyond it. Therefore, the informational role through which the manager is placed in the central point for receiving and transmitting information gave us the opportunity to receive information and transmit it as disseminator and as "spokesman". As accepting the role of monitor, we organized the collection of information, exchanges and opportunities. As owning the "role of disseminator" we delivered important information. But most of us were concerned about the role of entrepreneur, looking for ideas, methods and



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techniques to help achieve the objectives. In the context of leadership ethics, the manager's ethics plays a special role today: fairness, honesty, justice.

The altruist ethical behaviour requires adopting some decisions from which others would benefit. The altruist aspect is a beneficial one if the benefit is a social act. Social responsibility is seen in three directions: social obligation, social reaction and social reception.

Within the professional activity, a special role is held by the professional competence and in this regard teachers nowadays have given a permanent and particular interest to participating in various training events related to continuing education (seminars, conferences). Outside intelligence, which is part of the leadership program, initiative, interpersonal ability, moral character, honesty, dignity and especially dedication should particularly be part of the coordinates involved within the developed activity.

The research was and is the corollary of the professional concern and in this sense we focused our activity taking into account the important stages of research, namely: introducing the theme, formulating the work premise, documentation consisting in searching the necessary bibliography, covering it and especially the history issue to predict what it can be brought as a novelty element; outlining the future work plan that requires logic, maintaining the chosen method (inductive and deductive), development of chapters and subchapters and assembling them in a coherent unitary text. These are issues that we have imposed both while drawing up some occasional papers for symposiums and while approaching the subject of the work under development.

Beside all the above mentioned issues, a special reflection should be given to the types of managers and management styles.

Thus, the type of managers is known in the specialty literature as the assembly containing the main features related to the qualities, knowledge and skills of a managers' category which confer them the same basic approach to the issues connected to the management process. As known, according to the Swiss psychologist Carl Jung, there are two human types: the extroverts, meaning the people open to the outer world and the introverts, or the internalized people, who are reserved and meditative people, living in their own world.

Within the specialty literature, the types of managers vary from one author to another in different combinations. Among these types we recognize: the organizer, the participatory, the entrepreneur, the realist, the maximalist, the bureaucrat, the paternalist, the demagogue, the opportunist, etc. Generally speaking, the classification of the managers' types is based on a determinant factor, namely "authoritarianism", according to which the following types of managers are to be distinguished:

● the participatory which is characterized by:
- a solid grounding related to both the collective business where he activates and to management;
- the ease of human contacts that is based on his tact and understanding of human nature;
- being able to delegate while carrying out an operation;
- creating an open work environment, favourable to the development of the subordinates' personality;

● the authoritarian, characterized by:
- location at the forefront of hierarchical relations of subordination;
- reduced use of subordinates' delegation and consultation, sometimes in order to mask



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some gaps in training;
- pleasure of command, combined with inability, leads to a climate of austere work;
- excess of guidance and controls;
- unimportant aspects of human nature.

● the participatory-authoritarian, which in relatively equal proportions, combines the features of the two types above.

Each manager type corresponds to a style of management but this does not mean that a certain type of manager will practice quality or the management style accordingly. Thus, the management style represents the manifestation of the manager's qualities, knowledge and skills in dealing with subordinates, bosses or colleagues. Not to mention that the management style reflects the type of manager! For example, a participatory manager usually develops a participatory style, but he may also adopt an authoritarian style towards certain subordinates. Therefore, we can further on add that the management style is determined by several factors:

● authoritarianism, expressed by the concentration of power by managers and by the way

in which decisions are made;
● directivity, which lies in the nature of suggestions that managers give the subordinates while operating;
● the relationship between manager and subordinate, by means of which the socio-emotional structure of the group is defined;
● the manager's orientation towards the problem the subordinates are dealing with by means of granting priority to the organization issues against the subordinates' interests;
● the management methods and techniques used.

Exercising a certain management style has decisive influence on the work environment and on the behaviour of the led group members (subordinates/ students). Thus, groups which are under an authoritarian style develop the tendency towards aggression and hostility of some members of the group over others, which sometimes can turn into violence. One can observe submissive tendencies, of approaching or attracting the manager's attention, and if difficulties arise, rifts and tense atmosphere appears.

For the groups that practice a participatory style, one can notice healthy relations both between group members and between them and the manager, the desire to achieve objectives being present, as well as a great unity of the group, while the difficulties appeared being resolved by methodical analysis.

Within the organizations' practice there are very rare types of moderators and management styles in a pure form; usually there are combinations related to the conditions in the company and the manager's personality.

In conclusion, as the French philosopher Georges-Louis Leclerc De Buffon said "le style est l'homme même"; but in order to achieve a fruitful collaboration and maximum efficiency, one must take into account all the aspects listed above.



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