

THE INFLUENCE OF MANAGERIAL STYLE ON THE EFFICIENCY OF ORGANISATION

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Abstract

Today, it is unanimously accepted that the management style influences the productivity and efficiency of an organization. The specialized literature abounds in various approaches of the managerial style, this being classified according to criteria such as: the behavioral aspect, the human personality, the dynamic perspective that includes the behavioral and the attitudinal-motivational side. In a restricted sense, the managerial style includes only the communication action of the manager with the subordinates and in the broad sense, the term designates the variety of motivations, goals, processes used by the manager to exercise his activity but also his qualities, personal abilities or reciprocal relationships that he establishes with subordinates. Regardless of the level at which it is located, the efficiency of the school organizations and the increase of their productivity is undoubtedly due to the manager's leadership style, a variety of values, personality traits, beliefs, professional qualities, emotional intelligence but also the specificity of the organization.

Keywords: communication, efficiency, managerial style, participative management.

Clasificare JEL : C 92, D 81, D 83

1. Introduction and context of the study

There is no classical method of adopting the "best style that can be applied to an organization", which is influenced by a number of factors such as:

- the purpose, mission and vision of the organization;
 - the internal organization of the institution;
 - the external environment in which the organization operates: the position of the school in the community, its visibility;
- the external environment (for example, in the case of the school organization - the geographical and value position of the school in the community, the interests of the parents, the demands on the labor market and the profiles accredited by the MEN and ISJ);
- the characteristics of the staff (the environment of origin and the preparation of the students, the attitude, experience and CV of the teachers);
 - the characteristics of the manager (specialized and management training, accumulated experience, personality traits, provenance environment).

2. Managerial style - general characteristics

The specialized literature abounds in classifications of leadership styles that can be applied to any institution, and will characterize the most commonly used model (table 1).

Table No. 1 Typology of driving styles - Kurt Lewin model

Autocratic style	Democratic style	Leash style
-manager is the only decision-making power; - employees are not involved in the decision-making process of the unit; - the manager decides the general policy of the	-the manager shares the decisional power with other management bodies established in the unit's organizational chart; - the employees are involved in the decision-making process of the unit;	- the manager, only if requested or the situation requires it urgently, is involved in making decisions; - employees are fully involved in the decision-making process; - the manager is not involved

<p>organization; - establishes the way of work and the tasks of each employee; This style leads to a high level of resistance and dissatisfaction on the part of the subordinates. The autocratic style is indicated to be implemented in crisis or priority situations because it causes widespread dissatisfaction of the employees</p>	<p>- the manager decides the general policy of the organization through collective consultation; - the manager pays attention to the suggestions of the employees on the working way, the most efficient way of meeting the proposed objectives; The democratic style is appreciated by the employees and lays the foundations of an active managerial partnership - committed in order to increase the efficiency of the organization. And yet this style is not recommended to be implemented in urgent situations because the consultation process is a long and arduous one.</p>	<p>in establishing the general policy of the organization; - the manager is not interested in the way of work and the tasks of each employee; The style has proven to be totally inefficient and can only be implemented when the team is highly motivated to act and has specialized training in the sphere of management.</p>
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Levin pointed out in his studies that while the autocratic style may lead to general uprising, the laissez-faire style hinders people's motivation to engage fully in an activity and that the democratic style is arguably the most effective. because the members of the organization, aware of their own value, feel valued and motivated to get involved in solving the problems of the organization, accepting or, on the contrary, rejecting with arguments the manager's decision, respectively, they are involved in the drawing up of the general policy of the organization.

Another reference classification of managerial styles takes into account the manager's interest for the results of the organization, but also for the fate of the people who work here, the two elements being noted from one to nine on a scale - the model of Robert Blake and Jane Mouton (table 2).

Table No. 2 - model by Robert Blake and Jane Mouton

The managerial style	Characteristics
The manager is indifferent - the crazy style	<ul style="list-style-type: none"> - prioritizes the interest for his job, not for results or people; - avoids unforeseen, unpleasant situations in order not to be held responsible; - assumes no responsibility; - does not accept change and innovation; - it lacks creativity and efficiency;
Host manager - the leadership style of a private club	<ul style="list-style-type: none"> - pays attention to people, not to the results obtained; - increasing efficiency is given by increasing the comfort level of people in the workplace; - wants to attract the sympathy of the employees; - does not control, does not evaluate, does not sanction, avoids conflicts;
Authoritarian manager - style you will lose or produce	<ul style="list-style-type: none"> - gives interest to results, not to people -neglects the needs, interest, suggestions of

	employees - excessive and dominant control; - the employees are paid so they must perform their duties very well;
The manager of the state of affairs or the style of the middle horse	- gives interest both to the results obtained and to the interests and needs of the people; - no - and takes unnecessary risks; - aims to achieve realistic goals; - predominant style in Europe and America;
Judicious manager - team style	- gives interest both to the results obtained and to the interests and needs of the people; - skills of planning, organizing, managing, training - moving, control - evaluation; - works for very high results; - the employees are permanently motivated and involved in the decision-making process; - is creative, innovative; is imposed by personal example.

Practice has shown that the most commonly used managerial style is the authoritative consultative one.

Of all these styles listed and characterized we consider that the judicious manager and the style of the team would be the most suitable to be applied also in the field of education with high long-term results, the required condition is the involvement of a large number of members of the organization in the planning process, organization and establishment of the educational policy required and in reaching the institutional objectives and another condition would be that all those involved in the life of the organization - staff, pupils, parents, representatives of the local community receive, without censorship, all relevant information from any sector of activity of the organization and be involved in the decision-making process of the unit because the school is an organization that is constantly learning and changing and these changes are required by both the external and internal environment.

The model developed by Rensis Likert envisages the classification of the managerial style according to the degree of participation in the decision-making process of the manager and the employees (table 3).

Table No. 3 - The model developed by Rensis Likert

The managerial style	Characteristics
Authoritarian exploiter	The manager does not pay attention to the employees; It imposes its policy by sanctioning and coercing employees.
Authoritative benevolent	The manager pays little attention to the suggestions of the employees; Sometimes rewards are used to motivate employees; The manager is involved in making crucial decisions;
Authoritative consultative	The manager consults the employees on the organizational policy but the important decisions are taken at central level without the involvement of the employees.
Participatory	The manager collaborates with the employees regardless of the hierarchical level and the management function;

	Pay close attention to employees by constantly training and motivating them.
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3. PRIORITIES OF THE SCHOOL ORGANISATION

That is why, the progress, efficiency and permanent adaptation of the organisation to the internal and external environment brings to light two aspects that are mutually conditioned and influenced:

- adaptation and continuous development of the school organisation which involves procedural, structural and managerial changes at any level and the creation of a staff launching ramp, creating opportunities for each person's personality to manifest and be maximized.
- the continuous development of the members, which implies the continuous improvement of all the personnel involved in the life of the organisation, which is quantified in increasing the productivity and efficiency of the unit.

Therefore, the main priorities of any organisation, including the school one, to increase the efficiency and productivity of the work should be the following:

- elaboration of the institutional development plan and its correlation with the policies, programs elaborated at the level of macro - and micro-management;
- careful recruitment and selection of staff and based on their own evaluation criteria, together with those required by the legislation in force, staff being the key element in the implementation of the institutional development project and, therefore, of achieving the proposed goals and meeting the objectives organizational;
- elaboration and implementation of programs focused on motivating the staff to stay in the institution, on offering career development and promotion opportunities, especially since, within the school organizations due to the stability of the staff norms and obligations, the possibility of new jobs is more small and the variant of the promotion in the career through didactic degrees, the cross-sectional promotion from one department to another or on a hierarchical scale is frequent;
- elaboration by the top manager and the intermediate managers (who in the case of the school organization are represented by the director, the heads of methodical commissions, of some working groups) of a staff development policy through the following stages: elaboration of the institutional development plan and correlation with policies, programs and priorities set at European, national and county level; analyzing the institutional development plan and establishing internal priorities; consulting the staff on the needs of continuing education; elaboration of a strategy of institutional development focused on human resources; detailed establishment of activities, human, material and financial resources for the implementation of this plan.

The staff development policy means the creation of an adequate, conducive, supportive organizational framework in which the continuous growth or professional development of the personnel within the school organization means, in fact, a process of continuous training and development of the teaching career, a way of involving the individual in the life of the organization, a means of increasing the individual and collective efficiency.

- focusing staff development policy on an educational strategy that involves making major changes in the mindset and attitudes of staff;
- practicing, on a large scale, and at the level of all departments and sectors of activity of the organization, a participatory management which implies the overturning of the pyramidal vision of the organization and granting a wide autonomy to each sector of activity and creating the specific framework for the collaboration of these sectors;
- transforming the organization into a permanent learning organization that produces and promotes learning because any organization offers industrial, commercial or educational services in the case of the school;

If the school organization will invest in the continuous development of the staff and will find permanent ways to motivate and train it in the life of the organization, thus proving that it has the capacity to adapt and anticipate change, then the member of the organization, the trainer, the educator or the teacher in the case of the school organization, having an initial training that complements it with a lifelong learning, will act beneficially and constantly in support of the organization contributing when meeting organizational goals.

- promoting teamwork and informal, interdepartmental professional discussions, within the same department or on a diagonal basis, in order to enhance and enhance individual or collective experience and, therefore, to increase the efficiency of work.

On a few occasions staff members ask for advice or help in carrying out work tasks from top managers, middle managers or even from members working on the same hierarchical line with them fearing that this help or support is not interpreted as appropriate. a sign of powerlessness or incompetence and then, the more it is necessary, on a large scale, the organization of team-traching on professional topics as an opportunity and continuous professional development at the institution level, but also as an opportunity to strengthen the cohesion of the group;

- Managerial communication is undoubtedly an essential component of management since the advent of this science, with each stage of management history corresponding to a certain form of managerial communication, hence the important role that communication plays in the activity of each manager. . Thus, the manager, as an administrator, relies on and uses communication to effectively exercise his or her duties; as an organizer he shares responsibilities, he organizes managerial processes, so he communicates; as a leader he is in a position to decide, to make decisions, to lead efficiently; as an entrepreneur, he must act promptly and at the right time to ensure the good functioning of the organization; As a negotiator or promoter of the unit's policy, the manager is in a position to form and maintain a map of the partnerships, to use a series of forms of communication to support them in developing, directing and finalizing the external policy of the organization but must also develop a network of information to be used to achieve the goals and targets proposed in the internal environment of the organization. Managerial communication is undoubtedly an essential component of management since the advent of this science, at each stage of management history corresponding to a certain form of managerial communication, hence the important role that communication plays in the activity of each manager. Thus, the manager, as an administrator, relies on and uses communication to effectively exercise his or her duties; as an organizer he shares responsibilities, he organizes managerial processes, so he communicates; as a leader he is in a position to decide, to make decisions, to lead efficiently; as an entrepreneur, he must act promptly and at the right time to ensure the good functioning of the organization; As a negotiator or promoter of the unit's policy, the manager is in a position to form and maintain a map of the partnerships, to use a series of forms of communication to support them in developing, directing and finalizing the external policy of the organization, but must also develop a network of information to be used to achieve the objectives set in the internal environment of the organization.

4. CONCLUSIONS

The managerial style influences the productivity, the fulfillment of the proposed organizational objectives, the efficiency of an organization. The managerial style puts its mark on the relational, psychological and psychosocial environment of any organization, exerting an overwhelming influence on the whole staff, influencing their performance, productivity, quality of work performed, nature of the relationships established with the manager, with the other employees, professional development.

Given the role of managerial style in shaping the organizational culture, it is unanimously accepted that a manager must: be a good specialist, possess a complex training, skills, organizational skills and good human relations skills having the ability to motivate, to mobilize the

team in order to carry out the work tasks outlined, having initiative, critical thinking and giving employees the possibility to participate in the decision-making process, contributing to the achievement of the proposed organizational objectives.

The communication facilitates the creation of those tools that regulate the processes inside / outside the organization, which supports the implementation of the organization's strategy, which favors the practice of an effective managerial style.

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