

DECISION-MAKING AS A SIGNIFICANT MANAGEMENT FUNCTION OF THE SCHOOL DIRECTOR

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Abstract. *In the process of managing the school curriculum and the development of the school, the directors and their management teams face numerous problems, which have to be solved in an effective and efficient way. In this respect, they make a number of strategic, operative and administrative decisions. Decisions are made regarding the choice of strategy for the school development, the development policy of the school, the long-term and medium-term plan for school development, development projects, pre-investment projects, investment programs, and the realization of a particular investment. In this research, the author acknowledges the importance of decision making in schools, and intend to stress the effective decision-making can be slow, fast or immediate, depending on the knowledge and experience of the director, and the systems and techniques he or she uses. Therefore, the main goal of the research is to answer if the integration process in making decisions by the school directors affects the quality of the decisions and the success in their further realization. The research is composed of four main parts. The first part is the review of the process of making decisions. Then, follow the approaches and processes in decision-making, that directors of schools use, and the basic steps important for making effective decisions. In the last part, there are the recommendations for joint decision-making, through teamwork and collaboration, which will contribute to the improvement of the school.*

Key words: *decision-making, management, leadership, coordination*

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1. INTRODUCTION

Internal and external incentives are among the important elements of effective management. In order to be successful in the work, excellence should be awarded and attributed to individuals and failures sanctioned. However, despite the motives of the management, everyday decision-making is inevitable, when it comes to leadership and management of complex and limitedly predictable organizational systems as schools are. School management requires readiness for permanent learning and risk-taking and presumes quick identification and evaluation of changes in the school environment as well as its surroundings. In this sense, continuous management is an important assumption of conscious action in the school. The challenge of change and innovation is a key component and the main drive of active and confident school directors. The goal of the school directors is to persuade their co-workers and colleagues to formulate and implement common goals in order to achieve the success of the school. Therefore, school management includes human resources management as well, which requires making decisions in the school orientated primarily on leading and motivating the staff (Nafiseh Rafiei, 2015).

Decision-making is defined as a cognitive process of making decisions. Therefore, the decision-making process can be approached as making choices which lead to organizational change. (Sims, 2011, p. 23). Some decision-making processes require the group to provide input and considering all alternatives before making any conclusions on accepting or not accepting the proposed solution. For example, the process of adopting a new curriculum may involve research by a group. By contrast, some decisions do not require a group's consensus, such as when to schedule the meeting of a council of teachers. The Director, in their role as a leading decision maker, can make these decisions without any input.

The concept of decision-making among school directors is complex and multidimensional. Among the theories important for its understanding are the classical theory (for identifying factors for decision-making) and the neoclassical theory (attention to motivation). In the research, decision-making in schools is considered at more levels and by the use of professional and scientific works such as empirical, peer-reviewed and conceptual articles. Keyword searches on online databases identify articles, national documents, and documents by educators, psychologists, and professional organizations. Therefore, the international literature reviewed in this research is relevant to the efforts of improving the work of the schools in the Republic of Macedonia and improving the decision-making process among Macedonian school directors. Those directors face many challenges related to the introduced educational reforms and the decentralization of education in our country.

The educational reforms altered the decision-making processes of educational leaders and thus aggravated the academic gap among the schools (urban-rural, primary-secondary, gymnasiums-vocational schools). By using the results of external tests as an indicator of the level of learning of pupils, creating conditions for competition among schools at local level and among local governments in the area of educational policies for enrollment and setting out threats from external sanctions to schools and teachers, the introduced reforms in the Republic of Macedonia have changed the way teachers and other staff behave to each other. The school's social organization shapes teachers' perceptions, and education reforms have begun to reform school organizations in new, but not always, positive ways.

By contrast, the strategic planning that is required by reforms helps local governments and schools make the necessary changes in decision-making processes, especially in terms of data usage and data analysis as a key element of strategic planning. For many

directors and educators, data are the basis for decision-making, and decision-making derived from data is popular in today's climate of responsibility and accountability in education (Petrides, 2006, p. 552).

2. DECISION-MAKING

Every person, in their private or business life, daily makes new decisions. The theory of decision-making is a scientific discipline that deals with making decisions. Among the numerous views considering decision-making, there are incremental school and analytical school.

According to the incremental school, decision-making is a step-by-step process, considering incremental changes from the status quo toward the situation that needs to be solved. In this way, the decision-making process is an evolutionary one and points out the importance of the implementation of the decision. This direction is best explained with the quote "learning by doing" (Carayannis & Stokes, 1997, p. 175).

The individual differences view takes into consideration individual decision making by the managers depending on their personal management style, knowledge, and experience rather than the decision made by the group, based on rational reasons (Keen and Morton, 1978, p. 87).

On the other side, according to the Organizational Procedure View, decisions are the output of organization's procedures and decision-making input is known and understandable for everyone in the organization leads to a decision (Krabuanrat and Phelps, 1998, p. 83).

The multiple perspectives view analyses the problem from many different angles and includes many stakeholders.

Schools follow the three main steps in decision making: (1) defining of the problem, (2) identification, evaluation, and selection of alternatives, and (3) implementation of the decision. The analytic schools focus on the identification of the problem and the choice of the best alternative, while incremental schools focus on the implementation of the decision and the feedback.

Theorists who dealt with the theory of decision-making during the 20th and the beginning of the 21st century, developed a series of methods and procedures that should facilitate the decision-making process and bring the subjects who need to make the decision (decision makers) into a situation for simpler adoption of the highest quality decision in the given situation (Radojević, 2006, p. 177).

One of these methods is the integral decision-making process. Passing through the stages of the integrated decision-making process, the decision-maker (in the case of educational organizations that is the school director) uses certain methods and procedures that simplify the adoption of the final decision, as well as overseeing and controlling the execution of the decision. The integral decision-making process consists of four stages:

Stage 1: Preparation for making a decision

Stage 2: Making the decision

Stage 3: Implementation of the decision

Stage 4: Controlling the implementation of the decision.

Preparation for making a decision

The stage of preparation for making a decision is probably the most important one in the decision-making process. At this stage, the decision maker is informed about the problem and the goals in the decision-making process, the possible solutions to the problem are generated and their evaluation is carried out. So, the preparation stage has five sub-stages:

1. Identification (diagnosis) of problems
2. Defining tasks (goals)
3. Recording and analyzing the situation (collecting information)
4. Generating possible solutions
5. Assessment of all possible solutions

The identification of the problem is the moment of awareness of the existence of a problem, as well as the need to solve it. Particularly interesting is the analogy to the diagnosis of a disease by a doctor and this sub-stage of the decision-making process. If the disease is diagnosed incorrectly, then the wrong therapy will follow, so it is necessary to pay particular attention to identifying the problem and the reasons for its occurrence.

Making the decision

At the decision-making stage, one of the previously generated possible solutions is selected. In the business system of the forum, such as the school, it should be possible to provide a mechanism that will allow the group that should make the decision (the school board, the teaching council, the expert bodies, etc.) to vote on the generated possible solutions. Of course, it should be noted that decisions are not made exclusively globally, for all users of the forum, but in accordance with the filters, i.e. perceptions. So, the filters should allow for the formation of a group (for example, project teams, interest groups, professional teachers' activities, etc.) that are likely to converge to a common decision-making mechanism.

It is important that the information system of the school community as a forum should enable the use of such a mechanism with which the decision-making process, as well as all the processes in the school, would be transparent. Transparency in decision making makes it easier to legitimize and accept the decisions.

Implementation of the decision

The stage of implementation of the decision is the stage in which the adopted decision is put into practice. As some decisions made at the school will certainly not be able to be put into practice with information technology, it is clear that during the implementation it should be taken care of this stage. The only decisions that need to be implemented and must be put into practice are the global changes, legal requirements, and the rules and procedures for behavior in the school.

Controlling the implementation of the decision

In the stage of controlling the implementation of the decision, the putting into practice of the decision is checked and monitored. This stage involves monitoring the results of the decision, monitoring the correctness of the implementation, and so on. The information system of the school as a forum should provide support for this stage in the integral

decision-making process. So, mechanisms are needed to monitor the decision, to measure and control its realization by the users, that is, by the executors of the decision.

3. APPROACHES IN DECISION MAKING

The approaches in making decisions that school manages use depend on the decision that should be made and the problem which should be resolved. They can be categorized as an autocratic, participatory and consensus-based approach.

For situations which have a low impact on the school, but are urgent an autocratic decision-making style is the most appropriate. This approach is making a decision command and controls its implementation. For decisions where more people are going to be impacted and are urgent, it is useful to get additional information from those people. This may reduce the decision risks. The approach where people have the opportunity to give their input is participatory decision-making.

For situations where there is no urgency approaches such as Consensus-based decision-making style is more appropriate. Consensus means that people from different departments have input and they come together and interact.

Approaches in decision-making can also be categorized as a rational and behavioral approach. The rational decision making can be defined as a logical, multistep model for choice (Roy, 2016, p. 34). The rational approach assumes that the organization is managed by decision-makers who are absolutely objective and have complete information. They make an in-depth analysis of alternatives and choose on the basis of information rather than personal prejudices, emotions or social pressure. However, its weaknesses are that the manager does not always have perfect information. The behavioral approach is based on rules which reduce uncertainty in decision-making initially. For example, uses of models of teaching have been found to enhance pupil's performance in the past.

However, all those approaches ignored the quality of decisions made by management. Having into consideration that the decision-making process is also a process with inputs, outputs, and stakeholders, lately, there are studies which examine the process of decision making from the quality viewpoint. This approach goes one level higher when approaching making decisions and use the term "decision management" which is proposed to describe the total effort required to achieve good decisions as well as good outcomes.

The up-to-date development of quality systems shows that we have reached the standardization stage of the quality management system as one of the steps towards total quality management (TQM). A quality management system encourages organizations to analyze customer requirements, define processes that contribute to the delivery of products/services that are acceptable to customers and keep these processes under control. The quality management system can provide a framework for continuous improvement, which will increase the likelihood of an increase in customer satisfaction (in the case of schools, primarily students) and the satisfaction of other involved parties (parents, local and the general public). In this way, the organization, i.e. the school and its clients are assured that it is possible to deliver products – educational services that continuously meet their requirements. Success can arise from a management system that has been designed to continually improve the organization's (school's) performance by meeting the needs of all parties involved.

4. THE DECISION-MAKING PROCESSES BY THE SCHOOL DIRECTOR

The school director's as the school manager and its management team's task is to make decisions and to systematically develop and implement problem-solving. Operational business decisions are made short-term and individually, i.e. by the directly responsible person. Strategic decisions with far-reaching significance for the school are prepared by appropriate teams in charge of that, and the employees themselves, in accordance with the current situation, and are jointly adopted. Sometimes these decision-making processes take place over a longer period of time. It is necessary to distinguish between two types of decisions:

- Normative (regulatory) decisions on values and goals, which are based on the process of creating a will,
- Strategic and operational decisions for a causal link between the means and objectives, which build on the analytical processes of information preparation.

In the processes in which in the foreground is the will to be created, a consensus must be found on the essential and value relationships of the participants. Different assessments and arguments of the participants are conditioned by their different experiences, specific interests and their assessment of available information. The participants' views on the basic questions and the way they individually perceive the problem to be solved are important. For processes leading to funded decisions on assets and objectives, first of all, it is necessary, to have professional knowledge and experience, sufficient information on the relevant factual situation, as well as adequate assessment power.

The course of analytical processing of information that takes place here is referred to as the process of decision-making and problem solving (Thommen, Achleitner, Gilbert, Hachmeister, & Kaiser, 2016, p. 522). It can distinguish six characteristic phases:

- defining the problem and analyzing the initial state;
- setting goals;
- finding and evaluating different alternatives;
- selection of appropriate assets;
- proper implementation;
- evaluation of the achieved results.

Using the knowledge on the stages of the process of solving the problem indicates that the analysis of the individual phases of the search for a solution can be directly applied in many specific areas of school work. This also applies to operational and strategic problems, but also to important functional areas, such as school marketing, recruiting staff and performing the educational process.

In defining and analyzing the problem, the goal of the school director is to recognize the problem that needs to be solved, to describe it and to practically define it. To accomplish this, relevant information must be obtained and processed. A precondition is to truly recognize the real reasons for the problem that needs to be addressed. Only, in this case, it is possible to define the goals of solving the problem. As a rule, it is not an individual goal, but a set of goals that are interconnected.

In finding and evaluating alternatives, an important task is to create creative measures that can effectively achieve goals. Early insistence on a particular process easily leads to overlooking the most favorable options. Therefore, possible alternatives must be carefully identified and evaluated. The assessment should take into account possible limitations in terms of risk, economy or timing. This is followed by the selection of appropriate assets

needed to implement the selected measures. Assets here usually include personnel and financial resources, but also new technologies and teaching processes, as well as organizational changes.

By choosing one of the analyzed alternatives, the future treatment is determined and the proper implementation phase begins. Its successful implementation requires a high level of openness to innovation and a large personal engagement of employees, which represents high requirements in terms of human resource management and cooperation among all participants. The dimension of behavior here is of particular importance. Finally, in the context of the evaluation of the achieved results, they are compared with the goals set. Deviations must be controlled, starting from their own reasons, and assessed in terms of opportunities for improvement or correction. The results obtained are valuable feedback for the school director further problem-solving processes.

Different qualitative and quantitative methods can be used in the search for appropriate solutions to the problem. Statistical methods and methods of operational research must be included in the decision-making process for problems with large amounts of data and complex interdependence, which can be accurately formulated. However, in other managerial decisions, more goals and preferences must be compared. In addition, the information underlying alternative solutions are often unreliable and incomplete. The linear representation of the problem-solving process must not mislead those complex problems, in many cases, cannot be overcome by linear processes.

Here, the use of feedback links can be demonstrated expediently. The information obtained in developing problem solutions is used to modify the already achieved results and to further improve the draft decision. The process results in a more solid database and the reduction of subjective impacts in assessing possible solutions and decisions. The iterative design of the process during which participants are constantly informed about the current state of the project, as well as for the mismatched points of analysis, leads to better internal adoption and thus to a considerably safer solution. Timely and intense involvement of the participants in the entire problem-solving process facilitates a common orientation in the implementation of the made decisions.

Decision Support Systems

Decision Support Systems (DSS) as an upgrade to a variety of disciplines - primarily management and information technology – has roots in decision-making theory and is branched in various areas of human activity – from natural sciences, technology, economics, and public services to education. Decision support systems are information systems that are similar and complementary to standard data systems and are intended mainly to support business decision-making processes. They represent a symbiosis of information systems by applying a wide range of functional knowledge and the ongoing decision-making process.

Although there are similarities between the Management of Information Systems (MIS) and Decision Support Systems (DSS), there are also differences. The Management of Information Systems was created by technical people, i.e. informatics professionals, and the managers gave only a small contribution. By contrast, the Decision Support Systems are based on the decision-making process and managers who, in cooperation with IT professionals, design a system that meets certain managerial levels. The emergence of decision support systems, for simple, poorly structured problems, brings an essentially new approach to previously known information systems concepts. The user of Decision Support Systems

(DSS) has finally been enabled to simplify the model by which a real problem is solved where necessary and possible, and in those aspects where detailed analysis is carried out to maintain its real complexity. Decision Support Systems support all stages of the decision-making process, ranging from the phase of the problem formulation, through the design phase, the selection phase, to the implementation of the made decision. In this regard, Turban, Aronson, & Liang, 2005, unite the application of the tools available to support decision-making with the appropriate phases of the decision-making process.

5. DECISION-MAKING TECHNIQUES

In school management, there are plenty of situations that school directors may face and sometimes decisions fail because the best alternatives are not clear, or key factors are not considered as part of the process. To stop this happening, a logical and ordered process can help directors to address all of the critical elements needed for a successful outcome. The basic steps in the decision-making process are:

- formulation of the problem related to the whole business system (for example, with the educational process in the school)
- construction of a mathematical model of the system
- development of model solutions
- testing the model
- setting up a feedback mechanism
- application of the solution.

There are many tools and techniques that school directors can use as part of making a good decision. Choosing the technique depends on the nature and scale of the decision. Therefore, there are plenty of tools that school managers use to decide between the competing options they consider. Some of the most used techniques are a tree of decision making, brainstorming, and Delphi technique.

Tree of decision making

Tree of decision making is another, often used tool in the decision-making process. This, in essence, represents a map of possible solutions at different stages of the decision-making process. This technique is ideal when the manager - the school director - is required to adopt a series of sequential decisions, which is when decisions are made "in sequence", in which each decision significantly influences the next phase of the decision-making process.

The advantages of this technique are great, especially in the process of making an important, strategic decision. With the help of this technique, it is possible to abandon some strategic decision of the project at an early stage, if it is understood that it is wrong.

Brainstorming

Brainstorming is a modern decision-making technique that involves more people. This term represents a battle of opinions or a fight of ideas. This technique shows that deciding on the vital issues of the organization (the school) should not be exclusively the right to top management (the director). In order to distinguish the brainstorming from ordinary discussions, it is necessary to meet the following conditions:

1. No one is in charge of the meeting
2. No one may impose their idea
3. No idea is pointless
4. Issues and discussions related to ideas are not allowed
5. Anyone can give only one idea.

Brainstorming is an ideal way to radically solve business problems. All ideas are welcome, even those seemingly insignificant, and there is no place for criticism.

The goal of the brainstorming is for all employees to have fun during the meeting, to relax and, without hesitation, to express their opinion on a particular problem or topic that is being discussed. The ultimate goal is the quality of the idea or solution.

This approach is based on the fact that different people with different experiences and knowledge differently approach the problem. It is very useful as a method when it is necessary to devise something new and unusual in order to improve the service or the product (for example, new and creative teaching and learning techniques, different classroom layouts, etc.), or in situations where the former approach does not give the expected results. This technique is carried out within the working team (or within the framework of the subject teacher's expert body, class, student group, etc.) and includes all previous experiences and knowledge of team members.

The project leader requires ideas or opinions from each team member that at first glance may seem impossible, even shocking. All the ideas presented can later be introduced and translated into applicable ones. The most important thing is that during the working meeting ideas are not criticized, that the interlocutors are given absolute freedom of opinion. The team should not be limited. The point of presentation of ideas is to open up all the possibilities, as well as to create a place for new ideas. Suggestions are analyzed at the end of the meeting, and after the meeting, with additional analysis, the best ideas can be applied to the particular case.

To devise something original and new is not always an easy thing. The brainstorming can be done independently or in a group. If the first way, to do it independently, is selected, during the provided time for the brainstorming session many more ideas can be gathered that may be done in the group brainstorming. One of the reasons is that no individual has to worry about someone else's opinion. That's why everyone will feel freer and more creative. However, no matter how creative they are, the ideas that come out will not be equally effective, as in the case the group's experience is very important.

The best part of the group brainstorming is that many different ideas from colleagues who have different experiences regarding their own experience can be heard. It is this diversity of experience and knowledge that represents a good path from the beginning of the idea to its realization. However, although it is better than the individual one, this approach has its drawbacks as well. The main disadvantage is that it carries a risk for the individual. Sometimes a helpful, but a weird suggestion from someone in the group can be perceived as inapplicable or even hilarious. It is therefore important that the person who organizes the meeting coordinates well the attendees and to skillfully avoid the attempts of those who can compromise others in the group with their own tactless remarks.

After a certain time, it may seem that the ideas have run out. In such a situation, the meeting may be encouraged by incidentally mentioning a word that the other team members can relate to. Of course, some words may have a specific connection to the issue or the problem which it is being worked on, but it does not always have to be the case. Randomly selected words are also interesting in that they can completely accidentally remind others of an idea that may have been forgotten.

After the meeting has finished, the ideas and suggestions of the participants remain written on paper. The next step is to evaluate the presented ideas, i.e. evaluate and select the best and most useful ideas.

A small number of people (up to five) participate in the evaluation phase of the ideas, in order to avoid a longer discussion of certain ideas. Evaluation and assessment of ideas last for a day or two, less often and shorter (several hours), after which an idea is taken as a leading one.

In the assessment process, participants use strong arguments and logic, prior knowledge and experience in order to more accurately evaluate the ideas. In case it is a matter of a narrow expert problem, in assessing the ideas the director can rely on the opinions and criteria of the experts in the area being treated.

In the course of the assessment of the ideas, three criteria that are ranked by importance are generally taken into account. For example, in the case of extra-curricular activities with students, the criteria are time, costs and feasibility. A great help in the assessment can also be provided by separate tables that will contribute to an easier sorting of ideas by function, arguments, and features.

If a large number of ideas are offered, it is recommended that they are sorted and grouped by similarity. Then it can be moved on to evaluating ideas by groups, and the ultimate goal would be choosing the best ideas from each group. In the end, a group of best ideas is being formed, which are individually checked.

Only those ideas that are functional and practically feasible are selected. The number of selected ideas depends on the very nature of the problem, but sometimes the problem may require only one solution. Not all of the presented ideas are achievable at the moment. But that does not mean that they should be rejected. All suggestions, ideas, and associations, after careful study, should be kept for a period when they might be useful.

Delphi technique

The more modern variant of this technique is the electronic Delphi technique. Instead of in writing, the exchange of information and ideas is done through computer modem connections. The advantage of this technique is in significantly faster information exchange. However, its great weakness is in the much smaller number of possible participants, and even in the amount of information exchanged "in one go" which is usually lower.

The Delphi technique for decision support consists of several stages:

1. A field expert should be selected.
2. The requirements of the experts should be clearly formulated, to which they will respond in writing.
3. Analysis of the ideas received will be carried out by the management team or the school board, or a coordinating team, in order to separate identical ideas. After the harmonization of most of the ideas, experts - whose opinion was very different from the majority - are suggested to comply their ideas with the ideas of the majority, in terms of modifications and improvements. This phase is repeated until there is a full alignment of the ideas.

The Delphi technique is an organized method of multiple collection and processing of expert opinions on a particular issue for which a decision should be made. It was named after the temple in Ancient Greece, where the famous prophets lived, which with their predictions influenced many rulers and military leaders.

The Delphi technique seeks to eliminate the negative impact of the authority present at the roundtable and to maintain a positive effect that arises when opposing different opinions.

This technique consists of several steps from which the first is a preparation for performing a kind of survey which is an essential part of the technique. Then the same question or, more often, a group of questions is asked and answers are chosen. In doing so, for any subsequent repetition of questions in a certain way, previous results are being used. It is recommended that in the preparatory phase the issue that is the subject of predictions be clearly and precisely formulated and that an appropriate model (form) for the implementation of the procedure be formed.

Apart from the questions, there should be space with information on the participant, the answer and the comment section in the form. The questions that are usually asked are:

1. Which events are expected in the future (defined) period?
2. When will they happen?
3. What is the likelihood of their occurrence?

Sometimes the questions relate to a completely specific event such as, "What would be the average success of students next year? How this would be accomplished?" or "When will a specific school or educational project be put into practice?" Experts, as a rule, are required to provide a brief explanation of the prediction. It does not have to be strong, but only a coveted commitment of the participants.

The selection of experts who will participate in the assessment is a particularly sensitive issue. The number of experts does not have to be big, it is usually around 20. It is necessary for each of them to agree to participate in the assessment and to form their own one without direct consultation of other experts. In other words, the goal is either that experts do not know for each other, or that they do not share their predictions in order to achieve originality and avoid influences. Once the questions are formulated and experts are selected, the first round of the technique is accessed. Forms are sent to the participants in the assessment, usually by mail or by e-mail, and the answers are collected. It is unlikely that the same or very similar answers will be given in the first round. Differences can be large and therefore processing of responses, which includes statistical and qualitative methods, is approached.

The statistical part of the processing is simple and consists of the following. First, 10% to 20% of the extreme values are rejected, i.e. those answers that give minimal and maximal predictions. For the remaining data, the median is calculated, the value of the predictions below and above which is 50% of the answers.

Qualitative processing of responses involves the selection and grouping of explanations and comments that are characteristic or original.

In the next round, the results of the processing are sent to the same experts, asking them to respond again to the same question, bearing in mind the quantitative and qualitative assessment of the previous round.

Experts have the opportunity to change or keep their predictions, give new explanations, or comment on the opinions of others, who are given to them anonymously for consideration by the organizer. The answers are again collected and processed in the same way as in the previous round. Typically, in the next round, answers are received that are closer to each other, that is, the smaller the scattering. If the organizer of the survey is satisfied with the results, the process ends. Otherwise, another round is organized in the

same way. Experience shows that responses stabilize after two or three rounds, so in practice, it is rarely accessed to the implementation of more than three or four rounds.

A modern variant of this technique is the electronic Delphi technique. Instead of in writing, the exchange of information is done via a computer, electronically. The advantage in this way is the speed of information exchange, and the disadvantage is in the smaller number of participants, and the amount of information in one round is usually lower.

5. THE RELEVANCE OF DECISION MAKING FOR ORGANIZATIONAL STRUCTURING PROCESS

Organizing is one of the management functions that relates to designing the organization (the school) and its internal systems. The design covers models which are linking the employees among them and the employees and jobs (work assignments) that they perform.

Designing should take into account the formal organization, created by managers (the director) and the informal organization, which is a consequence of the spontaneous relations between members of the organization (school).

The purpose of organizing is primarily the linking of different parts of an organization in order for it to be efficient and effective as a whole.

The first step in organizing is a division of work, defining tasks and activities and then grouping the tasks and activities. Before the industrial revolution, at the time of the rule of manufacture, a single product was generally prepared by one worker. Later, this way of organizing the workflow was replaced with the following four approaches:

1. classical approach (based on a strict division of the workflow, in an effort to increase productivity by insisting on the specialization of the work, standardization, and simplification of work operations)
2. behavioral approach (puts employees at the center of the organization, trying to get them interested in working with expanding responsibilities and enriching the content of work)
3. contingency approach (trying to comply the work with the needs of the employees, as well as with the goals of the organization) and
4. access to self-governing working groups (trying to increase productivity, enabling employees to participate in the management process that monitors the production).

The next step in organizing is the grouping of the tasks in larger units, and these are further grouped into wider organizational units. This process is called Departmentalization. One of the ways in which it is implemented is the grouping of the work according to the activities carried out in the organization. Traditionally, grouping follows the next criteria:

- the similarity of activities (functional criteria),
- market criteria
- mixed criteria
- project, process or other.

The third part of the organizing process requires the manager to decide how many people can be monitored by a single manager effectively. This is known as the "width of control", and it affects the size of the organizational units and the shape of the overall hierarchy of the organization. In practice, the width of the control varies from organization to organization and depends on the nature of the tasks that the organization performs, from the managers involved in the work and from the characteristics of the perpetrators. Then follows the delegation of authority in the organization, or giving decision power to

employees. School directors give the authority to teaching staff, parents and representatives of the community to check the quality of the teaching material, to record the events, to check and report on the quality of the educational techniques and much more. However, the delegation of the authority is limited and the power to decide should be properly distributed throughout the organization.

Coordination is, in addition to organizing and delegating, one of the most important activities in the organization. In each organization, there must be two forms of coordination – vertical and horizontal. Vertical coordination connects people and activities that are at different hierarchical levels. Horizontal coordination connects people and activities of the same hierarchical level.

Some of the techniques that are used in order to achieve vertical coordination are as follows:

- face to face (superior and subordinate communicate directly),
- standardization of activities (setting rules and procedures for managing routine activities)
- setting goals (determining the main goal, which is then split into sub-goals at lower hierarchical levels).

Horizontal coordination can be achieved with the above-mentioned vertical coordination techniques or with the following ones:

- appointment of one of the employees for a link/connection to facilitate communication between organizational units (encouraging the exchange of information);
- assigning the task of becoming an integrator to one of the employees, which is more complex than the previous one, since the integrator should directly influence the communication with his own leadership skills;
- granting formal authority to managers to act as a link;
- creating a team for a specific task, consisting of the members of these organizational units, who should coordinate the work. The choice of coordination techniques depends on the particular needs of each organization.

6. CONCLUSION

In schools as specific organizations, the directors as the school managers should organize and coordinate the work of the entire school community, organize effective and efficient implementation of the curriculum, the Annual Work Program of the school, timely preparation of the allocation of classes and timetable for teaching, and also numerous other tasks and activities that are planned and realized in the school. For the organization and realization of all set objectives and tasks, they must delegate authorities and tasks to their colleagues and coworkers, to enable their coordination, which means they should form a management team. Although the key decisions are finally adopted and confirmed by the school directors, they should give sufficient bandwidth to the collaborators of their management team to make decisions independently in order to deal with the current problems more effectively. Only by sharing the power and responsibility in decision-making can the school function efficiently and effectively, meet the set goals and achieve higher performance results.

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ODLUČIVANJE KAO ZNAČAJNA FUNKCIJA UPRAVLJANJA DIREKTORA ŠKOLE

U procesu upravljanja školskim programom i razvojem škole, direktori i njihovi menadžment timovi suočavaju se sa brojnim problemima koji moraju biti rešeni na efikasan način. U tom smislu, donosi se niz strateških, operativnih i administrativnih odluka. Odluke se odnose na: izbor strategije za razvoj škole, politiku razvoja škole, dugoročni i srednjoročni plan razvoja škole, razvojne projekte, predinvesticione projekte, investicione programe i realizaciju određenih investicija. U ovom istraživanju ističe se važnost donošenja odluka u školama i naglašava da u zavisnosti od znanja i iskustva direktora i sistema i tehnika koje se koriste, efikasno donošenje odluka može biti sporo, brzo ili trenutno. Glavni cilj rada bio je ispitati da li integralni proces u odlučivanju utiče na kvalitet odluka koje donose direktori škola i uspeh u njihovoj daljoj realizaciji. U skladu sa tim, u radu je dat pregled procesa donošenja odluka, pristupi i procesi u donošenju odluka od strane direktora i osnovni koraci značajni za donošenje efikasnih odluka. Na kraju, date su preporuke za zajedničko odlučivanje kroz timski rad i saradnju, što može doprineti poboljšanju rada škole.

Ključne reči: odlučivanje, upravljanje, rukovođenje, koordinacija