

THEORETICAL PERSPECTIVES OF THE RISK MANAGEMENT APPROACHES IN SCHOOL ORGANIZATIONS

Professor Ph.D. Delia – Mioara POPESCU

”Valahia” University of Târgoviște, Romania
E-mail: depopescu@yahoo.com

Ph.D. Student Mariana LEAFU (JOIȚA)

”Valahia” University of Târgoviște, Romania
E-mail: marianajoita123@yahoo.com

Ph.D. Student Florentina IONESCU (CIULEI)

”Valahia” University of Târgoviște, Romania
E-mail: ciuleiflorentina@gmail.com

Abstract: *The challenges imposed by the dynamics of today's society and the change of educational paradigms in the last two decades require at the level of school organizations a rethinking of managerial strategies from the perspective of managing the identified risks. Risk management is an essential condition for the effective management of a school organization. The school manager has the task to combine the tactics and the strategy, to have a holistic view on all the causes that can in a way affect the health of the school organization. The purpose of this paper is to highlight the importance of the manager, the managerial style approached, his personal profile in order to obtain the best risk management in the school organization. This paper is based on a rigorous analysis of the literature, scientific documents that regulate and define risk management from the perspective of the manager's personal approach.*

Keywords: *personal skills, internal managerial control, risk management, school manager, school organization.*

JEL classifications: *I21, G32, O15.*

1. Introduction

In school organizations, risk management is extremely important and the institution's manager needs to have a comprehensive approach to risk management that allows the organization to consider the potential impact of different types of risk on processes, activities, operators, products and services. It is not surprising that, in a social realm, regarding children and their future, play has an important role in education and at the same time represents a risk. The number of applications has risen sharply against educators, teachers, and education authorities have been a boost to government interest, with emphasis on mandatory risk oversight and control. This report presents different perspectives on risk. In addition to the obvious remarks about the main risks, a less common discussion of how principals may be at risk refers to the indisputable issues that accentuate risk in education. The possibilities for risk in practice are also increasing. This paper exposes inherent, contradictory and problematic aspects, so-called risk aversion practices, to inform research on both risk and school management.

2. Risk management in school organizations. Theoretical perspectives

Twenty years ago, in some school organizations, risk considerations were different, while facing the school manager. Risk is a word we all use, but we interpret it differently. The risk may not be visibly tangible, but it is always present in every action, effort, and function that an organization can perform (Roughton, 2019).

Now, in school organizations, risk is the responsibility of everyone, but especially of school managers and department heads. All risk procedures have become mandatory, everyone joins the procedures that they cannot ignore. In addition, there is the aggressive parent, showing harassment with disrespect, who do not comply with the regulations and do not respect the law, who deals with the disloyalty of staff, which Barth (2007) says is

always accompanied by risk and involves managing critical incidents, rendering the main negligents, those who do not follow the procedures.

Occupational safety and child safety are the primary risk factors, with negative consequences. School managers work in different periods with great obligations and high monitoring. In some circumstances, it is difficult for the school manager to make any move without extending the consultations and counselors, for fear of the concomitant risks they might inadvertently cause. Risk management requires an increasing amount of energy and time.

In recent decades, the direction of guidance and control has changed irrevocably and continues to evolve. For example: the nature of the work, the working hours, the working conditions, the working tools, the expectations and the responsibilities are different. School managers feel more and more stressed as the tasks they receive are more complex, becoming demanding and time-consuming tasks.

As a result, school organizations suffered, affecting the time available for children, classrooms and curriculum. School managers are responsible not only for the money they contribute to the education system, but also for diminishing the problems that pose a threat to the educational process of the students. Successful educational organizations will be the ones that benefit from professional managers in identifying and controlling most of the risks that are unique to school systems. Most schools place this responsibility on the shoulders of the school manager or on the shoulders of the financial administrator who may not have the experience of identifying all the risks. School risk managers are responsible for a wide range of issues, as well as benefits such as healthcare, unemployment, environmental safety, etc. At the level of the organization, there must be a risk analysis form identified in the compartments: management, didactic, administrative and financial accounting, in which the objectives of the activity are specified, the identified risks, and the person in charge of risk management will centralize the inherent risks.

Starting from the definition given by (COSO) of the risk management system, this is a process implemented by the personnel of an entity, exploited to develop the strategy. Risk management is an essential part of the task related to the internal management control system. The main expected effects within an entity, regarding the objectives of an internal control system and risk management, are to identify the potential events that may affect the achievement of the objectives, positive if it is appropriate and negative, if there are risks. The public entity's risk portfolio, to control the risks according to the level of each risk in order to increase its value. For a proper risk management we must allow the management to make informed decisions, in accordance with the risk for an efficient monitoring of the internal control and risk management systems according to their severity, to which they are exposed, and to plan the actions to be taken in case of risk (D ans l'ensemble du document, la dénomination « conseil » se rapporte au conseil d'administration ou au).

The aim was to provide reasonable assurance regarding the achievement of the entity's objectives. As we are integrated in the risk management activity, in the control mechanisms we must follow, more precisely to ensure:

- Compliance with laws and regulations;
- Application of instructions and guidelines established by management;
- The good functioning of the internal processes of the institution, especially those that contribute to the protection of the goods;
- Reliability of financial information.

According to the IFA ideological guide (LE suivi de l'efficacité des systèmes de contrôle interne et de gestion des risques, 2010), a system is effective as long as it meets the objectives for which it was implemented. Thus, the risk management system and the internal control process must operate in a coordinated manner to achieve the risk

management assigned to them. The efficiency of the internal control and of the risk management system goes through the good coordination of the activities: risk assessment regarding the evaluation of the control activities, remediation plans, management and dissemination of information in order to ensure a continuous supervision. Therefore, the whole system must be adapted to the characteristics of each entity. After the 15 practices were implemented, the effectiveness of the system could be ensured:

1. The risk defined by the department heads;
2. Responsibility for risk management;
3. Identifying events that could have an impact;
4. Analysis of negative events that may generate risks;
5. Risk assessment and their potential impact;
6. Development of risk responses;
7. Residual risk analysis in relation to acceptable risk levels as defined by management;
8. Implementation of activities in each organizational process;
9. Evaluation / self-evaluation of the control activities;
10. The control activities are supervised by the supervisory functions;
11. Submitting the evaluation of the control activities to an independent analysis;
12. Define and monitor the key performance indicators related to the risk management system;
13. Submission of remedial plans for a documentary follow-up;
14. Identification and analysis of proven incidents;
15. Periodic updating of system objectives and strategy.

3. The school manager - responsible for risk management

In the educational management, an important role is played by the profile of the one who holds the leading position. The quality of the specific actions depends to a large extent on the manager's abilities and on his qualities to handle critical situations. To address this topic, I will start from identifying the defining elements of an educational manager through a critical analysis of specialized sources. The topic addressed is a current one at the level of the international educational systems, each educational organization following the managerial performance.

With the development of the private education market, the management aspects become more and more important, realizing the need to adapt the services offered to the market. This analysis is also necessary in view of the specifics of rural schools. Given the fact that the values, principles and methods of educational management penetrate with great difficulty, it is necessary to provide materials from which the staff of these units to find edifying elements.

The conceptual delimitation of the term manager refers to the specialized theoretical considerations, "if management is the science of management, then the manager is that type of leader who not only executes as he is told, but acts in such a way as to obtain very good results, accordingly. with the proposed objectives and adapting to new realities. The manager identifies solutions for achieving the proposed objectives, making them aware and motivating the members of his team in the same direction" (Niculescu, 2010). When we refer to the manager, in the context of educational management, "this is one of the key factors in introducing any educational changes. Without competent managers, prepared and able to decide quickly and efficiently in the most varied conditions, the educational reform will fail. In the context of managerial activity defined as the art of making things happen in organizations through others, it is the manager who procures, allocates and uses physical and human resources to achieve the goals set" (Niculescu,

2010). It is necessary to emphasize that the position of director is constantly evolving, adapting to the different social and educational contexts.

In order to create a picture of the educational manager, it was assumed that certain specific characteristics of the educational manager could be identified, which would recommend him to be able to perform a managerial function. In support of this statement, the educational management expert Niculescu M. emphasizes that "the profession of educational director / manager implies a certain human material, a personal commitment, signifying managerial functions that require an important development of human qualities and a leadership through complex competences" (Niculescu, 2010). Regarding the qualities of the managers (Figure 1), their scale, developed especially in the 50s - 60s, tried to explain the organizational efficiency through the personal qualities of the managers (Cojocaru, 2006).

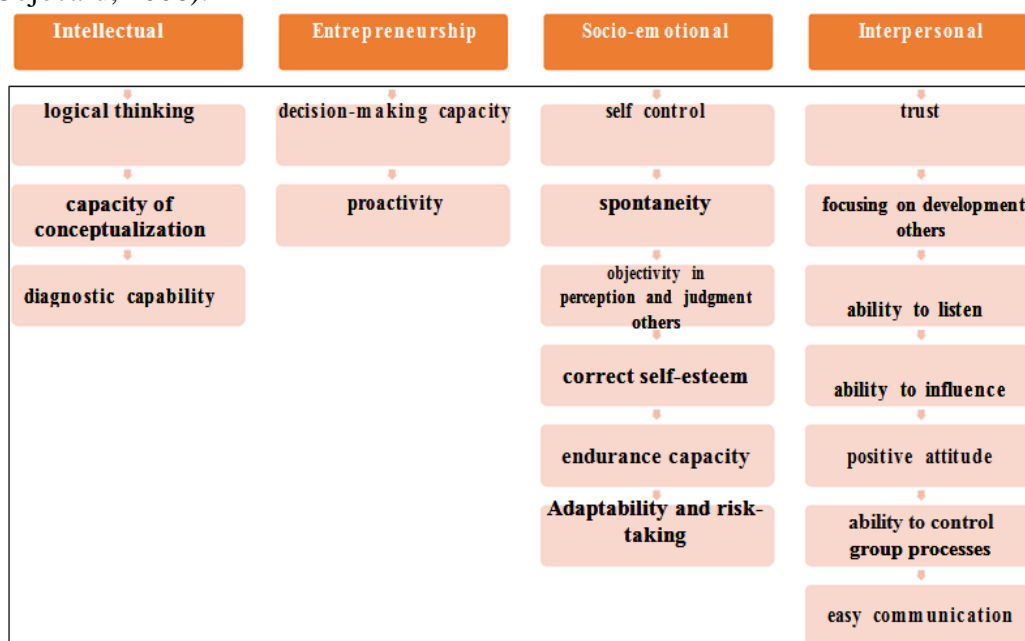


Figure 1. Personal qualities of managers

Source: adapted by Cojocaru, (2006)

To complete the list of qualities that should characterize an educational manager, Stogdill (1974) considers that an effective manager is characterized by a high level of responsibility, vigor, consistency in achieving goals, creativity in problem solving, initiative, self-confidence, accepting the consequences, taking decisions and the ability to influence others.

4. The importance of the school manager's profile in implementing risk management

Employee trust in the school manager managing risk plays a significant role in controlling disaster damage (Wachinger, 2013). If the school manager takes the risk, trusts the decisions he makes, the followers follow his actions and help the organization to cope with the risks and try together to reduce the effects of the risks.

Risk taking should be a common thing for the school manager. This risk-taking will help lead the school organization to success. Taking a risk could make school managers less courageous to take the initiative. The ability to take risk is a beneficial thing for a school organization, when managers are well informed. The school manager must, in conditions of extraordinary strain of will, in moments of danger, be able to operatively

adopt optimal decisions. Sometimes success depends on decisions made in minutes or seconds.

Also, in order to be able to identify the risks, in order for the school manager to manage them later, he needs a series of skills through which he can create a managerial trajectory to follow in the risk management (Figure 2).

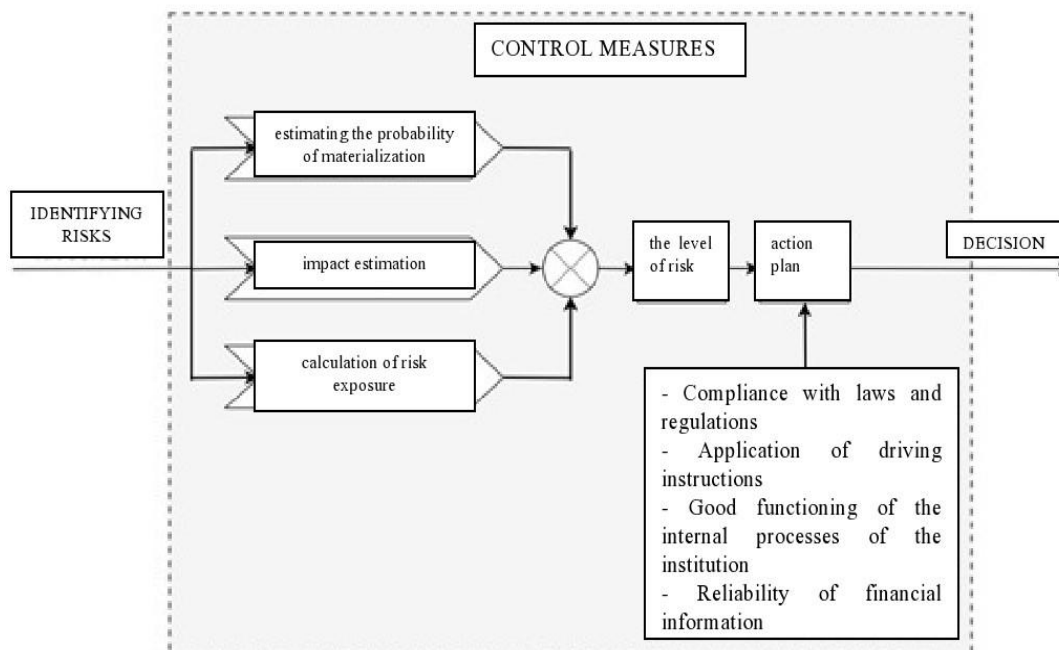


Figure 2. The managerial trajectory to be followed in risk management

Source: made by the authors.

Initially, the school manager will have to identify the risks, determine the level of risk, propose an action plan and make a decision. The decision of a risk manager to share a common fate regarding disaster risk exposure means that he risks the same values as his employees. When followers see such actions, they will realize that the risk manager shares the same values in the same situation with them, causing them to evaluate him as trustworthy. Moreover, volunteering in the actions of risk managers will function as a signal of high confidence (Nakayachi, 2014). Risk perception studies have examined various determinants of trust, for example, perceived competence, integrity, fairness, transparency, objectivity and honesty of the trustee have been examined as potential determinants of trust (Johnson, 1999).

The level of risk consists of the impact it has, the exposure to risk and the probability it has. We must also keep in mind that the action plan must be in accordance with laws and regulations, driving instructions, etc. The process of updating and evaluating the objectives and activities will be coordinated by the Monitoring Commission, at the level of each public entity.

Depending on the size of the organization, the types and complexity of activities, each school organization will adapt its own procedure system, which describes in detail how to develop, endorse, verify, record, approve, disseminate and archive procedures, according to law.

5. Conclusion

Effective risk management consists of understanding the risks we face and which must be prevented or reduced, so that we can reach a final result. Now more than ever,

schools need to use risk management to generate short-term and long-term loss planning that affects the institution's budget. School organizations increasingly understand the importance of successful risk management, as each risk can be viewed as both a threat and an opportunity. In order to control the risks as efficiently as possible, the risk management process implies that the manager of the school organization has creativity in problem solving, initiative, self-confidence, accepting consequences, taking decisions and being able to influence employees to follow the decisions made by this. Through the pro-active attitude towards risk of the manager, risk management and by streamlining the decision in risk analysis, the school organization can become more competitive from the perspective of several important areas of interest: activities, processes, actions and strategies.

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