

ASSESSMENT MODELS USED BY ECONOMICS LEADERS ADAPTED TO THE PRE-UNIVERSITY EDUCATIONAL SYSTEM

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Abstract

In our scientific endeavor we analyzed the leader model based on features (LMF) and the behaviorist leader model (BLM). Firstly, considering the features identified by the empiric researches of other authors, we tried to regroup these in such a way that a behavioral pattern may be established. The evaluation scale was from “1” to “5”, where “1” stands for “without any importance” while “5” for “very important”. The empiric tests and the conclusions of the authors that applied this model in economy, do not concur in all aspects with our conclusions.

The reason of these differences may lay in the characteristics of the field of interest – the educational system. We believe that the behaviorist model is far more appropriate for the educational system, however differences still occur when tested empirically. Based on these assumptions we propose an evaluation model based on capabilities/features. The interpretation of the model is made with the help of a potentiogram having 5 main criteria and 20 secondary criteria. Some criteria are desirable, some are compulsory at a minimal level. The model we suggest may be used for the synthesis of the leader of the educational system, as well as for their periodical evaluation. Our aim is to adopt this evaluation model of the leaders in the educational system.

In this phase of the research, the partial empiric tests confirm the theoretic hypotheses that makes us confident about the validity of our research.

Cuvinte cheie: educational management, informational system, leaders

Clasificare JEL : M40, M41

1. INTRODUCTION

The research of the ancient Hippocrates and Galenus defined four types of temperaments: sanguine, phlegmatic, melancholic and choleric. Unlike the ancient, Pavlov focused on the three characteristics of the central nervous system: the force or energy, the mobility (the ease with which we go from excitement to inhibition and the other way around) and the balance (the organization of the force of the two processes – excitement and inhibition). From their combination resulted four types of behavior [1]:

- The strong-unbalanced-excited type (choleric temperament)
- The strong-balanced- mobile type (sanguine temperament)
- The strong-balanced-immobile type (phlegmatic temperament)
- The weak type (associated with the melancholic temperament)

Later, however, the research of Yung, Eysenck, Dolan, Lamoureux and Gosselin appeared elaborating new personality types and model: the approach based on traits; the behaviorist approach; the situational approach [3], [4], [9].

From the perspective of our research – the leader in the educational systems – we will approach the model based on traits (MBT), the behaviorist model (BM), proposing a specific model for the educational system. (ESM)

The first presentations of the defining traits of the successful leader were made starting from intuitive descriptions, as the theory of the leader invested with charismatic authority, which was elaborated by the sociologist Max Weber. In time it became clearer and clearer that there is no such thing as an ideal type of personality for a leader, in order to satisfy both the requests of the job and of their employees, as well as those of concrete situations. However, some characteristics that are considered necessary for a leader were outlined. [5]

Starting from the identified traits through empiric studies we have elaborated a model of evaluation named model based on traits (MBT). We propose an evaluation grid with a scale from 1 to 5 (Table 1).

2. Model Based on Traits (MBT)

Table 1

Characteristics	Description	Evaluation grid				
		1	2	3	4	5
1. Physical characteristics	Age		x			
	Physical appearance				x	
2. Social characteristics	Education			x		
	Social position			x		
3. Intelligence	Intellectual capacity					x
4. Personality characteristics	Self esteem				x	
	Active spirit				x	
	Integrity of character					x
	The need to dominate			x		
5. Characteristics concerning tasks	Motivation			x		
	The need to accomplish			x		
	Sense of responsibility				x	
6. Social and interpersonal abilities	Active participation to different activities				x	
	Strong social relationships				x	
	Remarkable cooperation skills				x	

1. No importance; 5. Very important

Source:

Adaptation from: Stogdill R. Handbook of Leadership, Free Press, New York, 1974

Dolan S. L. Lamourex G., Gosselin E. Psychologie du travail et

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Zlate Mielu, Tratat de psihologie organizațional – managerială, vol al II-lea, Editura Polirom, Iași, 2007

3. Empirical testing and opinions

1. The empirical research did not allow the establishment of a direct and casual connection between the **physical characteristics** and leadership.
2. The research concerning the relationship between the role of the leader and **intelligences** show that although constant, this relationship is very weak.
3. No important connection between the **social characteristics** and the style of leadership was identified.
4. The results of research have shown that between the **personality characteristics** and leadership there is a strong connection in most cases, but not in all of them.
5. There is a strong correlation between the **characteristics concerning tasks** and leadership.
6. There is a strong correlation between the **social and interpersonal abilities** and leadership.
7. The opinion of MieluZlate: the personality theories posit the following ideas: **leaders are born**, they do not become; the act of leading is based on a series of attributes or **personality traits**; the act of leading is centered around **the person** who leads and not around the activity itself; it is suggested that practically attention must be given to the **selection of leaders** and not to the **training of leaders**.

According to MieluZlate's [9] opinion, statistic research shows that there is no positive correlation between leadership and the main personality traits.

The research of historical personalities have shown that the success of leaders was own not to their positive traits – intelligence, emotional and morale balance, integrity of character, sense of justice, etc. –but rather by operating with the opposites of these traits – mediocre intelligence, lack of emotional balance, low morale, lack of the sense of justice, etc. It was observed that the success of some of the leaders was based merely on anomalies: epileptics, unjust, dictators, paranoiacs, obsessive and neurotic. [9]

Our research is still in progress. By now, we were able to identify the importance of the characteristics evaluated in Table 1. Our evaluation does not fully chime with the above mentioned opinions. The differences may also appear due to the specific of the activity (educational system).

The behaviorist approach starts from the premise that the ability of a person to self-control and to relate to the environment depends mostly on their style of behavior.

Starting from the potential descriptions of the main types of behavior, three groups of behavior were identified: passive behavior, aggressive behavior and positive behavior. [6]

A description of this model is presented in Table 2.

4. Behaviorist Model (BM)

Table 2

Type of behavior	Description
1. Passive behavior	The angry: they consider that others are taking advantage of them, using them
	The frustrated: they do not succeed in their plans
	The recluse: they have the impression that no one is listening to them
	The uncertain/anxious/defeated: they consider that there is no use in trying because they have no chances in gaining anything
	The lukewarm: they are blasé
2. Aggressive behavior - they feel powerful , especially on short term	The critics: they blame others when things go wrong
	The lonely: they feel isolated
	The threatened: they boast all the time, trying to feel important
3. Positive behavior	The optimists: the approach the problem in a positive manner
	The calm, enthusiastic, proud, honest: they keep their word
	The straight forward: they are very straight forward in their negotiations and they do not manipulate
	The confident: they are self-possessed
	The respectful/energetic: they respect themselves and those around them

5. Empirical testing and opinions

The research from Ohio University, USA, under the coordination of Ralph Stogdil, has emphasized that, in real situation, the behavior of the leader varies according to two dimensions: the structural dimension (task oriented leader) and the relationship dimension (employee oriented leader).

6. Behavioral Dimensions of the Leader

Person oriented style (relationship dimension)	strong	Person oriented	Person and task oriented
	weak	Laissez-faire	Task oriented
		weak	strong
		Task oriented style (structural dimension)	

Relationship (consideration)	high	R / S + / -	R / S + / +
	low	R / S - / -	R / S - / +
		low	high
		Structure	

Source: Gh. Băileșteanu

The task oriented leader focuses on defining and distributing the tasks that need to be carried out, on defining the directions of activity of the group; the relational leader focuses on behaviors which create a work environment where trust, mutual respect, friendship and support have an important place. The latter is preoccupied by the security and the comfort of his employees; he is interested in the needs of his employees and their work satisfaction. [1], [7], [8], [9]

1. There is an important relationship between the behavioral variations of the leader and performance (group satisfaction). The most favorable situation seems to be that which implies a high relationship and structure.
2. Irrespective of the combination in which they appear, the high relational index generally ensures an increased satisfaction among employees (R/S +/-; R/S +/+).
3. The relationship between the behavioral dimensions and the efficiency of the management is not usually direct, but modeled by a series of other variables like: the dimensions of the group (the structural dimension chimes positively with satisfaction in big groups and negatively in small groups); the nature of the group (the militant groups are more focused on structure than on relationship), etc.
4. The two behavioral dimensions are not independent in relation to one another, but rather each of them constitutes a quasi-moderating variable for the other (for example, the leaders described as showing a low consideration towards their employees are seen as being unpreoccupied by the orientation of the group on the direction of reaching their purpose).

Starting from the empirical testing of the two models for the educational system we consider that five traits/capabilities/abilities/attributes are important. (Figure 1)

Traits of character of the leader in the educational system

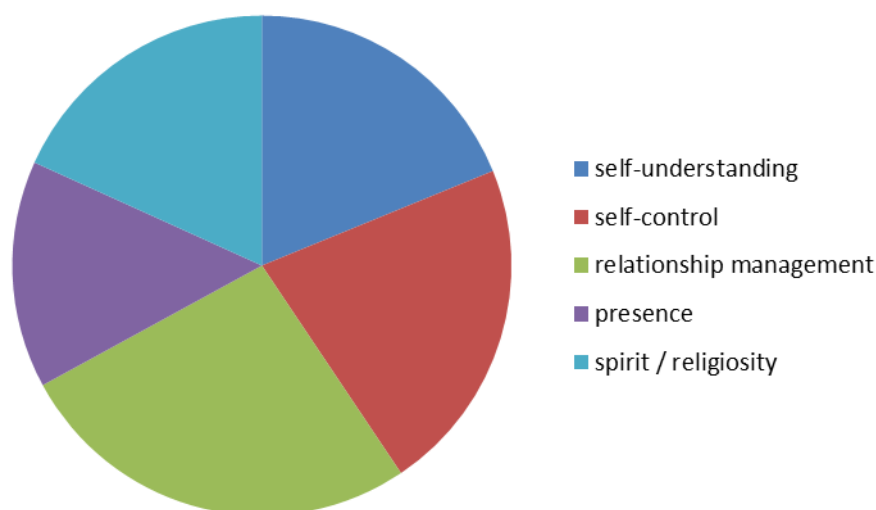


Fig.1 Traits of character of the leader in the educational system

3) The evaluation that we look at takes into account a total of 20 attributes measured on a grid from 1 to 5. (Table

7. The Model of the Leader in the Educational System

Table 3

Traits of character	Description	Evaluation grid				
		1	2	3	4	5
Self-understanding	C11: feelings/ but not sentimental			x		
	C12: moral values/ but realistic				x	
	C13: knows his/her limits/ but does not underestimate him/herself				x	
Self-control	C21: calm and cold blooded under stress					x
	C22: ambition/ high personal standards					x
	C23: initiative/ consciously deviates from rules and patterns					x
	C24: optimism/ the full half of the glass			x		
	C25: accepts to loose, but does not fail			x		
Relationship management	C31: inspiration/knows when to intervene				x	
	C32: influence/ power of persuasion				x	
	C33: conflict management/ objective, understanding, but decisive					x
Presence	C41: offers a sense of trust				x	
	C42: good listener				x	
	C43: friendly facial expression/charisma				x	
	C44: exudes positive energy					x
	C45: expresses him/herself clearly, thinks fast and reasons correctly					x
	C46: speaks his/her mind, but delicately				x	
	C47: sympathetic to the problems of the students and of the employees					x
Spirit/religiosity	C51: believer/ atheist			x		
	C52: philosophical culture				x	

8. CONCLUSIONS: Interpretation of the model

1. If the total number of the cumulated points is at least 80 points, the evaluated person demonstrated leadership traits/abilities.
2. For $80 > N_p \geq 60$, extra evaluations are necessary.
3. For $N_p < 60$, the evaluated person does not comprise the necessary traits/abilities of a leader.
4. The criterion C12 (moral values) is considered present at minimum grade 4.
5. The criterion C2 is considered very important for a leader in the educational system.
If: C2 < 20 – reevaluation
C2 < 15 – lack of the traits of a leader
6. The criterion C33 (conflict management) is considered present at minimum grade 4.
7. We consider that it is better for a leader in the educational system to be a believer with an above average philosophical culture.

There is a possibility that while the research is in progress other conclusions might appear. By now, however, the empirical analysis seem to validate the model we propose for the educational system.

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