CHANGES IN MANAGEMENT AS AN INSTRUMENT OF EDUCATIONAL INTERVENTION

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Abstract

In this study, based on the fact that training is an important component of the educational sector both for undergraduate and graduate students, the necessity of knowledge concept as a process of change is imposed.

This argument is based on the models which serves as the centre of the change: professional skills of the trainer – the axes of V. Hall, N. Cromey-Hawke and D. Oldroyd: time, content, meetings; Kurt Lewin's model are in two dimensions: knowledge of self, lack of sufficient knowledge of self and self-concern, lack of self-absorption; but the underlying methodology entails the development and organization of training programmes in order to stimulate the learner to adapt to new existential contexts.

In conclusion, we noted that the support of the learner's motivation to continue the auto-training process is closely linked to the trainee's ability to identify the most appropriate methods required as the conditions for training. Thus, at the same time, they continued to examine the cycle of M. Pedler, J. G. Burgoyne and T. Boydell. Hence, the advantages and disadvantages of the various types of training included in the training programmes as methods, and a number of conditions which followed, lead to an increase in the efficiency of the formation and the development of mutual trust between the trainers and the trainees.

Keywords: Education, educational intervention, instructional design, changes in management

1. Introduction

The formation represents a change in an individual, a group, or the level of knowledge, attitudes and behaviour of an individual or a group.

a) The training shall be given not only to the "folding" of the environmental conditions (= adaptation), but most importantly, due to the anticipation of influencing them;

b)   The training shall be given not only for the response to external factors depending on the individual's "endowment" (reaction), but as well as building and creating the conditions for development, through a process of transactional type;

c) Finally, the training shall be given not only to attain learning objectives in terms of cost-data (=effectiveness), but to also update roles as various skills in different situations and contexts are not only predictable or existent, but are also possible.

By understanding the formation as a process of change, we can appeal to a domain in exponential development, namely the management of change, which enables us to define the activity of the trainee as management practice of assisting the process of (self) training and professional development (Hall, Cromey-Hawke & Oldroyd, 1996; Dima & Vlăduțescu, 2013b; Bejan, 2013).

Starting from the status of the trainer, i.e. the one who assists in the professional training of the ones he prepares, we can define its role, what he does, and which of his activity we are interested in, from the managerial point of view.

Therefore, as a manager of the process of change, the trainer can have an efficient and inefficient behaviour (Argyris, 1999; Argyris, 2010; Vlăduțescu, 2013b).

2. Change manager Skills

Of the many lists which was taken into account, the competencies and qualities of a good trainer still remains that: He should be energized, vitalized and should possess a warm personality, a real and increasing desire to form and to provide support in the development of others, trusting in his own forces and credibility in their face through the ability to identify and solve problems through sensitivity, responsiveness and flexibility and, in particular, through a good training. Hence, this involves the adaptation of all actions and training plans in the participants' skills by giving them the best training experience. A trainer should demonstrate both enthusiasm and knowledge with regard to the training skills and should possess the interpersonal skills that would enable him to be able to motivate the participants, encourage without criticism, identify their learning potential in every situation and valorize the contributions through pedagogical tact and empathy with "presence" and being open-minded and polite (Vlăduțescu, 2004; Cerghit, 2006).

V. Hall, N. Cromey-Hawke and D. Oldroyd (1996) offer an interesting pattern of professional competencies of the trainers organizing them on three axes, whose development must be kept in a dynamic balance: "Time"-axis with two directions:

a)   *"Look ahead"* -including the competencies related to the decision of the direction: foresight, planning and goal setting.

b)   *"A look back"* -referring to: reflection, review and reconsideration.

"Content"-axis with 2 directions:

c)   *"To create meanings"* -establishing principles and criteria through theoretical thinking and global vision.

d)   *"Apply"* - to practice, to illustrate, to experience, and to generate creative solutions to explore alternatives.

"Encounter"-axis with directions:

a)   *"To initiate"* -"making things move" by initiative, risk taking and by explaining ideas.

b)   *"The answer"* -implying: openness to new ideas by taking into consideration the aspect of listening, receiving and receptivity to the feelings of others.

Kurt Lewin (2001) set up an evolutionary model that has at its centre the change. The model is organized in three stages: "the thaw"-"change"-"re-frost".

By entering into the operational structure of the model of the criteria of self-knowledge and self-preoccupation of the manager of change, this model is described in two dimensions: self-knowledge - lack of self-knowledge and self-preoccupation- lack of self-preoccupation.

The starting point is the lack of self-preoccupation due to the lack of self-knowledge. Therefore, we do not realize that the system of competencies is inadequate to the situations in which it was previously applied. According to the cycle described by K. Lewin, *"Thawing"* is only *a possible virtual*.

Knowledge of itself is lacking in self-preoccupation. Thus, effective *"Thawing"* is accomplished through the process of "liberation" (through the elimination of prejudice and other specific barriers).

Therefore, through a training process, one can pass from the conscious incompetence at the reconstruction of the competitive system. Therefore, the concern is formed or developed as a way of self-knowledge-*"change"* in the Lewinian cycle.

In various contexts and situations through effective implementation and performance, the competitive system shall be consolidated, and it tends to transcend from consciousness to a collective unconsciousness (self-preoccupation, but non-integrated into self-knowledge) - *"Re-frost"* is realized.

Finally, the lack of the ability to consciously reflect upon their own skill system results in the loss of the system of skills in the context and concrete situations leads to an unconscious incompetence. In this context, an intervention upon the trainer himself is necessary in order to become a "reflective practitioner".
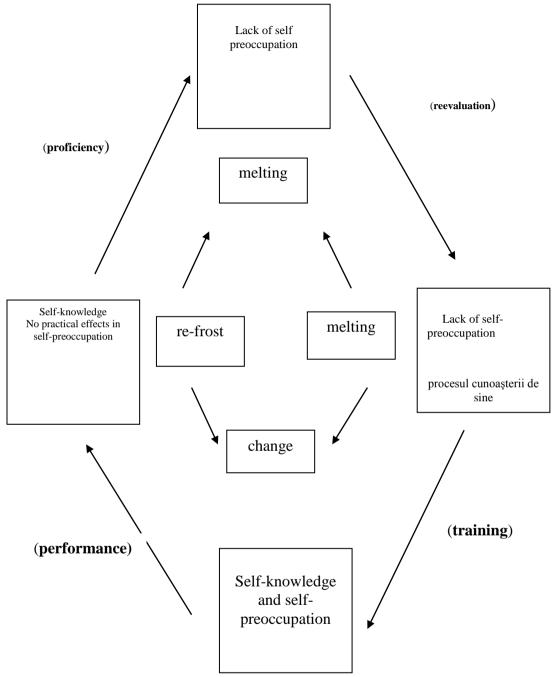
Figure 1 (How we see the process, our concept)

Pedler, Burgoyne & Boydell (1997) define a series of professional development that can be learner-oriented to browse specific training

programs. Therefore, the starting point is to practice in a narrow circle, which is followed by learning, reflection and application.

We highlighted that the importance of the existence of the opportunities in the process of development is major to browse through all the stages that comprises this cycle:

a)   The existing situation and problems as they are made by the trainees should constitute the starting point of the training.

b)   During the training, moments of reflection on the practice of identifying possible problems, and redefining the alternative resolution will be covered.

c)   Thirdly, it will develop ("learn") competencies designed to help trainees in solving problems and addressing the situations they redefined.

d)   The opportunities for the application of the skills developed in both simulated and real situations through projects and activities organized at the units' levels which were created.

3. Planning and implementation of change

The organization is usually defined as a process for obtaining and arranging human and non-human resources in order to achieve the goals set out in the project. Essentially, the organization refers to the establishment of the communication lines and reporting, as well as "the view" power structures (Ionescu & Radu, 2001).

In the process of training, the good organization performs some main operations such as:

A. **L**isting specific activities needed to achieve the set objectives.

Depending on the operational plans and the indicated typology, it may be inferred, usually for a list of continuing educational activities. To be useful, a concrete programme of continuing education must guarantee the development of creative potential and must show a significant impact on the current professional practices. Therefore, it is necessary for the program to include more components (and levels), with specific skill goals (Pedler, Burgoyne & Boydell, 1997; Pedler, Burgoyne & Boydell, 2004). Thus, it can be seen that the formation at a purely theoretic level has relatively small effects on current practice, if it takes place outside the educational establishment. Hence, methodological type programs are the only ones that can programmatically perform the consistency articulation of theory and practice:

> a) Theoretical and methodological component serves the purpose for the development of theoretical level of knowledge and understanding. It answers the questions of: "what?" and "why?", thus despite the innovative potential, practical impact is small.

b) The demonstrative and methodological component is dependent on the question "how?" and finally, it involves proactive practice observation in new forms and/or contexts by making use of innovative and high potential resulting to a low impact.

c) Methodological practice component- "I want to try!" has as its purpose in the evaluation and experimention of the skills in practical situations by making use of a practical impact innovative potential.

d) The concept of "feed-back" focuses on getting data relevant for the development potential of answering the question: "what have I done?" through a little practical impact and extensive innovative potential.

e) The methodological component of the design/planning takes into account the planning of practical work in real conditions. Hence, it focuses on the question: "How will I carry out practical work?"

f) The methodological component of training backs-up the improvement of current activity with the small innovative potential through a practical impact that satisfies the question: "How will I achieve a concrete result?"

Therefore, methodology in terms of a general typology should be fixed at the level of organization. Among the criteria that influence her choice, we can ascertain: (a) the issues involved; (b) the main aims pursued; (c) practical impact and the expected level of innovativeness (Dulamă, 2002; Enăchescu, 2010).

For optimal choice of material into the preparation and organization of the training programmes, it is necessary to identify the advantages and disadvantages of various types of training (Ştefan, 2003; Vlăduţescu, 2006a; Reiser & Dempsey, 2011).

Long-term rates has an objective towards professional and individual development involving participants in different schools, and the training of staff at the centre and outside it for a period of up to 3 years on the initiative of the centre that you conceive. Therefore, the content is centred on theoretical knowledge and disciplines of study using exposures, presentations, together with work conducted in groups and discussions. The courses are accredited and they offer concrete results; therefore, assessing the effects occurs rarely (Vlăduţescu, 2013c; Regeluth, 2013). In comparison with these, the long-term courses focus on general knowledge and skills, speaking to mostly professors from different schools over a period of 12 weeks under a magnifying glass, especially the training of staff from the Centre and outside it. Current methods used are sessions, simulations and case studies. Sometimes, courses are accredited and offer evidence in evaluating the effects and consequences. School-centred training aims to

develop at the school level or team, and it involve mainly teachers and school groups from the same unit in a specific context. Thus, as a rule, the station which has a variable duration, is typically brief (Johns,1998; Zipkin, 2000; Vlăduțescu & Ciupercă, 2013). In this case, the trainers are teachers in schools and beyond, and the content is designed using the group's initiatives or school teachers to ensure the assimilation of knowledge and practical skills necessary to resolve concrete problems. Hence, current methods such as remarks to the class, discussions, classes, etc. are used; and it rarely offers accreditation and titles (Vlăduțescu, 2013a).

 B. Classification/grouping activities on the basis of criteria of similarity is another operation which is specific to the function of the organization. She focuses on the moment you build themes, daily and weekly programmes - depending on your desired intentions (Smarandache & Vlăduțescu, 2012). The choice of the methods and procedures used during the training sessions is determined by the goals of the project. Thus:

a) if the main goal of the project is the transfer of information, the methodology will be centred on the content and methods (techniques and methods) such as presentation, discussions, exercises, written documentation will be chosen (Cristea, 2003; Dima & Vlăduțescu, 2013a);

b) if the main goal of the project is to develop the capacity of using the information, the methodology will be centred on practices; and methods (techniques and methods) such as case studies, simulations, role-plays, and exercises will be chosen (Iurea, Neacsu, Safta & Suditu, 2011; Dima & Vlăduțescu, 2012a);

c) if the main goal is to increase the level and effectiveness of communication, the methodology will be centred on the process and any methods (techniques and procedures) dictated by concrete situations and needs of the trainees will be chosen –obviously, with the active ones on the first place (Vlăduțescu, 2013d; Vlăduțescu, 2013e).

Currently, the typology of training activities has expanded considerably.

4. Monitoring the change

The concept of monitoring/operational management supports several complementary senses. These supports include the following:

a) The use of concrete co-ordination, at both formal and informal levels of the human and non-human resources, to implement the plan and obtain the expected results (it is a general management definition) (Vlăduțescu, 2012a);

b) Consistent pursuance of the processes and educational relations processes on the basis of a monitoring grid that contains performance indicators, which was established by the project;

c) The correct identification of performance indicators and indexing/classification in relation to their assessment criteria was also established by the project (Vlăduţescu, 2002; Vlăduţescu, 2006b; Enăchescu, 2011).

Thus, monitoring in itself consists of the supervision of the system of "entrances" transformations in the "expected outputs", using interpersonal communication processes and a specific activities related to the organizational objectives, which can be carried out in the formational environment (Vlăduţescu, 2009; Dinescu, Dinica & Miron, 2010).

The formational environment can be defined as the "ecosystem" of persons, things, information and emotional conditions that determine and/or influence a particular process or a certain educational relationship (Hus & Grmek, 2011; Vlăduţescu, 2012b).

The monitoring has three essential sides; hence, relevant information can be retrieved in any course or treat of management as:

a) The current decision-relating to the implementation of concrete actions;

b) Problem solving-generation procedures, assessment and selection, successively applied solutions and the ways to implement them;

c) Management styles as an alternative ways of dealing with the situation (Vlăduţescu, 2012c; Păun, 2013).

5. The Management of "Project"

We will insist more on the areas of competence that the trainer should specialize on in carrying out the realization of effective monitoring. These are:

a) Focus on the management ability to communicate clear goals and to focus their efforts in reaching them. It is very important for the trainer to be listened to and to be followed by the trainees, not out of shame or fear, but from acknowledging his authority and realizing that he is an expert.

b) The management of meanings- the ability to create and communicate meanings for them to be assimilated and used by the trainees. Trainers ' interventions must be clear, and straight to the point; and also, the meanings and senses of used terms must be explained. As shown by the previous competence area, the mastery of the trainer of the methodology of communication (verbal, nonverbal and para verbal) is crucial.

c) Management of trust is the ability of the trainer to be consistent in complex circumstances, so that he might be a real support for trainees. The trust must be mutual, and the authenticity must be a *"modus vivendi":* an arrangement or agreement allowing conflicting parties to coexist peacefully, either indefinitely or until a final settlement is reached.

d) Self-management ability of self-knowledge and evolution. The trainer must be a model of *"self-management"- i.e.* design, organization, realization and (self) evaluation of its own activities, and also an approach to human relations.

Starting from the premise that training follows; the induction of changes in individual, social or group level must be identified in areas where intervention is easier, or on the contrary is more difficult (Arhip & Arhip, 2012; Arhip, 2013). Taking into account the time required for change and change capacities, we can concluded that the change in the field of knowledge is most easily achieved and requires the shortest possible time. Therefore, this change is seen in attitudes and the behaviour of individuals but the hardest to change remains the group's behaviour (especially professional) and organizational sectors.

In terms of methodology of in-service training, it tends to restrict the use of classical methods expository, in favour of the participatory ones: brainstorming, case studies, project (real or simulated), complex management games, role playing, different practical exercises, completion of specific tasks, various forms of advice and assistance, various forms of debate, and "*microteaching* " and "*metateaching",* which are adapted to the context and factual circumstances in which the formation is realized. Furthermore, we emphasized that there is no "good" or "bad" method in itself, but only adequate or inadequate method of concrete-forming conditions. At the same time, we wish to emphasize the trend to strengthen the effects of the "tracking" sessions (*follow-up*), which is aimed at strengthening the skills and motivation of the learner to continue the auto-formative process. Also, most of the times, a trainer is not "born" but "made"; in other words, appropriate training alongside the practice in various conditions, defines the trainer more than skills and vocation. Therefore, we believe that the acquisition of the skills of expert-trainer *("trainer")* cannot be completed through a correspondence course, practical experience, and a direct relationship with participants being decisive.

6. Conclusion

Therefore, beginning from the premise that the training follows, the induction of changes at individual, group or social level, and taking into account of the changes and the necessary time that occurred, it can be said that: in the field of knowledge, the change is carried out in the shortest possible time, but the behaviour of the group (most notably the professionals) and the organization remains the hardest to change. In the methodology of the continuous training, it tends toward the use of participatory methods and limitations of classical expositive methods. Hence,

"follow up" sessions tend to reinforce the effects of training thereby supporting the student's motivation to continue the auto- formative process.

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