

THE ROLE OF MANAGERIAL COMUNICATION IN THE DEVELOPMENT OF ORGANISATIONS

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Abstract: *This article presents the main topics of the didactic activities, regardless of the managerial level of the didactic framework. These themes are: interventions on the school groups, optimization of the classroom management, interventions in the educational crisis situations and intervention strategies and didactic styles in situations of educational crisis.*

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1. Introduction

In the last years, the literature available in Romanian, which approaches the optimization of didactic activities, has gained a quantitative and qualitative increase, either in the form of school/ educational management works containing chapters on this topic (Iucu, 2006, Niculescu, 2004 or David, 2012), and works dedicated to more specific aspects, such as practical principles of pedagogy (Pânișoară, 2009) or learning through cooperation (Ulrich, 2000; Munteanu, 2016).

In relation to this diversity of approaches, this article focuses on a set of common themes for didactic activities – regardless of the managerial level of the didactic framework – namely: interventions on school groups, optimization

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of classroom management, interventions in educational crisis situations, teaching staff's styles and intervention strategies in educational crisis situations.

2. Interventions on school groups

The social group (primary) is essentially defined (Neculau and Boncu, 1998) as a human group whose members have *same values, goals and standards of behavior*, and where frequent interpersonal contacts (frequent interactions) are possible, where there is interdependence between members.

A school group (a school class) is defined by the community of goals, a community that generates interdependence relationships among the members of this group (Cerghit, 2002).

Interdependence also generates *increased common and individual energies*, as it fosters inter-communication and cooperation. These energies can be used in two directions:

- progress, in order to achieve its goals – process energy;
- maintaining the necessary cohesion, to adjust its own actions – conservation energy. (Cotelnic, Timbaliuc, 2018).

The school class as a social group is '*an ensemble of historically constituted individuals, among which there are various types of interactions and common relations determined*' (Mielu Zlate).

Functions of the social group – class

- *social integration* – the game of statuses and roles within the group have important societal valences;
- *security and making safe* – the harmonious relations in the group lead to high self-esteem, the desire to cooperate among members, to increase confidence, and security and aspiration;
- *to regulate the relationships within the group* – the group has the force, through its reactions, to reward or to sanction the behavior of its members;
- *to regulate relationships among individuals* – contributes to building the self-identity of each member, by reference to the group.

Types of organization in the school group (class type)

a) Frontal – activity with the whole group (class) goes from the perspective that all children (students) are equal among themselves.

b) For group – involves the organization of at least two teams (groups) within the large group (class); two kinds of groups can be organized:

- *homogeneous* – grouping according to interests, capacities, common school results;
- *heterogeneous* – grouping according to interests, capacities, differentiated school results.

From a pedagogical point of view, a balance is recommended between the two groups. Celomogen may sometimes be more useful in theoretical, heterogeneous and social learning.

The problem of group homogeneity or heterogeneity is, of course, also, at the level of the large educational group (class), with advantages and disadvantages for each form of organization.

A moderate, compromise solution, often more viable in the classroom practice, but only when the class heterogeneity is so big that it is inconvenient to the training (to most of them), is flexible – temporary, transient, partial, and especially open, reversible grouping. This means, for example, that the teacher organizes this grouping for subject (as much as necessary), but he does not extend it to all of them; he always takes into account the prevention of negative effects like the above mentioned one, he makes decisions with care (ethics) and professionalism and especially – highly important – he maintains the flexibility of the grouping (Golu P and I, 2003). The flexibility criterion associated with the diversity also leads us to the heterogeneous way of group formation, which is specific to cooperative learning.

c) **For individual** – assumes the observance of children's individuality, by choosing the learning tasks corresponding to the possibilities of each child.

3. Optimizing the classroom management of students

Optimizing the classroom management of students is more complete if more of its dimensions are taken into account (Iucu, 2006): the ergonomic dimension, the psychological dimension, the social dimension, the normative dimension, the operational dimension, the innovative dimension.

The ergonomic dimension regards:

- ✓ placing the furniture in the classroom:
 - from an ergonomic point of view, the school furniture is designed to suit the pupils' psycho-somatic characteristics and to be appropriate to the classroom, while, from a didactic point of view,

- it must be installed and adjusted according to the instructive-educational objectives of the activity;
- in recent years the emphasis has been placed on the modularity of the school furniture so that it can be reorganized, composed and decomposed according to the basic didactic task and the educational style of the teaching staff.
- ✓ visibility, is a dimensional substructure of classroom management, dependent on its ergonomics:
 - visibility is an ergonomic constant close to school hygiene and it involves adapting the classroom space, including furniture, to the somatic-physiological and health needs of students;
 - it is recommended to stimulate dynamics of positions occupied in banks by the student, so that successive permutations should not violate previous biological, physical and medical laws but, at the same time, should not contradict the norms of student educational psychological pedagogy and socialization.
- ✓ classroom organization:
 - the class must be arranged not only by instructional and educational rules, but also aesthetically (a class symbol, some sets of photographs with class members, etc.), have their role in highlighting the group culture of the class of students.

The psychological dimension refers to both strictly psychological characteristics and those related to the psychology of education.

The central elements of the psychological dimension are the knowledge and observance of the individual peculiarities of the students (work capacity, motivation, etc.) (Andronic, 2016).

The learning capacity has as a primary element the state of the children's education, i.e. the level of psycho-educational development that makes it possible to successfully approach learning objectives and tasks (Potolea, 1991).

Learning capacity is mainly concerned with:

- level of biopsychosocial development;
- state of skill and knowledge training in relation to predetermined content;
- motivational component, assimilated with attention and interest.

The social dimension refers to the characteristics of the classroom as compared to those of the social group in general. For these characteristics a special place is occupied by group syntality and leaders matters.

The normative dimension refers to the set of rules, which regulate the entire course of activity in school groups.

A school group is a miniature reflection of the society's matters.

Normativity of school groups refers to those rules that structure the activity in progress and can be of several kinds.

Explicit rules – the reference system of school groups pre-existing for group membership of children (students); these rules may in their turn:

- constitutive rules – arising from the characteristics of the group teaching and learning process;
- institutional rules – arising from the presentation of the school (or protection) institution as a social institution.

Implicit rules – are rules produced by the group's common life. Their most important sources are:

- insertion the explicit rules;
- import of rules outside the group and the institution;
- interactions in group life.

An important role has, in this respect, the teacher's reporting to the normative culture of the class.

The operational dimension focuses on different procedures and strategies of the teaching staff when the situation of the group-class requires this. For the most representative intervention strategies, we mention: domination strategy, negotiation, fraternization, strategy based on ritual and routine, occupational therapy, moral support strategy.

The innovative dimension is an essential condition for optimizing the educational interactions.

Changing, as a defining feature of the teacher's managerial approach, requires a set of corrections to the educational action. The change agent is the didactic framework itself. Innovation represents for the management of the student class the only way to personalize a set of norms and rules, specific to the school group.

4. Teacher's styles and intervention strategies in educational crisis situations

It is considered that, as a rule, the crisis situations require two different management styles of intervention:

a) incompetent managerial style – is a passive style characterized by the fact that the manager:

- is waiting for the effects of the crisis to pass;
- criticizes collaborators;
- puts the causes of the crisis on account of external factors;
- has an accusing attitude to the difficulties that overwhelmed him;
- provides a pressing, demotivating climate in the organization;
- surrounds himself by mediocre but devoted subordinates.

b) competent managerial style – is an active style, characterized by the fact that the manager:

- restricts the activity of the organization to minimum rates;
- delegates responsibility;
- acts on all plans to redress the situation
- forces and insists;
- calculates a "minimum profit" from the crisis;
- motivates the subordinates.

Teaching staff's intervention strategies in educational crisis situations

In trying to understand the intervention ways and procedures in crisis situations in general and especially in the context of educational crisis, we stopped at Mr. Daniel Gheorghe Luchian's proposals from *Crisis Management*, where the manager (the teacher) should undertake in managing and organizing the interventions in the event of crisis situations:

"Primo Tempo"

Get rid of urgency but:

Do not neglect the negative consequences on the long term;

Do not abandon the achievement of important but less urgent objectives;

Do not violate or ignore the restrictions set forth;

Do not act under stress, after insomnia;

Order your ideas, but:

Do not neglect the real causes of the problems that have arisen in exchange for the effects;

Do not act on the reaction;

Avoid the amalgam of problems, wishes, wonders and slogans in your mind;

Decompressing:

Do not lose yourself in nothings;

the subordinates approve plainly for the minor actions of success but criticize you backwards (you are not a good manager losing your cunning time);

Keep the subordinates who are always in agreement with you, at a distance;

get rid of "time thieves":

the paradox of time: you have only the time assigned to you;
anticipates the bad things.

Rule of entropy: any action or event has a natural tendency to evolve in the sense of decreasing efficiency, although the effort and expense grow constantly;

do not let risky actions running by themselves;

prepare anticipated, secondary decisions for unfavourable cases;

Do not let to be surprised by negative cases that may arise;

although inside, in such a situation, you are pessimistic, you must always look like a man who is optimistic everywhere;

planning:

"The lack of planning in battles is more critical than the war itself"
(DeGaulle);

any hour spent planning your upcoming actions will save you 4 hours of running the ongoing actions;

put yourself in second place:

with all the current and future management crisis, the Romanian managers are world champions in their ability to achieve their personal goals: the first place is my person, the second is my person, the third is my person, the last place is the system which I control, from the nursery school until the ministry;

attenuate the rebounds:

in the crisis period, always set three main objectives because any primary objective generates at least two of your objectives;

totally minimize the contradictions between the subsidiary objectives;

set priorities:

apply the rule of American expansion; go step by step;
priorities are determined by four factors: financial gain, duration, product and service quality, real demand of the target population;

anticipate the delays:

"Any action takes twice as long as you initially calculated" (Murphy);

the mediocre solution is simple, the smart solution is more complex;

do not blame neighbors:

it is very difficult to precisely determine the causes of the problems because they are masked and are clothed with an impossible garment;

Beware of the managers who totally remove the causes outside the system they run;

be determined:

with your partners you are not allowed to be indecisive or oscillating because you create a boomerang effect and they will be undecided with you;

it is better to work a short amount of time at a loss than to lose your reputation;

"Secondo tempo"

create your feedback:

if you let things evolve on their own, they will continually degrade;

compare what you have proposed with everything you've done and calculate deviations;

to avoid anger and not to get sick, you are tempted to give up control, which can minimize the efficiency of your work;

Run by exception:

the exception's management motto is "you do not have to know history";

subordinates must give you exceptional information;

reduces breaks:

usually inactivity is lifted at the rank of activity;

subordinates should be required to formulate a report on daily activities;

in times of crisis, the activities need to be carried out continuously without interruption;

relax yourself:

no one spares you in times of crisis;

certain periods of silence must be planned during managerial activity:
these are part of the initial planning;

maintain transparency:

for fear of losing papers, you put them in safety; it is a big mistake;

rule of the ordeal: if you need a paper you cannot find it. When you no longer need it, it suddenly appears;

do not increase your stress:

do not load your work with unnecessary documents and accessories;

ask for plans:

a plan replaces 1000 words and makes you feel better;

planning consumes ten times less time and allows you to decide faster and more efficiently;

always change & anything:

everything that is present is worn-out;

bringing permanent changes to your system, you'll stay on the waterline of efficiency;

Stay focused:

Avoid concentrating wrongly; avoid spending time; avoid the effort

As it can be seen, the recommendations formulated for the manager (in our case, the teacher as the manager of the crisis situations in the classroom) are subject to conditions of flexibility and obvious relativity. As a tip, as a recommendation, the elements previously presented and taken into account, can become favorable conditions for having success in managing crisis situations.

Conclusions

Regardless the managerial level of the didactic framework or the teaching experience accumulated so far, the knowledge of the fundamentals of the psycho-pedagogical intervention regarding the school groups, the class management, the interactions in didactic activities and the educational crisis situations – diversified in the last years – represent, we hope, a useful contribution to the continuous teachers training.

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