

LEADERSHIP AND MANAGEMENT IN CASE OF COMPETENCE DELEGATION AT THE COUNTY SCHOOL EDUCATION LEVEL

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Abstract: *To do what should be done and how to do it represents one of the goals of any organization that is based on scientific principles of organization and management of activities in XXI century. Based on axiomatic truth, that any organizational structure that works with people must be led by at least one leader in the management of local school inspectorates, often found when post of general inspector is vacant for various reasons. Caught in a position to block specific processes of management and the organization of competitions for vacancies, the top management from the educational system uses sometimes improvised solutions. These are capable to affect in their substance the specific headquarters of scientific leadership, through delegated person to exercise, even for a limited period of time, therefore analyzed organizations cannot exercise an act of performance management and bring major disservice to the educational system as a whole.*

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1. Introduction

According to American Management association, "management is working with and through other people to accomplish the objectives of both the organization and its members" [4]. In other opinion [1], "management represents solving tasks effectively through other people". After Burduş and Căprărescu, management as a science represents "the study of the purpose of a systematic management concepts and generalizations, laws, principles, rules, designing new systems, methods and techniques that lead to increased efficiency of activities to achieve objectives" [7]. In opinion of D. A. Constantinescu, management is "the process of achieving the goals of the five functions of organization is to his foresight, organization, coordination, training and control." The art of management consists in an informed opinion [2], in "use of talent management leader in the development process." In this regard, Taylor said [3]: "accurate knowledge forms the science and their application in practice, to achieve a particular purpose, constitutes art". In scientific literature, it was shown that there are, according to the hierarchical

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level, three categories of managers in any organization: top managers (senior managers, which coordinate all other hierarchical levels of management organization); Middle managers (mid-level managers, which coordinate both performers and other managers); first managers (those who work directly with contractors, having subordinated other managers). Regarding the differences between leaders and managers, as Peter Drucker, leadership means doing what should and management involves doing things right. According to W. Bennis, leadership do what is good and management do things right. We can conclude from the above opinions that the major difference between leadership and management is that leadership is associated with cognitive level, imaginative, proactive and management with plan action. The leader is the one who has vision, scan future, sets goals and action plans while the manager is the person who put all into practice [5]. There are opinions that consider that leadership is a part of the management, it's essential and fundamental part. Regarding the characteristics that managers of all categories must poses to achieve performance in specific tasks; most authors believe that it is about conceptual, human and technical abilities.

Conceptual abilities are the abilities of the manager to see the organization as a whole, to know the place of each department throughout the organization, the ability to think strategically and to take long-term decisions.

Human abilities consist in manager's abilities to work with people and through them, to be efficient as a member of a group, to motivate people, to engage in conflict resolutions.

Technical abilities aim understanding specific tasks and includes very good knowledge of the methods, techniques, equipments, procedures and the activities from the execution level [5].

According to Ștefan Prună [1], main knowledge that a leader should have, are: management education, which is the most important core knowledge and skills and is based on conceptual competences. A manager must have solid knowledge of management as a science, to know about methods and techniques in management, about different ways to plan, to organize, to make decisions and control. A manager must have managerial experience, but this factor should not be absolutized. The fact that every manager needs a certain period of time in a leading position to implement the theory is not an incorrect observation. A manager also need psycho-pedagogical knowledge determined that the manager does not directly solve (or single) organizational objectives, but rather through other people. For a performing manager is required at least general average level knowledge's. Technical knowledges are very important at the operative

management level. Finally, a manager must understand trends, to possess the “helicopter view”.

2. Delegation of competences within the educational system

The national educational system is managed centrally by the minister and secretaries of state from Ministry of Education and Scientific Science, at county level by the county school inspector and deputy inspector and to the level of each school by the director. Like any other system, it can be assumed and claim it that in the leading positions to be promoted competent people who know and apply specific legislation and general principles of scientific management, given that we are in 2015, when we went for many years during through an empiric style, based on the common sense of the leader.

According to article 94 paragraph 1 of Law 1/2011, the Ministry of Education Research, Youth and Sport, as specialized organ of central public administration, develops and implements the national policy in the field of school education. In exercising the powers established by law, the Ministry of Education develop national policies on human resources, coordinate and control the national education, implement, monitor and evaluate the national education policy, ensure that compliance with specific legislation, a special place being occupied by Law 1/2011 on national education.

According to article 3 of Law 1/2011 among the principles governing undergraduate and higher education and lifelong learning from Romania we find:

- Quality principle – educational activities are reported to reference standards and best practices at national and international level;
- Effectiveness principle - aims to obtain maximum educational outcomes by managing existing resources;
- The principle of public responsibility - under which establishments and educational institutions are publicly responsible of their performance;
- The principle of ensuring equal opportunities;
- The principle of centering education on its beneficiaries
- The principle of basing any decisions on dialogue and consultation;

The principles listed above, along with many others, require, at least in theory, that education in Romania, to be built and based on modern, scientific and performing bases specific to a modern management. Become apparent that only through a competitive management, conducted by managers with expertise, who master and apply the fundamental principles of performing leadership, could achieve, at least in part, desiderates of a competitive education, able to carry out, according to article 4 of Law 1 of 2011, “personal fulfillment and development by achieving their goals in life, according to the interests and aspirations of each and

desire to learn throughout life, social inclusion and active citizenship in society, labor employment and participation in the operation and development of a sustainable economy forming a conception of life based on humanistic values and scientific, on national and universal culture and stimulating intercultural dialogue, education for dignity, tolerance and respect for human rights and fundamental freedoms and sensibility towards human problems, the values civic and moral respect for nature and the natural environment, social and cultural”.

Romanian education that is in freefall evident after the events of 1989 is a painful truth that has been revealed by many journalistic investigations. The causes of this regression of the general level of students completing different stages of education are complex, to be sought at levels deeper society, unable to affirm that only school or teachers should be responsible for this loss of interest in the book of many students (a see the disastrous results recorded at the baccalaureate exams or ones for capacity in order to give just two examples). Sure, as a counterweight, are evoked by the system several meritorious students' results obtained in the international Olympiads which would prove, according to subjective opinion, the high level of education in Romania. Probably the constant changes made by each ministry, which had a different vision of educational reform, why the confusion, disorganization, misapplication of new principles and directions of thought and action that was based Romanian education had an important role in destabilizing the system as a whole, in "side effects", rejecting the experiments made by the political class to find that the results of education as a whole, recorded decreases evident, unable to even maintain the level of before the events of 1989, harder to succeed overcome those results.

Whatever form of organization of society, the era in which leaders performing the functions of management, planning, organization, management and control, the basic principles, common sense, drawn from the wisdom of proverbs Romanian known, "the man blesses the place" or "craft's bracelet gold "led to the" job well done "in education or other fields, the principles on which were converted, maintaining essentially the same meaning in ones caught and the code of ethics in education, namely:

- impartiality;
- independence and objectivity;
- moral responsibility, social and professional;
- moral and professional integrity;
- activity in the public interest;
- general and the compliance field;
- Intellectual honesty and fairness;
- self requirement in the profession;

- interest and responsibility in relation to their own training;
- involvement in democratization of society, in quality of teaching and increase the prestige unit / pre-university education;
- specialty / line of work;

According to article 10 of the code of ethics in education, teachers appointed for management, guidance and control or who are members of management structure will respect and apply the following rules of managerial conduct:

- respecting the criteria of efficient management of resources;
- promoting specific professional and moral standards;
- objective application of legal regulations and ethical norms;
- accurate evaluation according to the job description;
- selecting of teaching and auxiliary quality staff, according to current legislation;
- prohibiting any illegal coercion and / or illegitimate in terms of duty;
- rejection of any form of abuse in the exercise of authority;
- prohibition of any form of harassment of teachers, regardless of the status and position of harassing;
- Exercise-hierarchical superior, in terms of exclusive evaluation, control, guidance and counseling fair and objective management.

Regarding the recruitment of human resources suitable to occupy a leading position within the organization analyzed, namely the education system, or that the job is one of director or inspector county rigors of a commission must be commensurate with the responsibilities and obligations from the job description of those functions. Needless affirmed that must prevail competence criteria for their occupation, not conceivable in a system that is based on the real objectives of the organization's performance, that any person, no matter how inappropriate it would be, "will do" in This position, not for the benefit of a modern organization to apply pseudo-principle of Romanian origin "the man how badly, mind-post comes after."

In one opinion [6], the recruitment of human resources involves "identifying and attracting an organization, on an adequate and sufficiently large, people show preparation and skills required to run a vacancy or to be created." Selection involves "the process of choosing the most suitable candidates for a vacant post in an organization, according to well-established criteria and rules. Selection involves choosing candidates whose needs are adequate organizational needs. " [6] The process of recruitment is one of the most difficult and important decisions within an organization. According to Mody R. Wayne Noah M. Robert, "if a firm employs more bad apples cannot be successful long term, even if he has perfect plans, a strong organizational culture and appropriate control systems." [8]

It is an axiomatic truth that the objectives and goals of the organization cannot be achieved in the absence of competent people. Only through a careful, elaborate, indiscriminate and complex activity selection and recruitment of human resources at the end to be the winning person who has proven that he has the theoretical knowledge and practical skills to occupy the post, we may hope for the good the organization to achieve the desired performance.

Human Resources Management from the perspective County school is conducted by the Ministry of education and scientific research. The basic rule for this post, of great responsibility for the education system organized at a county level, remains the well-known, organization of a competition a result of which the winner is the person who has excelled in all samples competition.

Exceptionally, during the post of inspector county remained unoccupied, from the perspective of management that should ensure, even under environmental processes take place in a line of normality, it's imperative that this post it is occupied by a person on suspiciously objective, rational and reasonable competence. Conferral of county school inspector is, in law, a person on a committee in the ministry deems fit to carry on the business of management, to organizing the competition for the job. It's in the interest of the Ministry to appoint a delegation even under a fixed period, a person who is obviously unable to handle the post because there are high risks of disruption of the work performed at all levels and in all sections.

According to article 95 of Law 1/2011 among the duties of a county school inspectorate, which must be put into practice by his manager-inspector are implementing policies and strategies of the Ministry of Education, Research, Youth and Sport at county level, controlling the enforcement and monitoring of quality of the activities of teaching and learning and respect for national standards/performance indicators, through the school inspection, control, monitoring and evaluation of management quality establishments and educational institutions, coordination of admission to high schools, national assessments and school competitions at the level of education in the county, national educational policy implementation at county level, achieving a periodic audit of human resources in secondary education and others.

According to art. 259 paragraph 1 of Law 1 of 2011, school inspectors general, and deputy general directors of the teaching staff are appointed by the Minister of Education, Youth and Sports on the basis of a public competition, governed by the methodology developed by the Ministry of Education, Research, Youth and Sport. According to article 260, first paragraph of Law 1 of 2011, the management from school inspectorates and a director of the teachers are concerned competition by permanent teachers with bachelor's degree, members of the national body of

experts' educational management, meeting the criteria of professional competence, managerial and moral prestige evaluated by:

- Curriculum vitae;
- Proven quality in teaching and management positions, guidance and control previously in the national education system;
- PhD or teaching degree I;
- Achieved a very good rating in the last 5 years;
- Interview in front of a commission on educational management and professional deontology.

Given the need for the operation of county school inspectorates and when posts inspector were not occupied by a person contest, it requires delegation, the Minister of the powers associated with the post of inspector County of a person presumed responsible which may face Job requirements to organize a competition to award the right, by law, the basis of evidence of competence, the post of the person who is the winner of the contest. This presumption of competence (rebuttable presumption, rebuttable) should, from the outset, to be possible, assessed by a commission that can "endorse" that the person may perform professionally same powers they He has met the inspector who won or will win a contest. To preserve the desire of leadership based on competence and performance criteria, it appears evident that only through an objective assessment of the professional qualities of the person who follows you delegate the duties of inspector general can decide to delegate leadership to When organizing a contest.

During 2015, across several school inspectorates from Romania were delegated management skills of county school inspectorates, up to organizing a competition, several persons considered at the time the delegation, able to handle, even for a fixed period time management functions mentioned above. At competitions organized in ministry, they were presented several candidates, including persons temporarily delegated to occupy that post. Following one of these contests, unearned none of the candidates was found that the person who was delegated to exercise provisional duties of inspector general of the written test, which assess the knowledge of theoretical (legal regulations of specific tasks which were to be met) the lowest mark in the competition (around the 5.00 mark, the minimum mark is 7.00).

The issue of top management on the results of this contest was the school inspectorate related to driving that after those first contests. According to legal regulations, the delegation of the person presumed competent but has demonstrated ignorance of the book after this first contest has ceased its legal effects, following the minister delegate exercising the powers legal management of the inspectorate of a person, temporarily up the conduct of the second contest.

In an objective analysis articulated founded based on the minimum performance criteria and professional standards of the average level it is evident that an exam candidate who headed the delegation inspectorate took note lowest, cannot lead to delegation further that organization. However, violation of any rules regarding the need for delegation of a person presumed competent ministry has delegated after this competition, the position of inspector on the same person who obtained the note lowest to theoretical or pulled on demand from the contest to conduct the second contest!

After 4-5 months of the first contest was held also the second, which, again, the person who was delegated to lead the destinies of the school inspectorate, received the lowest score (less than 7 is obtained and notes 8 and 9 by its counter). After the second competition there the same problem, exacerbated the need leadership school inspectorate by a competent person up to organize the third contest. Ignoring the objective reality of the results of the first contest (the person delegated got the lowest mark, around 5.00) and the second (the same person delegated took all note the smallest of the three candidates less 7 and above 8 and 9 others) minister considered in interest of the organization to delegate, for the third time, the duties, the candidate who has obtained again the lowest score in the competition!

It is very difficult for us to understand or accept this type of approach to power leading managers claimed the county school. In a society of the years 2015, which proclaims the permanent existence of the principles of competence, efficiency, effectiveness, performance excellence, even at the level of public management would exclude, and an analysis of common sense, conferral same person which proved in two consecutive contests that the weakest candidate is ready! Yet the minister has ignored this and dozens of articles in local and national media signaling the anomaly delegating a temporary nature, for the third time, the same person in the position of county school superintendent! In summary, given the status quo, to preserve a semblance minimum of decency and competence, the education ministry could delegate management responsibilities for that school inspectorate any other person in the system, fewer people proved in two consecutive contests incompetence.

For that to be taken in a sublimely absurd, distinguished lady gave to media pressure, an interview that motivated so "full powers" to keep their management duties at the level of a county school inspectorate:

"If you get (IV, nr) a better note, would have taken the job. The examination which we have supported had several samples, and the media should not be less than 7. She won some of the evidence, I won the other evidence, and overall neither of us managed to promote. It is true that one of the samples she had a

better mark than me, but to others I had better grades than her. Her say that the written test is the most important, but most important is in fact sample which presents supply management, because that's what we are elected there, to do management, not learn a theory however does not apply in practice". [12]

Notifications:

1. Is it true that the exam had several samples, but none of the evidence was not considered by the legislature more important evidence that had obtained the minimum score 7 to each of the samples because one of the candidates to be declared admissible; distinguished lady obtained in the two exams consecutive lowest scores in the written test (around 5.00 in the first exam and less than 7.00 in the written test at the second exam) and withdrew the other samples from the first exam; claim that the interview is the most important test is false also not in any way excuse the lack of theoretical knowledge required to be known by a manager exercising State at that level;
2. "Theory" spoken lady assimilation interview is necessary legal provisions to be enforced in the county school inspectorates; it is absurd to claim the application of legal texts unknown to the manager, who should endorse professionalism and deep knowledge of rules legality of many official documents within their organization; if ones fund would be supported by accurate, from interview could suggest the minister to repeal all regulations led the field anyway because it's not about theory in practice.
3. The ideas drawn from interview interpreted in a deep key, highlight the matrix of thought of the person who exercised de jure and de facto powers of leadership in an organization by ignoring very important, ignorance also, as a logical also natural application "by ear" or manifestly unfair to them;
4. As a "good example" of "best practices" in terms of knowledge and specific enforcement education manager Inspectorate forward, direct, clear message to his subordinates, translated through a free expression by the words "not read, learn, study, get practice application not think anything from that theory is not applied in practice ".
5. Who knows education knows how many regulations need to be studied and learned for the job done; ignore all these laws, methodologies, ministerial orders, which are binding and represent a work task is to perform a specific task amateurish way and cause immeasurable negative effects in terms of sound disturbance of specific activities; compulsory rules of conduct, especially in matters of public management, legality peg

in fulfilling their duties; ignorance and their failure may entail criminal, civil, disciplinary or materials, as appropriate; objective application of legal regulations and ethical rules laid down by Article 10 of the code of ethics in education, it is impossible to achieve by a person who does not know, because otherwise, it would mean that there would be to follow any school of any level, because anyway, to quote from the distinguished lady, "the theory of books is not applied in practice".

6. This time thinking incites failure / ignoring the rules, doing the job "in weakness" or "by common sense or discretion of each" in education system that is highly formalized and regulated, which is an example not to be pursued for subordinates;
7. Continuing duties of manager at a high level, while the subordinates Mrs. learned his notes very low and the actual level of its preparation tested in two exams, it is likely to adversely affect the mood of subordinates who will aware that the leader is a person unprepared, offering professional incompetence examples that can be followed by people honest, responsible, conscientious, competent; intense media coverage that generated the failed examinations opposite effect, that of maintaining the same leading position of such persons is liable to affect the smooth running of the educational system and the degree of interest led to each student individually; voices were raised that some students have said they do not have to learn, because they see school inspector who took notes and yet lowest tops county education system!
8. Finally, the biggest problem remains in "Court" managers in the top management of the national education system; When state secretaries according afford in a formal framework, statements (See statement Secretary of State V.Ş. who said about education should be in schools' girls that "method" "chest out, back to back also faint boys" would be one that would give positive results in our society. Subsequently, the Secretary of State, former head of the two committees' competition that we talked about in the article, was dismissed by the minister of education and scientific research) [] which are not included in those that can be transmitted students or courses tutorial times in physical education classes or civic same secretaries of state who were presidents of the competition commission which found lack of knowledge of persons subsequently delegated to lead a county inspectorate, can understand, between the lines, that there is no question of empowerment in positions of competent persons prepared, able to exercise in good position but rather different criteria have precedence when such measures have far removed from the principles of a competitive or efficient management.

Conclusions

From the perspective of continuity of leadership of any organization it is evident that it is compulsory for natural continuity management processes, as prerogatives of management at the level of a county school inspectorate to be delegated to a person, to a contest. This is still a necessary condition, but not sufficient for effective leadership prerequisites exist, competent performance at a county school inspectorate.

The act of delegation of powers to a person who does not have the level of training necessary to carry out the attributions specific to a competent management, competitive, based on deep knowledge not only on experience gained "in work" can cause serious consequences in terms of functionality inspectorate school organization at all levels and at all levels; while delegating powers provided to a person who has proved abundantly in the competitions, incompetence, bring serious damage to the image of the ministry, which endorses such a person that may lead to severe consequences and plan criminal liability or materials after processes that will be shown bad faith and bias evident in successive attributions delegation same person, totally unsuitable to occupy the position.

It hopes to society in general and the education system, in particular to real progress in terms of process optimization work carried out only by a competent management, carried out by people who can prove knowledge, skills and competence to drive in her organization the right direction.

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