

Course Description

EDUM-EM-108 Operation and Management of
(Educational) Organisations

Leading Lecturer: Zoltán Rónay dr. PhD
associate professor

Aim of the course

Support the students to know and understand the relationship between the pedagogical, organizational and management processes; the correlations between institutional management and the surrounding social, economic and cultural factors, as well as the political interests; the role and characteristics of the institutional management in supporting – especially educational - organizations effectively; Enable them to diagnose the specific features of institutional management, exploring the problems within and formulate options for change in relation to a specific institution; Give them an overview about the most important rules of the international education agreements, and the most significant principles of human rights connected to education.

Learning outcome, competences

Knowledge:

The students

- know the concepts of management and leadership, managerial functions, roles and skills;
- know the typical organizational structures, the role of organizational culture and internal communication
- recognize the group nature, role and functioning of the group work,
- know the basic concepts, models, methods of nonbusiness management,
- know the management tasks and areas, specialities and challenges of the education institutions,
- have knowledge of the latest results of research in education science and its neighboring fields and the relevant pedagogical innovations; and is able to analyze and interpret them critically,
- understand the developmental trends of professional policies and knows the innovative national and world tendencies of developing educational systems, and also the relationship between the functioning and performance of the leadership, the organization and the institution. Understand the connections and the ways of controlling the operation of the service systems of their professional field and neighboring sectors,
- know and understand the essence and specificities of the investigative methods of institutional management - in particular, the case study analysis and development,
- have knowledge of the requirements for structure and content of the legal and professional documents defining their agency. Is informed of the competencies related to their profession and the possible expectations of an (possible) employee,
- understand the role of international organizations about the education, and have knowledge of the separate fields of national and international regulations and their effects.

Skills:

The students

- apply the interdisciplinary models and is able to analyze a certain problem from different perspectives that enables the realistic interpretation of the situation with effective alternative solutions,
- apply multicultural and intercultural viewpoints in analysis and utilize them proactively in work,
- are able to participate in the institutional management with the recognition of the institutional specialities,
- are capable of self-reflection during professional work in the field of institutional management,
- are able to explore issues relating to institutional management in an advisory role, especially in the preparation of case studies which can be used to formulate adequate alternatives for change,
- are able to prepare professional materials according to independently chosen aspects, to present and analyze research results with objectivity, to write shorter professional texts independently,
- are able to interpret professional scientific discourses and to compare arguments of different viewpoints,
- are able to take an active role in social dialogues dealing with the problems involved in institutional management, and is able to argue their own opinion using other people's opinions and facts,

- are able to form research, development and training initiatives, organize, implement and evaluate projects in order to increase the effectiveness of institutional management,
- are able to evaluate and assess documents defining their profession and to compile documents at organizational level, and to formulate regulatory concept (on which basis institutional arrangements can be prepared).
- are able to analyze the organizational operation of an institution with criticism considering the potentials and limitations,
- are able to recognize the legal component within a complex problem, task and to decide that a specific legal issues raised in the situation can be solved internally or external help is needed.

Attitude:

The students

- consider important the social scientist perspective in their professional identity, is open towards the interdisciplinary approach of education science,
- are open to the institutional management innovations,
- understand the importance of quality, effectiveness and efficiency,
- aim to implement expansive professional cooperation, are dedicated to understand the current situation and problems of the actors of the institutional management, are open to enter reflectively into problematic situations and are able to judge them professionally,
- have professionally established critical approach and committed to professional analysis based on values and knowledge,
- are motivated and initiative in innovative developments, takes the proactive role in their workplace organization,
- are committed to the prevail of innovation, novelty, creativity through systematic, controlled structures and mechanisms
- are empathetic in their professional relations and in professional relationships represent their professional values and believes and argues to defend them,
- are ready to take a proactive role in the necessary organizational and pedagogical renewal of the institutional culture, also in supporting an organization to become a learning organizations.

Autonomy and responsibility:

- Makes individual decisions based on professional opinion, and prioritizes delivering opinion and acting based on research.
- Takes responsibility for his/her communication and for improving it continuously.
- Initiates and leads innovative processes with responsibility.

Required reading

- Handy, B. C. (1985): *Understanding Organizations*. Penguin Books, London.
- Belbin, M. (1993): *A team roles at work*, Routledge, 2010.
- Santos, Filipe, Heitor, Manuel V. & o Caraca, Joa (1998). *Organisational challenges for the university*. *Higher Education Management*. Vol. 10 - No. 3. pp. 87-108.
- Whitchurch, Celia (2006): *Administrators or managers? The Shifting Roles and Identities of Professional Administrators and Managers in UK Higher Education*. in: McNay, Ian (ed.): *Beyond Mass Higher Education: Building on Experience*. Maidenhead, England: Open University Press, 2006. p. 199-208.
- De Hoogh, Annabel H. B. – Hartog, Deanne N. Den: *Ethical and despotic leadership, relationships with leader's social responsibility, top management team effectiveness and subordinates' optimism: A multi-method study*. *The Leadership Quarterly*. 2008/3 pp. 297–298.
- Burns, James M.: *Leadership*. Harper & Row, New York, 1978.
- Bass, Bernard M.: *Leadership and performance beyond expectations*. The Free Press, New York, 1985.
- Ballen, Joe: *Servant Leadership: A passion to serve*, in: Larry C. Spears (eds.): *Insights on Leadership: Service, Stewardship, Spirit and Servant Leadership*. John Wiley and Sons Inc. New York, 1998.,
- Patterson, Kathleen – Redmer, Timothy A. O. – Stove, A. Gregory: *Transformational Leaders to Servant Leaders versus Level 4 Leaders to Level 5 Leaders: The Move from Good to Great*. CBFA Annual Conference, 2003. 10. (<http://www.cbfa.org/Patterson.pdf>, 2016.08.11.)