

Comparative Analysis of Micro - and Macromanagement Features of the Inclusive School

Ionela Bucăloiu

"Valahia" University of Targoviste

ionelabucaloiu@yahoo.com

Abstract

Making an effective school and classroom management in particular is indeed a challenge for both the director and the teachers. Because, it is necessary to consider the action of continuous regulation and efficiency of the communicative process, transformation of the institution into an inclusive organization in the sense of knowing, understanding the differences that arise from the multiple interactions between the people involved in the educational process, irrespective of the hierarchical line, but especially in order to exploit and maximize these differences in the direction of increasing the efficiency and productivity of work at both individual and collective level.

Key words: inclusive school, micromanagement, macromanagement

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

1. Introduction

Inclusive school is about education for all, regardless of the skills, skills, features and skills of adaptation or learning, but also the concern for each student to be supported and the teaching-learning-assessment act to be centered on his or her individual needs, the specific peculiarities of age, intellect, mental development of each person, so that both the manager and the teaching staff can capitalize on their experience, capacities, innate or acquired skills through practice for the benefit of all.

It is necessary to correlate the management of the class with that of the school on the basis of common tools, techniques and methods, the need to develop the institution's institutional development project in accordance with the educational policies and the strategies elaborated at county or national level.

2. Literature review

The beginning of management formation as a science is only put in the early years of the twentieth century, although even from the Neolithic period there is a beginning of social stratification. However, the interest in the field of management and the relationships and implications within this field arise much later with the development of the industry and with a definite evolution of technical progress (Constantinescu, 2000, p. 45, Lazăr, 2002, p. 53). Then it becomes necessary to systematize knowledge, the emergence of management schools and the formation of specific leadership theories. The management concept appears in 1941 in the "The Managerial Revolution," published by James Burnham in New York, the occasion being the term manager as the main vector of innovation and progress. Management aims to analyze the role of the manager in order to increase the productivity and efficiency of the organization. In this respect, management is the process of coordinating the financial, human and informational resources available to an organization to meet its short, medium or long-term objectives. The management style of the 20th century was based on excessive control and micromanagement, which restricted the freedom of action of staff and reduced their intrusive and extrinsic motivation to engage in the organization's decision-making process, a situation translated by a drop in work efficiency and productivity of the organization. The concept of "micromanagement" therefore refers to

observation, careful supervision by the driver, strict control exercised by him on the entire activity of the employees (Cândea, 2008, p. 76).

3. Micro - or macromanagement in inclusive school?

All the more so since, from the perspective of the general management of the school organization, but also from the perspective of the management of the class of students, the roles of the teaching staff take place at the level of the leadership of the organization, respectively the instructive - educational process and follow the functions of the scientific management as shown in Table 1:

Table no. 1 Characteristics at the level of macro-and micro-management of the inclusive school organization

The function of scientific management	Macromanagement features of the inclusive school organization	Characteristics at the level of micro-management of the inclusive student class
Planning / Forecast	The strategy adopted by the manager for the development and implementation of specific managerial tools leading to the achievement of the organizational objectives and the achievement of the long-term, medium and short-term targets.	The ability of the teacher to build on his / her knowledge, skills, the skills acquired / trained over time to adopt the appropriate strategy to achieve the goals set out in curriculum documents. This capacity is concretized by developing and implementing specific managerial tools for the long, medium or short term.
Organization	The ability of the manager to capitalize on the competencies of setting, operating, implementing, collecting and providing information needed to harmonize all compartments through a collaborative division of interdepartmental attributions.	Choosing the most effective way to implement the planned strategy to achieve the proposed finality through a balanced assignment of tasks, by establishing the most effective ways of collaborating and judiciously integrating available resources.
Driving / Coordination	All the means that the manager uses to maximize, motivate and maximize the entire human and material potential of the organization in order to create an organizational climate favorable to the achievement of the proposed goals, focusing on the link between the organizational structure of the institution, the material and human resources, on the one hand, and the proposed objectives, on the other. Coordination / management activity involves the existence of an intense, rapid, clear information flow so that the message becomes undistorted at all levels of the organization and the actions taken and the decisions adopted are uniform regardless of the hierarchical level. This situation can be materialized in practice by organizing regular meetings with subordinates.	The totality of the means used by the didactic framework to influence and motivate the students to get involved in the achievement of the proposed objectives by fully capitalizing on the material and human resources.
Training - motivation	Differentiated use of verbal appraisals, positive reinforcements, scraps, material rewards in order to influence the behavior of the subordinate staff in a positive and active way in order to correlate the satisfaction of the organizational needs with the achievement of the organization's objectives.	Use of verbal appreciation, positive reinforcement, written notes to influence positively and actively the behavior of students in order to harmonize the action to satisfy individual needs with the achievement of the proposed objectives.

Control / Evaluation	Elaboration of specific procedures, specific tools to determine the ratio between the proposed and the achieved performances in order to correct the reported deficiencies. The control and evaluation action requires the rhythmical verification of the accomplished tasks, as well as the identification and correction of the reported irregularities, also emphasizing the valorisation and promotion of the positive experience of members of the organization.	Elaboration of specific procedures, specific tools for determining the ratio between the proposed and the achieved performances, for the periodic verification of the achievement of the objectives set, for correcting the reported deficiencies and for drawing up a plan of remedial measures.
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Source: (Adaptation from the Căndeia, 2008, pages 98-107, Păuș, 2006, pages 141-150)

Inclusive school is the school that focuses on individual participants' needs for a macro or micromanagement, but at the same time it is a school that focuses on collaborating all participants in achieving lifelong learning as the source of learning comes from from interacting with others, from maintaining and capitalizing on human relationships, from experience gained from interaction with peers, but also with oneself. Inclusive school considers that both students and staff, managers, parents can learn, change, change, and change, anticipating change through a complex system of interactions involving and capitalizing on and valorizing your own experience or the experience of other participants.

That is why a comparative analysis between the features of micro-management and macromanagement reveals the following:

Table no. 2 Comparative Analysis of the Micro- and Macromanagement Characteristics

Macromanagement features	Micromanagement features
Trust to the team, regardless of hierarchical scale;	He does not trust the team, regardless of the hierarchical scale;
Manager's open attitude, which increases the confidence in each employee's own strengths, assuming responsibility for conducting / implementing / coordinating efforts to achieve well-trained work tasks;	Closed attitude of the manager which determines employees' reluctance to assume responsibility for the partial / total performance of the trained work tasks;
Allow employees to be involved in the decision-making process of the organization by giving them some freedom of action;	It does not allow employees to be involved in the organization's decision-making process by exercising strict control over them;
Pay attention to the peculiarities and individual needs of employees;	It does not pay attention to the peculiarities and individual needs of employees;
Allow employees to associate with organizational culture;	Does not allow employees to be affiliated to organizational culture;
Maximizing the individual potential of each employee to increase work productivity;	Ask the employee to engage only in solving the tasks for which he was delegated;
Allows staff to choose their own way to work as efficiently as possible, in the shortest time and with the use of minimal resources, the trained workload;	Ask the staff to strictly follow the path they designate to solve the task they are trained;
They assign important task tasks to team members who have confidence in their experience, training and individual potential;	Do not delegate important work tasks to team members without trust in their training or ability to carry out their assigned work tasks;
Allows freedom of action for staff assigned to resolve a specific workload;	Intervenes with suggestions during the implementation of a work task not allowing staff freedom of action;
It is based on employee creativity to solve a work task;	It often comes with tips, suggestions for solving a work task traced to an employee;

Consult with the staff;	Take decisions alone, even though the decisions taken affect all staff;
Takes into account the overall picture of the project;	It considers more details than the overall picture of a project;
It aims at gaining employee loyalty, trust, developing an efficient communication system with all staff;	It does not propose gaining staff loyalty and does not intend to develop an efficient communication system;
It envisages keeping well-trained people in the organization with a vast experience in the field and with great individual potential that could be used in the interest of the organization;	It does not intend to keep well-trained people in the organization with a vast experience in the field and with great individual potential that could be harnessed in the interest of the organization;
It envisages decentralization of decisions;	It envisages an increase of employees' dependence on it;
It takes into account the professional development of the employees, their career development.	It does not pay attention to the professional development of employees, their need for professional realization.

Source: (Adaptation after Nicolescu,1992, pages 78-81, Oprean, 2007, pages 23-27, Russu, 1993 pages 54-59)

A number of advantages can be identified in the practice of micro-management: interest, attention given by the micromanager to newcomers in the unit can only be beneficial provided that when these members have entered the required work rate, the micro-manager must withdraw and give them freedom of action. A similar situation is also observed for those members who come from an organization where their role, their attributions were not well established, and then the mild intervention of the micro-manager can only be beneficial (Danciu, 2000, p. 78, Mihut, 1998, p. 32).

Also, the situation requires strict control of the manager if it is to solve a difficult task, with major implications for the organization and which must be solved following certain procedures, especially if the manager is directly responsible, hierarchically, for the good performance of the this task, or if certain staff members are supervised due to indiscipline or inadequate performance of the tasks that would result in a decrease in the efficiency and productivity of the organization, and then it is the principal task of the manager to strictly and often supervise these members, but only for a period determined.

4. Conclusions

Management is both science and art, and the weight of each component in practice varies according to several criteria, since a good manager is the one who coordinates the effort with the other employees so that the organizational goals are achieved, good manager is the one who follows the generally accepted principles of management but also takes into account the individual particularities of the staff, the internal and external environment in which the organization operates.

The practice of an efficient macro-or micro-management requires the fulfillment of criteria such as: the need to establish main and derived objectives for an activity in order to ensure its efficiency; the need for a person / a management department to has the role of coordinating the individual efforts of all staff in order to make full use of all existing resources within the organization; the proper activity should be done by the employees and not by the managerial staff.

Regardless of the function of the managerial process and the level at which it manifests itself, it is imperative that the communication process has to play a predominant role. It is necessary to have a permanent dialogue with the subordinated staff, with the pupils, with the indirect beneficiaries of education, all of which mean creating a medium stable, dianmatic, interactive, open, constructive because any mistaken decision of the manager has negative effects on the subsequent evolution of the school organization, but also on the individual and social development of students. From this point of view, it is the responsibility of the manager to professionally exercise the role he has

assumed, namely: quantitative and qualitative increase of the organization, increasing its visibility in the local community.

Inclusive school is a school that focuses on individual participants' needs for a macro or micromanagement, but at the same time it is a school that emphasizes the collaboration of all participants to achieve a lifelong learning given that the source learning comes from interacting with others, from maintaining and capitalizing on interpersonal relationships, from experience gained from interaction with peers, but also with oneself.

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