

## The Leadership - Communication Relationship in the Inclusive School Management System

Ionela Bucăloiu

"Valahia" University of Targoviste

[ionelabucaloiu@yahoo.com](mailto:ionelabucaloiu@yahoo.com)

### Abstract

*The leader of an organization must pay close attention to the communication act both for being effective and for its actions and actions to have a positive impact on the organization. This can be done if the leader finds a common link with the people he leads, if he establishes inter- and intrapersonal links with them.*

*In inclusive school, both students and staff can become leaders because each adds value to processes within the organization through: own experience, competencies formed and put at the service of the organization, its own rhythm of involvement in micro- or macro-organization issues, and solving them.*

**Key words:** inclusive school, communication, leadership

**J.E.L. classification:** C 92, D 81, D 83

### 1. Introduction

Inclusive school is a school that facilitates the open and active participation of all participants in learning. A first step in this direction is the achievement of an effective communication act by imposing filters aimed at directing and uniformizing the actions of both the manager and the teaching staff of the direct and indirect beneficiaries of education. All the more so as direct access to education means recognizing that any student can learn and that only teachers need to identify and motivate, to stimulate learning. Good leaders are needed to foster the creation of an environment where the student acquires knowledge, skills, skills to foster subsequent socio-professional integration. There is a need for good managers to make an inclusive school management effective because, through inclusive learning, the best correspondence between the individual needs of each student and the educational offer proposed by the manager is certainly achieved.

### 2. Literature review

In the context of the translation from the model of the professor in a field of activity to the model of the teacher capable of addressing transdisciplinary situations and self-forming continuously, a new notion emerged in the literature. It is about educational leadership, a concept that has emerged in the United States since 1980, but which has also been quickly embraced by Western European countries to provide quality education through the reinvigoration of the teaching profession. After 2000, there is an increase in the studies that deal with this concept in the literature. Among the most outstanding studies in this field are the studies of Schein (1992) where the link between organizational culture and leadership is emphasized; the studies of Adair (2002) dealing with the link between leadership and motivation of subordinates; Yulk (2002) and Armstrong (2006) highlight the link between leadership and organizational performance. Tichy (2002), Couto and Hickman (2006) highlight the influence of leadership in making change. The teacher demonstrates his / her leadership abilities as educator, organizer of the didactic process, partner, member of the local community, but and existing structures at the organization level. The

teacher-manager initiates, disseminates a vision, but through his professional and moral activity, he trains, positively influences, guides, inspires and motivates all members of the community to reach the promised vision.

### **3. The traits, skills of a successful leader in inclusive school**

Not everyone can communicate effectively, communication being both art and skill. That is why a manager or a leader must pay close attention to the way they communicate because the efficiency of the communication act depends on the efficiency of the organization.

Bennis (2000, pp. 77-83) demonstrates that in order to be successful, a leader must have the ability to communicate effectively, by communicating in order to achieve the appreciation and respect of others, which will contribute to strengthening self-esteem and it will prompt others to follow him, listen to him and be receptive to his ideas; a leader must have the tools and techniques necessary to persuade the subordinates to follow him, validate his point of view, follow the vision he proposes; to use the methods and tools needed to influence the behavior of others around them, to mold them, to cooperate and to get involved by maximizing the individual potential and putting it at the service of the organization and its goal;

As a corollary of the above, a decisive role in achieving these communication goals and emphasizing the relationship between communication and leadership undoubtedly has the image and self-esteem that the leader has and his ability to convince, motivation, motivation, motivation of the other members.

Specialist literature (Maxwell, 1999, page 37, Maxwell, 2005, page 43, Tichy, 2000, pages 97-98) appreciates that there are three situations of influencing the communicative act:

- the personal example of the leader, which can be highlighted by: respecting the promises made by adopting a behavior focused on patience and diplomacy, avoiding the negative outcomes in the organization, active involvement in all issues and sectors of the organization;

- building relationships marked by a lot of affection through a series of ways such as: tolerance manifested towards any person or contextual situation, recognizing and rewarding others, understanding them, getting closer to the members of the organization, and building a positive image about them. Assuming both success and personal failure, strengthening members' membership in organizational culture;

- counseling through: consensus on proposed norms / activities / expectations / goals and organizational objectives, avoiding quarrels, practicing participatory management by delegating tasks and responsibilities, involving all members in the organization's projects, waiting for the right moment to influence the behavior of those around, using, inter alia, emotional and logical language. Involvement and personal presence at crucial times for the organization's life and activity.

In order to achieve these goals, the leader must demonstrate that he possesses and possesses a series of features, abilities, skills, abilities to communicate verbally or nonverbally, formally or informally, in writing or orally, these being acquired from birth, but in - a high percentage, they can be acquired through long practice.

Leadership is the science and art of driving, motivating, influencing, and determining free participation and involvement of other people in the process of solving work tasks designed to meet organizational goals. Instead, management represents science and the art of driving, reaching the targets proposed by planning, leadership, coordination, organization, motivation, motivation, evaluation - control. And then, a conclusion is that an organization can be run by an efficient manager without having the attributes, the traits of a leader. Managers can act as leaders by influencing them by persuading subordinates to act in the direction of voluntary organizational goals. That's why successful organizations are constantly looking for new leaders to create contextual situations that continually develop their potential (Păuș, 2005, pages 46-39).

In this context, the literature (Maxwell, 1999, pp. 86-89, Maxwell, 2005, pp. 221-223, Tichy, 2000, pp. 97-99, Yukl, 2001, pp. 56-60) skills, abilities, features:

- good professional;
- creative and original;
- multidisciplinary training and experience;
- sociable and good orator;

- visionary and intuitive;
- positive attitude;
- fine psychologist;
- resistant to stress and change;
- confident in his own and empathic forces;
- responsible and flexible;
- bold and ethical;
- able to take risks;
- capable of achieving emotional self-control;
- credible and integral;
- careful to the problems of the one next to him;
- the ability to appreciate people at their fair value and to value them at maximum odds;
- honest and efficient;
- the ability to create relationships and develop the skills of staff;
- the ability to communicate effectively.

In view of this possible portrait of a leader, the literature (Maxwell, 2005, pages 178-192, Tichy, 2000, pages 67-77, Yukl, 2001, pages 167-184) identified four levels it is possible to analyze the features, skills of a successful leader in the inclusive school at both macro and micro-level (Table no1):

*Table no. 1 The traits, the skills of a successful leader in inclusive school*

<b>Domain of management</b>	<b>Characteristics of the leader</b>
<b>Attention Management</b>	<ul style="list-style-type: none"> <li>- good communicator;</li> <li>- certain capacities to attract others and engage in enhancing organizational culture;</li> <li>- the ability to impose through personal example;</li> <li>- the ability to influence the behavior of others;</li> </ul>
<b>The management of trust</b>	<ul style="list-style-type: none"> <li>- the leader's ability to inspire confidence;</li> <li>- the leader's ability to build affinity relations based on mutual trust, solidarity, fidelity;</li> <li>- the leader's ability to keep his promises made;</li> <li>- the leader's ability to keep secret the confidentiality;</li> <li>- the ability of the leader to permanently build a system of values of the organization and to attract others in the maintenance, maintenance, improvement, development of this system of values.</li> </ul>
<b>The management of significance</b>	<ul style="list-style-type: none"> <li>- the ability of the leader to make others understand the importance of his plan and the stages he proposes to put into practice;</li> <li>-the leader's capacity to translate into one's own thoughts and to decisively influence the behavior of others who adhere directly to his vision;</li> </ul>
<b>Management your own person</b>	<ul style="list-style-type: none"> <li>- the leader's ability to objectively assess their own activity and identify their weaknesses and strengths;</li> <li>- the leader's ability to accept views different from his / her for the benefit of the organization;</li> <li>- the leader's ability to transfer its own system of values and other members of the organization, stimulating them, motivating them permanently, making them feel important as part of a team.</li> </ul>

*Source:* (Adaptation after Rogojinaru, 2005, pages 77-91)

Statistics supported by practice support the fact that in 94% of cases the problems that arise in an organization are due to poor communication because the communication has the role of receiving, understanding and accepting correctly the message transmitted, but also creating the framework necessary to make a change of attitude or behavior so that there is a mutually beneficial relationship between the management and the organization base.

This is done by highlighting the role of communication to inform, motivate, coordinate, manage, monitor, advise and evaluate processes in any organization seen as a group in which each person develops an individual relationship with the manager and competitive relationships with other members to delimit and support a position as high as possible on the hierarchy within the organization, respectively for prestige (Whenea, 2008, p. 67-71).

That is why leaders are seen first and foremost as team leaders and not as heads or monitors because they are not respected for their position within the company but for empathy, understanding, for the ability to motivate, to train good allowing others to carry out processes within the organization, thus gaining the trust and respect of those with whom they work, fully assuming their role in the hierarchy of the institution and, implicitly, the expectations that others have of it. The leading teacher highlights the complex set of professional and social competencies to actively involve in addressing the malfunctions encountered in the processes carried out within the school organization at both macro and microsystem level. The leading teacher creates an environment favorable to the establishment and functioning of professional classroom / institution learning communities by promoting authentic values by creating an environment conducive to the active involvement of all direct and indirect beneficiaries of education in decision-making at various levels. At the same time, the leading teacher assumes the role of mentor or trainer, creating permanent opportunities for professional assertiveness; through its proactive attitude, by highlighting the skills of human communication and communication, the leader has the capacity to inspire and encourage his followers to change, reflect, and engage in activities that he / would thus take into account, thus contributing directly to the improvement of processes within the organization, but also to the revitalization of the institutional brand in the community (Chiriță, 2015, P. 36-37, Chivu, 2008, p. 110-114, Cismaru, 2008, P. 56-58).

#### **4. Conclusions**

Communication is both art and skill. The success and efficiency of an activity are given, according to the specialists, how we communicate effectively with each other.

The goals that any leader / leader wants to achieve through communication depend on both their qualities, personal traits, their own image and self-esteem, as well as their ability to influence, persuade, motivate, impulse others. These goals refer to:

- Recognizing it as an important person, valuable at both a personal and a professional level, which will contribute to increasing self-esteem and strengthening the confidence of others in the leader / leader's ability to make decisions;
- gaining the respect of others, which will contribute to the strengthening and validation of their own image for themselves as well as for the others who will follow and listen unconditionally;
- powering others to persuade them and encouraging them to accept their opinions, ideas, products;
- Influencing opinions, thoughts, attitudes of others and their determination to cooperate to achieve the proposed organizational goals;
- increasing influence and strengthening its position both on a personal and professional level.

The leader is the one who, using language, creates an environment conducive to work and learning, motivating people to engage in organizational activities, to take on new tasks according to individual or collective needs.

Both the manager and any of the members of the organization can become leaders if they value their abilities, skills, personal traits to influence and shape the behavior of others.

In inclusive school, both students and staff, managers, parents can learn, change and adapt, become leaders anticipating change through a complex system of interactions involving them and by capitalizing on and valorizing your own experience or the experience of other participants.

By capitalizing on its communication and human engagement skills, through its involvement in decision-making and implementation, inspiring, engaging, influencing behavior and motivating its followers, the leader regulates the processes of the inclusive school.

## 5. References

- Bennis, W., Nanus, B., 2000. *Leaders. Strategies for taking over leadership*. Bucharest: Business Tech International Press Publishing House.
- Whenea, R., 2008. *Applied organizational communication*. Bucharest: Expert Publishing House.
- Chiriță, E., 2015. *Power of the image in public relations. Protocol and effective communication rules*, Bucharest: University Publishing House.
- Chivu, R., 2008. *General elements of education management*. Bucharest: Meronia Publishing House.
- Cismaru, D. M., 2008. *Internal communication in organizations*. Bucharest: Tritonic Publishing House.
- Maxwell, J., 1999. *Develops the leader in you*. Bucharest: Amaltea Publishing House.
- Maxwell, J., 2005. *All about leaders, attitude, team, relationships*. Bucharest: Amaltea Publishing House.
- Păuș, V. A., 2006. *Communication and human resources*. Bucharest: Polirom Publishing House.
- Rogojinaru, A., 2005. *Communication, public relations and globalization*. Bucharest: Tritonic Publishing House.
- Tichy, N., 2000. *Leader or the art of driving*. Bucharest: Teora Publishing House.
- Yukl, G A., 2001. *Leadership in organizations*. Prentice Hall.