

PERFORMANCE AND LEADERSHIP IN THE ROMANIAN EDUCATIONAL SYSTEM

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Abstract:

Knowing the subjective factors that define the personality of the leader in the educational field is very important for the orientation and direction of the leadership act, for obtaining meritorious results. Successful leaders are capable, communicative, balanced, have an engaging leadership style. An authentic leader inspires confidence and enthusiasm, encourages communication and initiative, creates a motivating and balanced organizational climate. It directly influences people's desire and ability to work hard, creating the premises for a cohesive and efficient organization. The main role of leadership in the education system is to manage the huge potential of human resources in the school organization in the direction of forming an ethos of communication and reciprocity, the strongest basis of the process of improving performance. Under the leadership of a charismatic leader, subordinates will perform their tasks on time and efficiently, which will increase the level of satisfaction and performance of the school organization, an organization whose operation focuses on creativity, empathy and relationships.

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1. Leadership and management

Modern management is defined as an interactive process, whose junction with leadership responds to the current need to take into account the human factor as a key factor in achieving success. The growing importance given to leadership reflects the general tendency of depersonalization of management by assuming responsibility at the level of the entire organization. In other words, performance is not a simple mathematical algorithm, but the result of processes and, especially, of the attitude of the leader of an organization towards people's problems, towards their values and expectations.

A leader can be considered any person who officially performs or who informally assumes, within a certain group, certain coordination and leadership functions that involve the expression of individuality, flexibility and receptivity to the problems of the group. While the role of manager belongs to the rules of efficient organization, the role of leader involves adapting the theory to concrete situations, both roles complementing each other in order to achieve performance.

Unlike the manager (who makes decisions by exercising management processes), the leader chooses as a way to achieve the objectives the emotional relationships that can be established between him and the members of the organization. In a successful school organization, the manager must also be a good leader, a person with a clear vision, a person endowed with managerial skills, qualities and knowledge and genuine leadership.

Any manager must be aware that the need to lead effectively forces him to assume, in addition to the role of resource manager, the role of "coach" of those he leads and coordinates in a certain direction. In other words, the development of the organization imposes on it the task of facilitating and stimulating the development of human resources in subordinate, to exercise leadership based on consensus, not on hierarchically imposed authority. The successful manager should have vision, but also qualities of a good psychologist, proven by a fine ability to understand the human being. Only in this way will subordinates work with pleasure, effectively, in a relaxed and encouraging climate.

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The two types of leadership must be found in the same measure, in the same person, in order to balance and compensate for certain characteristics that can generate chaos or failure. For example, the impetuosity of the leader (generated by the desire to put his ideas into practice as soon as possible) can be tempered by a series of qualities of the manager (such as balance and the need for technique, rigor and professionalism). On the other hand, the tendency towards conformity and bureaucratization of the manager can be offset by the enthusiasm and creativity of the leader.

How can this harmonious integration of the two types of leadership be achieved? The answer is a big challenge (which only certain newer approaches, with an emphasis on the initial training of managers can solve). Quality leadership is necessary, but not enough. Both management and leadership are two absolutely necessary tools for the smooth running of an organization. They complement each other in the process of capitalizing on resources: management is based on the control of all resources that ensure the achievement of results, while leadership is based on activating human resources, establishing a direction or vision that subordinates pursue with enthusiasm (following that the manager will explain to them clearly how they will achieve it).

Both managers and leaders have the same goals, but the ways in which they act are the opposite. The ability to influence gives consistency to both positions, but has a different semantic content. Leaders have real power in the organization, although managers have formal, hierarchical authority. This is because the influence exerted by managers does not act emotionally, in the depth of behaviors, but in an explicit way, through surface organizational mechanisms, which work only procedurally.

The leader's motto is "Vision, dedication, inspiration!", And the tools he uses are inspirational force, intuition and instilling momentum, which leads to the creation of an extremely deep and complex motivation, an essential condition for achieving performance. The manager's watchwords are "efficiency" and "productivity", but his tools of influence (linear thinking and logical-mathematical reasoning) do not act on the values, people and culture existing in the organization: "In the area of preference of action only a superficial, incremental organizational change can take place, able to optimize what already exists. In the area of preference of the leader's action, real, profound organizational changes of substantial magnitude can take place. "(Dumitraşcu, V., 2016, p .12)

Current research is constantly talking about the need to reconcile leadership with management. Performance management requires leadership skills, and vice versa. Performance means maintaining principles that must be connected to the idea of adaptation. Change must be moderated by stability, connections without which there can be no efficiency and progress: "The challenge of modern organizations involves the objective perspective of the manager, along with visionary vision and dedication. (Bolman, RG, Deal, TE, in Bush, T., 2015, p.22). The two types of leadership are complementary and harmoniously integrated in the profile of the leader-manager (manager-leader), which differs from the "classic" manager by features such as: general approach to change, final priorities, sources of productivity, how to take responsibility and risks, establishing rewards (Verboncu, I., 2018, p.108).

The leadership style "reflects the way a leader thinks and acts" (Panaite, N., coord., 2019, p.286). The leadership models proposed by various authors describe the leader as a responsible person and able to balance, to ensure the increase of performances at the level of the organization. The increasing involvement of subordinates in solving complex, topical problems, characteristic of the modern world (problems that can generate great adverse reactions from subordinates) actually indicates the effectiveness of the leadership style. It is measured both in the degree of cohesion of the organization and in the image it acquires at the community level, in terms of performance.

As an activity that reflects and manages the human side of the organization, as a form of performance improvement, leadership cannot be separated from management, the two being permanently complemented. Although the tools used by the two forms of leadership are very similar, the idea of their overlap no longer corresponds to the current reality of organizations. As a form of emotional and operational involvement in achieving a vision, leadership is differentiated from management by its intense participatory aspect, involved in making substantial decisions at the level of organizations in this field.

Organizational practice in education has often shown that a good leader can become a successful manager, while the reverse is rarer. There are certain temperamental types more suitable for the role of leader, these being adaptable, extroverted and communicative people, who assume the role of leader in an informal group, without the need for the formal authority of a position. On the other hand, it has been shown that a manager (a person appointed to lead a formal group), through the very position of superiority he occupies, can discover his potential for leadership, those latent qualities that he can polish through will and improvement. keep going.

2. Leadership models at the level of the school organization

The organizational role of the leader derives from the combination task - team - individual. and is conditioned by the existence of qualities and abilities that allow people to motivate themselves to achieve the organization's goals with confidence and enthusiasm. These abilities can be classified as follows (Koonty, H., O'Donnell, D., 1980, p.514):

- o the ability to understand that people have different motivations, at different times and situations;
- o the ability to train subordinates, by concentrating efforts on accomplishing a task;
- o the ability to motivate and react to motivations by creating a specific leadership style and climate.

Among the qualities and capabilities of high-performing leaders, the literature listed (Tudorică R., 2007, p.21): the ability to predict and communicate information effectively, involvement, energy, high expectations from subordinates, recognition of results, encouraging differences and similarities. The leader has the power to influence and create team spirit, understood as the desire of people to act in unity and solidarity to achieve goals. His actions converge in the direction of building trust. In fact, the personality traits of the effective leader derive from the main dimensions of leadership:

- o leadership is a process;
- o leadership involves influence;
- o leadership is formed in a group;
- o Leadership involves achieving a goal.

The temperamental traits of the leader influence the interpersonal relationships in the organization and its psychosocial climate. The correlation between temperamental types and the basic functions of leadership in the school organization can shape the ideal portrait of the performing leader. In this sense, of all the temperamental types, the bloodthirsty has the highest chances of becoming a good leader.

From a psychological point of view, extraversion and introversion also leave their mark on the style and personality of the leader. The extrovert is sociable, communicative, adaptable, dynamic, but superficial, influential and changeable. The introvert is lonely, shy, reflective, analytical, easily demoralized and loses self-control and control in tense situations, which clearly reduces his chances of becoming a true leader.

The qualities of the leader (born or formed over time) are the basic elements that ensure the optimal level of motivation and confidence in the school organization: enthusiasm, integrity (quality that makes people trust you), exigency and fairness, warmth of soul and

humanity, energy, endurance, modesty (lack of arrogance), patience, intelligence, foresight, persuasive power.

The leader's skills must be strengthened by acquiring high-performance management skills. Modern school organizations need both ways of functioning, adapting and developing: "It is of little importance how effectively a leader motivates his subordinates; his skills in management, payroll systems or other incentives that lead subordinates to strive, providing them with the tools and means necessary to perform their tasks, for example, are equally indispensable to achieve the objectives of the organization." (Tagiuri, R., 1996, p.10).

Current research promotes a management based on credibility and trust, which brings to the fore the model of the transformative leader, as opposed to the transactional leader. While the transactional leader motivates his people through the conventional system of rewarding and sanctioning, the transformative (charismatic) leader relies on the profound influence of subordinates through positive attitude modeling: "This style of leadership creates feelings of responsibility and duty. organizing, stimulating new ways of approaching and solving problems." (Panaite, N., coord., 2019, p.493).

The leader's vocation is to create and maintain organizations capable of effective action. The leader orients human actions from both a praxiological and axiological perspective, in a network of collective mental programming, in the direction of motivation and performance.

The notion of leadership is related to the concept of change, of transformation of an organization, which has relevant consequences on the school organization, as it is currently defined. The phenomenon of change and realignment of values imposed by achieving performance is related to the ability of leaders to develop a strong vision, attractive to all members of the organization. His vision will reflect a well-articulated and customized set of values that will be adopted and applied in the life of the organization. It will express hope, direction and possibilities for survival and development.

In the literature, there is talk about certain leadership models that can ensure high efficiency in terms of performance in a school organization:

a. The charismatic leadership model - is found in people considered charismatic, who have the native talent to influence in a profound way those around them. Charismatic leaders have important achievements of small children, and their evolution confirms the genetic qualities. An important element is the attraction felt by the supporters towards it. Charisma is thus defined as a social relationship built through attribution, possibly unrelated to the leader's behaviors and behaviors. A charismatic leader has the ability to create a compelling vision and model competitive behaviors, the ability to energize through a high personal involvement, the ability to develop and use the potential of his subordinates in realizing the organizational vision.

b. Transactional leadership model - is based, in large part, on the leader's ability to negotiate. In order to get the staff involved and attract them to his side, he promises a series of rewards in exchange for making certain decisions and behaviors. In order to direct the energy of his supporters, he must constantly develop his negotiating skills and be empathetic, so that he can fully understand the factors that motivate his subordinates.

c. The model of transformational leadership - this concept was launched by J.Mc. Gregor Burns (Burns, J.M., 1978). The leader needs a set of skills and qualities needed to meet the challenges. In a changing environment, it is vital for the organization to have people with a great capacity for anticipation, people who can withstand the stress generated by transforming change into a state of normalcy. They can take responsibility for organizational change, and their efforts will often be successful.

Transformational leaders stand out by rewarding performance, by focusing on people. They practice methods based on creativity, introduce and promote the new, self-learning,

individualized consideration, have charisma and the ability to gain strong loyalty and devotion from subordinates, so as to exert a strong influence on them (Bass, B., 1985).

d. The “laissez-faire” leadership model - is specific to leaders who prefer to create a general frame of reference, after which to leave supporters full freedom on how to achieve goals. The leader is only involved in the design part, which means that he does not intervene in the operational area. Supporters of the leader establish their own strategy, define and share their roles, make decisions and act without their leader intervening in these elections.

e. The model of cultural leadership - the role of the leader is to create a vision based on a set of values that take into account the cultural-organizational elements. This activity takes place informally. It is necessary for the leader to subsequently create a formal framework, in which to institutionalize the declared values.

f. Leadership model based on emotional intelligence - Daniel Goleman, the creator of this concept, redefined the field of leadership by introducing in the act of leadership the four components of emotional intelligence: self-awareness, self-control, empathy and social skills. Emotional intelligence is as important for motivation and achievement as logical-mathematical performance. It means being a good listener, able to enter the other person's skin, to recognize and understand the emotional states of those around them, thus influencing them emotionally.

Studies have shown that this type of intelligence is much more important than technical skills, the higher you are in an organization. A high EQ score helps leaders make the right decisions, be more realistic, use their emotions effectively, and accept humanity with all its pros and cons. Emotional intelligence helps them build stronger interpersonal relationships, self-motivate and motivate others, perform better as leaders, function better under pressure, cope with change, and reconcile with themselves (De Vries, MK, 2007, p.34).

The economic, social and technological transformations of the last century lead to a new type of leader, who will inspire people, thus drawing them in the direction of his vision. This vision must integrate an architectural network of relationships based on the professional and human authority of the leader. As a unitary and integrated process of some motivational functions, leadership is the synthesis of mentalities, attitudes, beliefs and ethical norms through which the school organization can acquire a special identity and a firm orientation towards performance and efficiency.

Leadership can be learned through thorough and appropriate training. Currently, leadership is considered an autonomous leadership style, without which performance cannot be achieved. Leadership skills can come to the fore spontaneously when a person is invested with a leadership position and can be strengthened through exercise and lifelong learning.

3. Leadership and performance

Leadership has been defined as a process of social influence, having an intentional dimension, exercised by a single individual (or a group) over other individuals (or groups), in order to structure the activities and relationships in a group or from an organization, in a certain specific context (Yukl, GA apud Bush, T. 2015, p.18).

At the level of the school organization, leadership has considerable effects in terms of performance. The leadership behavior that the manager must manifest (as the official leader of the organization) combines traits associated with efficiency, such as intelligence, energy, self-confidence, dominance, motivation to lead, emotional stability, honesty and integrity, the need to achieve. As designated leaders, school managers must receive consideration from subordinates and provide models of positive relationships based on reward and attachment creation.

Within the school organization, one of the essential qualities of the leader is sensitivity to the human factor. It can be measured in indicators that reflect the involvement of

subordinates in solving tasks that can lead to performance. (Pugh, D.S. & Hickson, D.J., 1989, p.152).

School organization managers are fully responsible for the actions of subordinates, as well as for their own: "The success or failure of subordinates is a direct measure of their own success or failure." (Dalotă.M.-D., Bărăgan L.-G., 2019, p.18)

A school manager who acts as a leader motivates and influences through empowering relationships, based on the voluntary involvement of the team in achieving common goals. This creates an organizational climate conducive to development and performance and can meet the need for belonging, esteem and recognition of merit and effort.

Quality leadership appears as a natural necessity, but not sufficient, absolute, for the achievement of an efficient management. The essential qualities of the leader (intelligence, charisma, honesty, trust, availability, ability to communicate effectively, enthusiasm, determination, flexibility, etc.) are closely related to his core activities. They are oriented in the direction of mobilizing, encouraging and training individuals in achieving the objectives designed through the entire managerial approach. These generally valid personality traits can be a selection grid for people aspiring to a school manager position (although they are not a guarantee of training successful leaders).

In the direction of the above, it was found that the leader is formed, not born, that the problem of leadership can not be summarized in theories, but explained by real, concrete, situational examples. It is about those behaviors that leaders show when they have to perform the difficult task of motivating, of giving meaning to the joint efforts of the group.

As a behavioral approach to real problems in the life of the school organization, leadership is a stimulating and inspirational course of action. The way the leader plans, controls, adapts to concrete situations, informs, selects methods of motivation or evaluates the results (beyond his hierarchical position, from the perspective of a person capable of creating relationships based on trust) demonstrates that effective managers are those people who know how to work with people. They must add to the traditional dimension the imperative of mobilizing the whole team and that of ethical conduct, the only conditions capable of leading to the achievement of performance.

Leadership style "reflects the way a leader thinks and acts." The models presented describe the leader as a responsible person and able to ensure increased performance in the organization. The increasing involvement of subordinates in solving complex, topical problems, characteristic of the modern world (problems that can generate great adverse reactions from subordinates) determines the efficiency of the leadership style and the performance of the organization. This is measured both in the degree of cohesion and in the image that the school acquires at the community level.

The manager as a leader proved to be the most effective personality profile at the level of the management of the school organization. In school, there are a multitude of complex and complicated roles, which the manager must manage simultaneously, and this means a leader able to reduce tensions, resolve conflicts and stimulate the motivation to work of subordinates. As a formal leader, the school manager must take on the characteristics of the informal leader and behave like a true member of the group, whom he must represent in any situation, no matter how difficult it may be. The complete set of behaviors that must be manifested demonstrates how important is the activity of the manager, who must manifest simultaneously as a planner, organizer, leader, subordinate or as a simple teacher.

The efficiency of the leader at the level of the school organization depends on his value as a man who knows how to gather around the interests of others. Its motivational potential must be grafted on the specifics of the organizational culture, which it can shape and which shapes it, in turn. In a school organization, a true leader is a model who internalizes the qualities and principles he promotes and demands of others, managing to integrate into the

emotional world of his subordinates, so different in human and professional profile. In other words, the effective leader of a school organization must make the connection between the formal role with which he has been invested and the informal role, which he assumes by managing the feelings and emotions of subordinates.

The evolution of management models from the organization's management as a closed system to its management as an open system has led to the emergence of leadership as a form of performance optimization. The information, post-industrial and postmodern society is characterized by a complex dynamism, which can be counterbalanced by a greater attention paid to man and his personality, as essential factors in the process of obtaining performance.

Leadership has filled certain gaps in the functioning of the management system and brought a new vision, adapted to the requirements of today's society. Leadership is intended to be a solution to social and economic challenges, which involve the idea of change in the organization. It adds value to management, as it was practiced until now. Influence-based leadership places greater importance on the members of the organization, with their different needs and interests, considering that only by satisfying them can the organization function efficiently and efficiently.

In this sense, leadership pays attention to the organizational potential, contributing to the development of the key competencies necessary to achieve the vision. This shows what identity, image or reputation the organization aspires to. Leadership offers the opportunity a substantial improvement of the functioning, of the performances and of the position of the organization in relation to the present moment (Dumitrașcu, V., 2016, p.14).

To be perceived as a true agent of change, the successful manager must act as a leader capable of providing the right direction, enthusiasm, motivation, support and advisory assistance that subordinates need. The role of the manager must not only be about managing resources and following work procedures. The manager must also be active in the psychological aspect of stimulating and encouraging collaboration, in order to create the climate necessary for human and professional development. These aspects lead to the improvement of the quality of the educational process and to the increase of the performances, on the background of the increase of the satisfaction towards one's own job or towards the learning results.

As a manager of teaching activities, the teacher must share with the principal the same set of values and attitudes. The shift of emphasis from the direction of information to the formation of skills and attitudes shifts the managerial activity of the teacher in the same area of exploitation and valorization of human resources, seen as a means and purpose of educational activities. The mission of forming characters and helping to develop personalities completes the informative role that the teacher had in the era before the Google revolution. From the perspective of this new "modernity", it is essential that the teacher is perceived especially as a leader, as a person who shows enthusiasm and attitude, elements that must be transmitted to students (especially since, currently, online learning diminishes attention and student involvement).

Consequently, the school as an organization must be rethought in terms of functionality, so that it can manage more and more effectively the structural variables that influence its performance, especially the way of exercising management and leadership. The difficulties involved in the management of the school organization can be overcome only by a correct understanding of the situational contexts, by an adequate interpretation of them and by an efficient application of the managerial and epistemological competencies, obligatory for the efficient management of the informational horizon. social dynamics continue.

In conclusion, as a process of ameliorating the restrictive force of management (from the perspective of which the organization is seen as a mechanism that works rationally and efficiently through coercion and uniformity), leadership brings an extra humanism. Through

leadership, the organization is seen as a community of people, of beings endowed with will and feelings. In this sense, the main role of leadership is to manage the immense human resources made available in the direction of forming an ethos of communication and reciprocity, the most solid basis of the performance improvement process. Under the leadership of a charismatic leader, subordinates will perform their tasks on time and efficiently, which will increase the level of satisfaction and performance in the school.

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