

TRANSFORMATIONAL MANAGEMENT DEVELOPMENT PROGRAM IN ELEMENTARY AND SECONDARY SCHOOLS IN BOSNIA AND HERZEGOVINA

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***Abstract:** Empirical research in primary and secondary schools in Tuzla Canton, Bosnia and Herzegovina confirmed the theoretical expectations that successful schools have high and very high levels of transformational leadership methods. Transformational management strongly supports building adaptable organizational culture of the school in environment full of changes that make vague and undefined tasks for their followers. The proposed strengthening program of transformation method is based on keeping the results of good practice in the training of educational managers. It is the synergistic product of many years of researching by several authors in the field of management education in particular, and the actual practice of keeping the operation of primary and secondary schools in Bosnia and Herzegovina.*

***Keywords:** elementary and secondary schools, educational management, program development, transformational leadership, transformational changes*

1. INTRODUCTION

Transformational way of managing defines adaptable and flexible organizational culture towards the challenges of the environment (Burns, 2006), and it is a pledge for the survival of the organization in the future (Howard, 2004). Transformational way of managing contributes to transforming the old into the new values that are complementary in relation to radical challenges in the environment (Bass, 1990; Northouse, 2001). Adjusting to change is a precondition for the survival of any organization. Earlier studies of transformational managerial methods (Hasanovic, 2009; Isakovic, 2008) have confirmed its high impact on the introduction of changes in primary and secondary schools in Bosnia and Herzegovina. Studies have shown that the training of the secondary school principals in the field of management significantly contributed to the development of transformational managerial methods (Hasanovic, 2009), which is typically a feature of the principals of particularly successful schools. Training principal program and management teams in the field of application of the modern management concepts, and in particular, the transfor-

mational management will significantly contribute to the strategic adjustment of primary and secondary schools to changes in the environment.

2. THEORETICAL REVIEW

2.1. Education of the principals of elementary and secondary schools regarding the introduction of modern ways of managing in Bosnia and Herzegovina

In Bosnia and Herzegovina, until now there was not a decision on mandatory system and the comprehensive (formal) education of the principals of elementary and secondary schools in the field of educational management. Former education of school principals was organized mostly by international governmental and non-governmental organizations directly involved in the reform of the education system in Bosnia and Herzegovina. Organized by the Soros Foundation – FOD BIH, in period 2001/2002 school year, a group of 20 principals of primary and secondary schools from the region of Tuzla Canton was trained. Trainers from the “Škola za ravnatelje” school from Ljubljana according to the national principal training program realized one-year training in the Republic of Slovenia. Curriculum of the “Škola za ravnatelje” school was adapted to the conditions in Bosnia and included training in the following modules (Hasanovic, 2009):

- Introductory module - 20 contact hours
- Theories of organization and management - 20 contact hours
- Planning and decision-making - 20 contact hours
- Director as a pedagogical leader - 20 contact hours
- Working with people (HRM) - 20 contact hours
- Legislative module - 20 contact hours
- Optional content and end of the program - 24 hours

It should be noted that during the training mainly were represented interactive methods of learning, which is a special quality of formal training programs. The program ended by taking principal exam, and all participants received a diploma and diploma supplement. In total, training program lasted for 428 hours, and in addition to the contact hours (lectures, workshops, seminars, conferences) encompassed and self-involved theoretical and research work in the elaboration of specific problems of educational theory and practice of leadership in schools.

Experts in the field of management education - masters and specialists in management education, for education authorities and international governmental and non-governmental organizations, designed the custom curriculum for the training of primary and secondary school principals in Bosnia and Herzegovina.

2.2. Transformation method of managing primary and secondary schools strengthening program in Tuzla Canton and in Bosnia and Herzegovina

In the literature, one can find a variety of training for managers at all levels of management to promote transformational leadership methods. Avolio and Bass (1991, Bass, 1996) have done Management trainee program, which consists of 8 basic and 5 advanced training modules. Students who ended up training under this program were becoming certified

trainers transformational ways of leading. Based on a competence training model for principals of secondary schools in Bosnia and Herzegovina (Hasanovic, 2009: 262) it is possible to program a special segment of the improvement and development of transformational leadership methods (Figure 1).

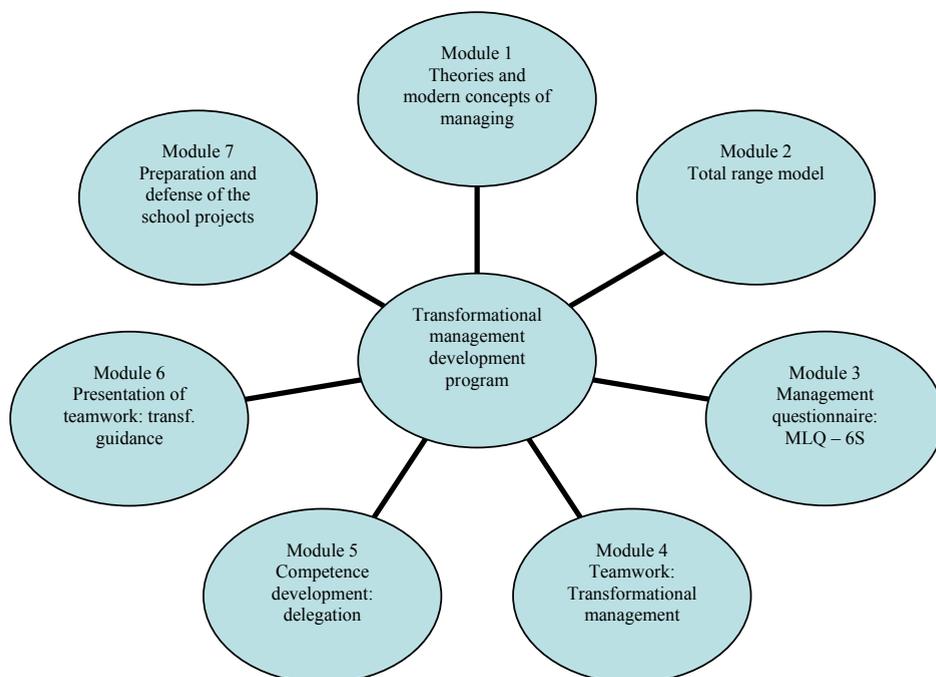


Figure 1: Program for improvement and development of transformational ways of managing schools 0

Program for promotion and development of transformational ways of managing the school includes basic training modules, which could provide educate competent principals of primary and secondary schools, members of the management teams, and all the teachers (Table 1). Basis for programming improvement and development of transformational leadership would be a Competence model of training principals of primary and secondary school, management teams, teachers and others staff of secondary schools (Hasanovic, 2009: 258-262). Only based on the Plan of the training needs in every elementary and high school, through the development of optimal Competence model (based on the 6-3-5 method) of managing, we get a clear picture of the needs of schools (and other categories) for the promotion and development of transformation managing method in the school.

Table 1: Transformational managing method development program of the school: module contents

NO. OF MODULES	MODULE CONTENT	IMPLEMENTATION METHODOLOGY
Module 1	- Theory of modern concepts of management in education, development leading competencies of associates, training for the introduction of changes	- Educational teaching materials, team work in workshops, processing questionnaires for modern management concepts, realizing of the competency models based on 6.3.5 method
Module 2	Detailed knowledge of the Model of the total range (Full-range management model)	- Educational didactic materials: transformational, transactional, and the liberal leadership, - Teamwork in workshops on the distinction of the leadership styles
Module 3	Introducing of participants with the MLQ 6S questionnaire	- Detailed introduction and practical use of MLQ 6S questionnaire or alternative MLQ 5S questionnaire - Teamwork in workshops on processing and presentation of research results
Module 4	Teamwork on the distinction of transformational and transactional managing school	- Work of school teams (management team or development team) on management diagnosing according to the model of total range - Discussion of results on a participant's conference panel
Module 5	The development of techniques to delegate in the function of individual development of competence leading associates	- Educative teaching materials and examples of good practice, - Work in workshops on the development of techniques to solve the problems of specific leadership practice
Module 6	- Teamwork on the presentation of distinction of transformational and transactional management in schools	- Presentation of teamwork at the schools regarding the distinction of transformational and transactional managing in schools - Making important decisions and conclusions for creating transformational management development program (Conference)
Module 7	Making and defense of transformational management development project	- Presentation of school development projects of transformational ways of managing at the final conference, - Discussion of research results and short written evaluation of the training participants, - Distribution of certificates to successful participants

Source: According to Bass, 1996; Hasanovic, 2009; Hasanovic, Sinanovic, 2010; Jahic, 2012

3. CONCLUSION

Program for promotion and development of transformational managing the school can be realized within the framework of the general program of professional training and pro-

fessional development for all school employees. Program promotion and development of transformational management in primary and secondary schools can be part of a special project of education of transformation leaders in education, which would be implemented under the responsibility of educational authorities (Schools for principals, introductory course in the management theory, etc.). The most important part of training is a reflection of the application of the good educational practice. Depending on the level of representation of transformational management methods (MLQ 6S questionnaire) in each particular school, the essential conditions for the adjustment of primary and secondary schools to changes in the environment create. The program for transformational development method of managing is only a tool in the hands of successful principals, management teams, and all employees in the process of strategic adjustment of primary and secondary schools to changes in the environment.

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