

SYLLABUS

1. Data about the program of study

1.1	Institution	Technical University of Cluj-Napoca
1.2	Faculty	Faculty of Electrical Engineering
1.3	Department	Power Systems and Management
1.4	Field of study	Energy Engineering
1.5	Cycle of study	Master of Science
1.6	Program of study/ Qualification	Modern Power Systems
1.7	Form of education	Full time
1.8	Subject code	205.10

2. Data about the subject

2.1	Subject name	School Organization Management			
2.2	Course responsible/ lecturer	Lector univ. dr. Lorena Peculea - lorena.peculea@dppd.utcluj.ro			
2.3	Teachers in charge of Seminars/ Laboratory/ Project	Lector univ. dr. Lorena Peculea - lorena.peculea@dppd.utcluj.ro			
2.4 Year of study	II	2.5 Semester	1	2.6 Type of assessment (<i>E – exam, C – colloquium, V – verification</i>)	Gr
2.7 Subject category	<i>DF – fundamental, DD – in the field, DS – specialty, DC – complementary</i>				DC
	<i>DI – compulsory, DO – elective, Dfac – optional</i>				DFac

3. Estimated total time

3.1 Number of hours per week:	3	of which	3.2 Course	1	3.3 Seminar	2	3.3 Laboratory	-	3.3 Project	-
3.2 Total hours per semester	42	of which	3.5 Course	14	3.6 Seminar	28	3.6 Laboratory	-	3.6 Project	-
3.7 Individual study:										
(a) Manual, lecture material and notes, bibliography										30
(b) Supplementary study in the library, online and in the field										24
(c) Preparation for seminars/laboratory works, homework, reports, portfolios, essays										27
(d) Tutoring										-
(e) Exams and tests										2
(f) Other activities										-
3.8 Total hours of individual study <i>[sum (3.7(a) to 3.7(f))]</i>					83					
3.9 Total hours per semester <i>[sum of 3.4 and 3.8]</i>					125					
3.10 Number of credit points					5					

4. Prerequisites (where applicable)

4.1	Curriculum	Basic knowledge in the field of educational sciences acquired both at level I and level II of the Psycho-pedagogical Training Program to certify competencies for the teaching profession, as well as through professional experience and/or in non-formal or informal learning contexts.
4.2	Competences	- Knowledge of fundamental concepts and educational paradigms, use of appropriate scientific language.

		- Communication and relationship skills, capacity for analysis and synthesis, creative attitude, openness to new things, exploratory spirit and motivation favourable to the investigation and explanation of educational phenomena.
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5. Requirements (where appropriate)

5.1	For the course	- Active and interactive learning conditions, teaching activities carried out in an activating, heuristic, problem-solving spirit. - Access to content on the Microsoft 365 platform. - Classroom, video projector, computer, flipchart.
5.2	For the applications	- Conditions for practical-applicative, understandable learning, in an activating, heuristic, problem-solving spirit; development and support of planned works and their assembly in an evaluation portfolio. - Seminar room, use of computer, video projector and internet connection; provision of working materials (worksheets, printed material, markers, flipchart sheets);

6. Specific competences

Professional competences	C1. Designing training or educational programs adapted for different age/training levels and different target groups. C2. Counselling, guidance and psycho-pedagogical assistance to different categories of people/educational groups (pupils, students, families, teachers, employees, etc.). C3. Self-evaluation and continuous improvement of professional practices and career development.
Cross competences	TC1. Application of the principles and norms of professional ethics, based on explicit value options, specific to the specialist in educational sciences. TC2. Efficient cooperation in professional, interdisciplinary work teams, specific to the implementation of projects and programs in the field of educational sciences. TC3. Use of effective methods and techniques of lifelong learning, for continuous professional training and development.

7. Expected learning outcomes

On completion of the discipline, the student will be able to demonstrate:

Knowledge	Knows the fundamental principles and concepts of educational theory and practice applicable to pre-university education. Critically understands modern methodologies of teaching, assessment and educational management.
Skills	Designs and implements teaching activities adapted to the specific characteristics of the student group. Uses appropriate methods and techniques for assessing competences in diverse educational contexts.
Responsibility and autonomy	Demonstrates autonomy in designing the teaching approach and in taking educational decisions. Shows responsibility towards continuous professional development and promotes ethical values in teaching activity.

8. Discipline objectives (based on specific competencies acquired)

8.1 General objective	Professionalization of the specialist in school organization management by developing specific skills for designing, implementing, monitoring, evaluating and optimizing the functioning of the school organization and the efficient use of its resources.
8.2 Specific objectives	Upon successful completion of this subject, master's students will be able: 1. To be aware of the importance of managerial activity at the school institution level. 2. To describe the main concepts, principles and methods used in the theory and practice of school organization management.

		3. To use basic knowledge to explain and interpret various types of situations, processes, projects, etc. associated with the field of school organization management. 4. To analyse the organizational culture and ethical climate in an organization and develop specific improvement programs. 5. To develop skills in designing, implementing and evaluating school institution management systems. 6. To analyse the operating environment of a school organization and formulate its mission, objectives and strategies. 7. To develop (individually or in a team) managerial tools that can serve in concrete actions to capitalize on paradigms, models and theories about the specifics of school organization management. 8. To explain the characteristics of the main leadership styles used in organizations and to promote those appropriate to specific situations. 9. To develop managerial skills and attitudes, relating and negotiating, motivating and training, organizing and coordinating the school organization. 10. To develop communication and relationship skills with the internal and external environment of the school organization.
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9. Contents

9.1. Course (Lectures)		Number of hours	Teaching methods	Additional remarks
1	Introduction to educational management Educational management issues - conceptual boundaries, areas of action, theories, principles, functions, processes, management relationships applied to the educational field	1	participatory, interactive lecture, heuristic conversation, explanation, problematization	Computer, video projector. Capitalization of students' previous purchases. Students are encouraged to ask questions.
2	Theoretical and methodological foundations of school organization management Specifics of the school as an organization. The object and issues of school organization management. Principles, functions, content of school organization management. Levels of education management – system and institution	1		
3	The school manager and "leadership". Coaching in the management of the school organization Status, role and functions of the school manager. The personality of the manager (qualities, competencies, skills). Typology of managerial styles. Authentic educational leadership (definition, tools, styles). Managerial deontology. Coaching - definitions, types, ethical and deontological rules	1		

4	School organization as the basic unit of the education system Education systems and education systems. Educational structures. School organization – terminological clarifications, structural elements, fundamental dimensions, typologies. School as a learning organization	1		
5	School organization culture School culture – definition, contents, particularities, types of school cultures and subcultures. Power-centred culture; role-centred culture; task-centred culture; person-centred culture; other types of organizational cultures	2		
6	School organization climate Terminological delimitations. Factors influencing school climate. Types of school climate. Analysis of the relationship between teacher behaviour and types of school climates. Optimizing the quality of school climate	2		
7	The managerial process in school institutions Design, organization, monitoring, evaluation of the school organization's activity. Decision-making act (stages, components, typology of decisions)	1		
8	Management tools Institutional development plan and operational plans: strategic component; operational component	1		
9	Management of key areas – curriculum, resources, community relations School curriculum management – specific documents. Human resource management. Financial resource management. Time management. Community relations management	2		
10	Management of complementary areas Change management in school organization; implications of education reform. Organizational communication management. Conflict management. Meeting management. Project management. Quality management and assurance. Educational marketing. School inspection	2		
Bibliography 1. Alecu, M. S. 2007. Dezvoltarea organizației școlare – repere teoretice și metodologice. București: Editura Didactică și Pedagogică R. A. 2. Barbu, I. D. 2009. Climatul educațional și managementul școlii. București: Editura Didactică și Pedagogică.				

3. Bocoș, M., Chiș, V. 2013. Management curricular. Repere teoretice și aplicative. Vol. I. Pitești: Paralela 45.
4. Bocoș, M, Răduț-Taciu, R., Chiș, O. 2015. Tratat de management educațional pentru învățământul primar și preșcolar. Pitești: Editura Paralela 45.
5. Bush T. 2021. Leadership și management educațional. Teorii și practici actuale, ediția a II-a revăzută și adăugită. Iași: Editura Polirom.
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7. Iosifescu, Ș. (coord). 2001. Managementul educațional pentru instituțiile de învățământ. București: M.E.C.
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13. Voiculescu, F. 2007. Tehnici de analiză și proiectare în managementul educațional strategic. Alba-Iulia: Editura Aeternitas.

9.2. Applications - Seminar /Laboratory/Project		Number of hours	Teaching methods	Additional remarks
1	Participatory educational management. Consultation and collaboration – shared mission and vision. Involving students in the decision-making process. Involving parents in the decision-making process. Involving the community in school life – applications and reflections	2	explanation, exercise, problem-solving, cooperative learning, individual and collective reflection, study of school documents, case study, debate	Computer, video projector, worksheets. Capitalizing on students' learning experience. Students are encouraged to ask questions.
2	Organization, school institution, organizational management: terminological clarifications, structural elements, dimensions of the school organization – applications and reflections	2		
3	The system of managerial skills and attitudes, of relating and negotiating, of motivating and training, of organizing and coordinating the school organization. Developing authentic leadership skills – applications and reflections	2		
4	Characteristics and analysis of hierarchical systems and network systems. Is the school a bureaucratic organization or not? - debate	2		
5	Analysis of the content of school culture: assumptions, values and norms of school culture. Analysis of subcultures according to dominant criteria. Ceremonies and rituals in school. Case studies	2		

6	Managerial styles and school climate – SWOT analysis. Factors influencing school climate: structural factors, instrumental factors, socio-emotional and motivational factors. Case studies	2		
7	Process-structural organization of school organization management (management bodies, structures, departments, organization chart of the institution) - applications	2		
8	Institutional development plan and operational plans - content analysis, structure. School development management program	2		
9	School curriculum management; specific documents. School inspection management. Applications	2		
10	School human resources management and personnel management - conceptualization, structure and importance of human resources in the school organization. Assessment of the quality of the teaching staff. Complex motivation of educational personnel - applications and reflections	2		
11	Management of partnership and community relations. Applications	2		
12	Innovation in school organization management. School reform as a type of change. Types of change and development centered on the school unit - debate	2		
13	Management of managerial communication in the school organization - structure and process of communication in the school organization. Forms of communication in the school organization. Communication barriers. Optimization of communication in the organization. Conflict management in the school organization. Applications	2		
14	Development and support of a portfolio theme.	2		

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19. Țîrcă A. 2011. Management educațional. În Module pentru dezvoltarea profesională a cadrelor didactice, elaborată în cadrul proiectului Inovație și performanță în dezvoltarea profesională a cadrelor didactice din mediul urban, proiect cofinanțat din Fondul Social European prin Programul Operațional Sectorial Dezvoltarea Resurselor Umane 2007 – 2013, București.
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10. Alignment of course content with expectations of the epistemic community, professional associations, and representative employers in the field

The course provides master's students with the knowledge and skills necessary to effectively manage the management of the school organization and covers a very important segment of their professional training, in line with the expectations of the community of specialists in the field of educational sciences and employers in the field of organizational management.

11. Assessment

Activity type	10.1 Assessment criteria	10.2 Assessment methods	11.3 Weight in the final grade (%)
11.4 Course	The correctness and completeness of theoretical knowledge. The organization and coherence of the scientific content.	Summative assessment – written exam	60%

	The highlighting of the applied dimension of the topic addressed. The scientific rigor of the language.		
11.5 Seminar	Developing a portfolio with tools and applications. The ability to perform operationalizations and (re)significations, to apply the acquisitions in various concrete situations. The ability to perform reflective and critical-constructive analyses, inferences and cognitive transfers. The ability to analyse and synthesize a material. Active participation, capitalizing on personal experience.	Continuous assessment - presentation of a portfolio of works developed during the semester	40%

11.6 Minimum standard of performance:

Qualitative level:

Minimum knowledge:

- Acquisition of theoretical and practical knowledge in the field of school organization management, noticing the interdependencies between them and using them with maximum efficiency.

Minimal skills:

- Correct use of the theories and concepts with which school organization management operates.

- Application of acquisitions in providing examples, in designing illustrations, in carrying out complete and pertinent analyses of managerial tools, in applicative exercises.

Quantitative level:

- The evaluation grade must be at least 5.

The subject grade is calculated with the relationship: $0.6 \cdot \text{Exam grade} + 0.4 \cdot \text{Seminar grade}$

Date of completion	Lecturers	Title/ Surname/ Name:	Signature
15.07.2024	Course	Lector dr. Lorena PECULEA	
	Applications Seminar/	Lector dr. Lorena PECULEA	
	Laboratory/ Project		

**Date of approval in the council of the Department of Power
Engineering and Management**
September 2024

Head of Department:
Assoc. Prof. Eng. Horia G. BELEIU, PhD

Date of approval in the Faculty of Electrical Engineering Council
September 2024

Dean:
Assoc. Prof. Eng. Andrei C. CZIKER, PhD