

Emir Avdagić

Management Models in Organizations for Adult Education

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**MANAGEMENT MODELS
IN ORGANIZATIONS FOR
ADULT EDUCATION**

Emir Avdagić

Institute for International Cooperation of the German Adult
Education Association - DVV International
(Country Office Bosnia and Herzegovina)

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*To my family, friends and colleagues,
their words of support and encouragement
contributed to this book.*

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Introductory remarks

In the context of transitional challenges, especially democratization and decentralization, the path for further autonomy of education is open, which creates positive settings for development of scientific and applicable fields in order to improve important changes and development of education. One of these fields is the management in education – concept and practice particularly intensified in the last decades. Management in education is able to provide anticipated changes of the nature and the mission of educational organization/institution, in order to support and accept the new understanding, before all, of the state management of education and in that context, of schooling, which has been gradually distancing itself from administrative model of system management, placing itself towards the service for clients and beneficiaries.

Affirmation of educational management is followed by adjudication, which starts from the hypothesis that “management models, prescriptions, and patterns” are only transferred from the area of economy to the educational segment, what is almost impossible if we take into consideration the nature and an essence of educational practice and educational process. Surely, it is important to respect the differences in the nature of educational and economical practice, but the fact is that each organization, even educational organization/institution requires management for rational planning, organization, direction and development of human potentials, validation of objective and subjective resources, in order to achieve efficient results and goals of educational system and each educational organization/institution. There are models for management of educational institutions for children and youth, but those models are not applicable for organizations for adult education, because they disregard their characteristics and specificities. Formal system of educational management does not consider the principles of labour market and quality competition. Furthermore, the

school within the formal educational system is mostly supervised in a rigid manner within the rigid system, with no adequate space for independent decision-making process and innovative management. This kind of management context is not possible to be positioned in the adult education sphere. Environment and internal structure of the organization for adult education is far more different than environment and internal structures of another organization that belongs to the group of public educational institutions, such as institutions for pre-school education, elementary school education, high school education and university education.

Management in adult education implicates freedom of entrepreneurship, competition and struggle for beneficiaries, their selection of educational goods and services, as well as freedom to make decisions independently. That is why the manager in the adult education area is not only formally and organizationally oriented manager. He or she is at the same time, the leader who takes care of people, inspires, supports and fulfils employees in order to help them to follow and contribute in accomplishing goals, mission and vision of development. This means that she or he must be professional who understands, selects critically and implements adequate models of management.

Due to the specificities of the organizations for adult education, as well as due to the needs for professional management within the adult education in Bosnia and Herzegovina (B&H) and region, our research intention was to foresee possibilities of application, *apropos* context and characteristics of the management models in the organizations for adult education within two very different social and economic systems – the one that is already developed, such as in Germany, and the another one, so called “transitional”, which is dominant in the Western Balkans, and represented by Bosnia and Herzegovina. This particular described research intention is oriented towards finding out successful management models and their possible applicability in the various contexts.

In the field of educational management, as well as in the other fields, between practice and theory, there are disproportions and distrust. Often, people from practice are not keen to analyse and esteem theoretical approaches. On the other hand, theorists are often in dilemma regarding the applicability of certain theory in the area of management. Culvert

between theory and practice will be over crossed when we develop theories that will foresee the results of practice. In order to rely not only on experience, managers in organizations for adult education can base their activities upon theories of educational management. This kind of theories offer good basis for overlapping the culvert between theory and practice, because they can contribute to the progress of management practice. Various authors have offered their theoretical views on educational management. Literature can offer to us the most quoted six theoretical management models in the education institutions – formal, collegial, political, subjective, ambiguous, and cultural (Bush, 2003). Each of these models can be pertinent in the management practice under certain conditions and contribute to the success of management practice. Existing theories or theoretical models, for the sake of our research, we have named *conceptual models of management*, and we have searched for their applications in ten organizations for adult educations.

Educational practice, as well as the research findings, shows that (more or less successfully) different types or management models in the organizations for adult education in the Western European countries are applicable. Set of models or management paradigms called *Das ArtSet – Managementmodell*¹ is developed in Germany. Those proposed models, for this research, we named as *operational models of management*. However it is more about types and kinds of management, and such, that we will describe in the theoretical part and expand and analyse in the empirical part of this book. It can be expected that analysis and research will result in recommendations of certain operational models of management, which should be applicative in the management of the organizations for adult education. Certainly, recommendations will have to take into consideration all specifics of all kinds of environments of the organizations for adult education.

Empirical research, that is, the interviews with managers of organizations for adult education, has resulted with numerous findings that we have analysed in this book and saw through our interpretative discourse, which means that someone else from another perspective could interpret these results in a different way. That is why, due to the impossibility to present transcripts of all interviews, we have offered answers of the interviewed persons that are systematized and presented in the form

1 Set of management models (*Das ArtSet – Managementmodell*, Zech, 2010).

of tables (which were factual base for our interpretation), with our aspiration and expectance that these presented results would become a good basis to the readers for their own opinions and analyses of their own – which is in accordance with qualitative research paradigm values, which application can inspire the reader towards engagement, creativity and critical thinking.

1. Theoretical Foundation of Research of Management in Education

1.1. Management in Adult Education – Relation Between Theory and Practice

In the recent referent literature, we find multiple and different meanings of management. Management is, or management is defined as, (1) scientific discipline which aims to product, systematize and provide results of scientific research – knowledge, which can be basis of the most rational and efficient models of management; (2) practice, process of coordination and effective use of subjective and objective resources in order to achieve certain goals; (3) team of competent people who manage the organization. Beside the fact that management implies different constructs, phenomena and processes, there are also differences in the definition concept of management. Although, management implies the process of shaping the environment in which individuals, by working together, efficiently achieve defined goals (Weihrich, Konntz, 1994). Management is the „process of achieving desired results through efficient use of human and material resources” (Bedeian, Glueck, 1983: 6). According to the opinion of Mintzberg, management can be defined as agglomerate of different roles that can be attained within three areas: the area of social relations (leading and representing the organization), the area of information (distribution/dissemination of information and control of functions) and the area of decision-making process (management, allocation of resources, negotiations) (Mintzberg, 1990). Multiple layers of management phenomena are not possible to comprehend only through its definition. One of the subtlest definitions of management, we can find in the theoretical work of Drucker (Drucker, 1992; 2007). Essentially, he accents that management is all about action and function, which is checked by results, and therefore, we can consider it as technology. Drucker additionally stresses out that management is all about people too, their growth and development, their values, social

community and their influence on that particular community – what makes it humanistic discipline and “humanistic art”. Managers use knowledge and discoveries of social and humanistic sciences focusing that explicit knowledge on efficiency and results of their activities. In the context of understanding management as the „humanistic art”, Drucker’s opinion is very intellectually provocative attitude that management becomes a discipline and practice that will assist to humanistic sciences to achieve recognition and results (Drucker, 1992). Idea of *management* has wide meaning, and therefore, it is not surprising that there is a huge interest of scientists from different fields to try to explain this particular phenomenon of management, its functions and structural elements. The success in this aim is partial, because this phenomenon is always in constant development (Alibabić, 2002: 35). According to numerous definitions and understandings of management, we can conclude that it is multi-valued and stratified idea, which refers to the regulation function, processes, knowledge and practice of management. The most often, it is defined as the process of coordination of human and material resources in order to achieve particular goals (Staničić, 2011). Management exists in all areas of human labour, in all types of organizations and at all organizational levels. It can be achieved through several key functions: planning, organization, leadership and validation. Mentioned functions can be achieved through activities of decision-making, coordination, connection, influence-leadership, communication, etc. In the context of distinguishing the functions of management, it is important to state that theorists of management and organization still lead the discussion about relation between management and leadership, and the result of that discussion will remain “unsolved”, which leads us to conclude that attitudes towards this issue are divided. Leadership is understood as key function of the management, but also as the complementary conception to the conception of management, very much reclined on human potentials. According to numerous sources from this field of science, concept of management is concurred, or it is ancestor of the term of leadership (in German: *Führung*) and administration (in German: *Leitung*), but there are examples that leadership is the main term for both management and leadership. The leadership means achievement of influence on actions of others during their accomplishment of desirable results. Management is productive preservation of the temporary organizational patterns. Management is somewhere connected with

tasks of the lower level (European practice), and somewhere it is viewed as the term for leadership and administration (American practice). The fact is that administration, leadership and management acquires equal attention if the educational institutions aim to achieve goals and efficiently obtain certain results. Different contexts and different time periods will place an accent on each of these particular three elements (Bush, 2011). In this book, we have started from the concept of management, which integrates concepts of administration and leadership. That is because it is expected from directors and management teams of educational institutions not only to take care of “regular institutional patterns and activities”, of performing and achieving the everyday activities directed towards coordination and abetment of employees, it is about an accomplishment of achieving the vision of the educational organization as the highest task. The major preoccupation (starting and ending point) of the management in education must present purposes, aims and results of education, while administrative procedures and patterns, direction and abetment of employees present just mechanisms within the major preoccupation.

From the military, industrial and economic area, management has gradually “moved” to all other segments and areas of human labour. Significance of knowledge regarding management and its principles have been foreseen by all professions, among them by educational field. It is obvious that application of management in certain areas is named by the titles of professions itself. Therefore, *management in education or educational management* (as term, practice, process, discipline, profession) has appeared in this horizon. Management in education is referred to the application of the characteristics and functions of management in the educational profession – at all levels of educational profession, at the level of education system, at the level of educational organization/institution and educational process (Alibabić, 2002). Definition of management “translated” into the field of education, means coordination of human and material potentials in order to achieve defined goals (explicitly and implicitly) within the conceptions, strategies, and future projections of education. Accordingly, application of educational management is operationalized through administration and leadership and through management of educational system and its subsystems (Staničić, 2011). In parallel with affirmation of management in education, there have been various critics, based upon opinion

and attitude that management and education present two opposite terms, phenomena and processes. The term management *in education* consists of two central terms. The first is *education*, with an aim towards autonomy and freedom of mind, and the second is the term *management*, which origin comes from economy and it is synonym for the „power of money” (Pigisch, 2010: 12). Actually, this represents accentuated disconnection between these two terms. In addition to this, it stresses out that „management attitude” is not in accordance with the educational (school) values and contents; the way that creates the relation among power in education is not in accordance with democratic principles that are expected in education; the occupation content of educational organizations is very much different than organizations that are market oriented; the idea of market, which is a base for management, is foreign and damaging for the understanding of education; managers usually enjoy their power neglecting moral principles, which is not in accordance with educational values; vertical responsibility of employees in the educational institution creates distrust and dissatisfaction. These are the reasons why directors need to be the first among equals, and not managers at all (Everard, Morris, in: Staničić, 2011). In spite of critics and evident differences between educational and economic professions, it is not possible to deny possibilities and needs for the management in education. It is very important for educational institution to plan, organize, connect and coordinate, develop and value human potential and material resources in order to improve general contribution of educational profession and educational institution. “On the good management depends the success and competitiveness of organization itself, but also, the productivity and innovation strength of society – particularly in today’s unstable times” (Zech, 2010: 12).

Opponents of the management in education have based their critics mostly upon incompatibility of the nature and the core of management (oriented towards economy and business) with centralized educational policy, which is only directed towards the system of formal/school education, within the frame that the school is strictly controlled institution without much space for innovative management. But, (sub) system of adult education represents the kind of “educational market” with necessity to manage the use of scientifically based knowledge and patterns. That is why it is not possible to find an opponent reason towards the need for implementation of management models in adult education.

„Management in adult education should be defined as professional action for achievement of innovative and efficient service for education and learning of adult persons. Management in adult education covers explanation and preparation, planning and organization, decision-making and realization, as well as the impact control of educational activities” (Merk, 2006: 26). Management in adult education can be viewed and researched on multiple levels: level of adult education system; level of the educational institution/organization as the structural element of that system; level of the adult education process (Alibabić, 2007). The subject of our research is the management in organizations (institutions) for adult education.

Starting from the principles of contemporary theories of organization, before all, a contemporary theory of organization and theory of contingency, in the examining of management models within organizations for adult education; we have noticed and pointed out connection between management models and (sub)systems of organizational environment. After researching the organization environment, we have chosen certain factors of external and internal organization environment that could be relevant (Alibabić, 2002). Certainly, the characteristics of educational environment define characteristics of management in organization. System of adult education in extremely transitional environment (such as those that exist nowadays) represents “educational market” – educational environment with processes of educational “offer and claims”. Answers regarding “offer” can be provided in organization for adult education through offering educational programs, forms and activities, in one word - educational values. Decentralization and liberalization in education as the main “reform issues” in transitional countries creates the environment where many types of regulations could be relevant - administrative, professional and market-oriented. Comparative research has shown that all successful reforms have respected principle of liberalization – privatization and market-orientation in education (Rado, 2001), so it is clear that similar or the same scenario can be performed in the reforms that are still ongoing. It could be expected that market-oriented approach is present in adult education (also in education of children and youth). In order for „educational market” not to become chaotic (which would mean the conversion of the system into something opposite), it is necessary to adequately define relations

among all structural elements of the system (relation between formal and informal education, private one and public, relation between education and labour market, etc.) Correspondingly, it is necessary that the process of competitiveness in the field of educational offer becomes based upon the principles of standardization, accreditation and certifying (Alibabić, 2002). Consideration of adult education system as “educational market” points out the necessity of selection and implementation of an adequate management paradigm in organizations for adult education, which is based in the activities’ description of managers, directors and management teams. This requires professional preparation and continuing professional strengthening of directors and management teams (Alibabić, 2013). Success in management cannot be based only upon the “management experience”. Management challenges can be met only by those who are ready to overcome the “culvert” between theory and practice, because this “culvert” presents the “Gordy’s knot” in the management in education. In order to “cut this knot”, which is not impossible, it is important to understand and to respect relevant research results and theories. Importance of theory for the good practice comes without saying. However, some practitioners avoid (ignore) theory. In this case, their only guide is their own experience, which is not enough, but can be useful. Directors/managers often justify and explain their decisions by “common sense” reasons. But then again, those pragmatic decisions are often firmly based upon implicit theories. Directors/managers act according their own attitudes shaped through their experience, but they could be more successful by accepting theory based on the practice. Theory provides „mental models” and helps in understanding the nature and results of practice (Leithwood et al, in: Bush, 2011). Having in mind the fact that manager is a “pillar” of each organization (Zech, 2010: 19-22), it is required for managers and management teams in educational institutions for adult education to be strengthen by theoretical knowledge. This can provide many answers to the questions regarding contemporary management challenges (Alibabić, 2013).

1.2. Organizations for Adult Education

Today's human being lives in the world of organizations, obtains activities in them, and satisfies numerous needs in those organizations. That is why human being must search for the answers to questions why and how those organization function, can they be transformed into desirable direction, and under which conditions. Partly answers could be found in practice, but real and complete answers could be offered by adequate theories, which can be found in literature from andragogy (Alibabić, 2002). Literature that tackles phenomena of organization can offer us different definitions and numerous systematizations. Result of consultation of these sources in the context of term "organization" presents the conclusion that organization should be understood in different manners. Hoffmann's definition of the term organization is one of the most quoted ones. He points out four understandings of organization – universal, institutional, instrumental and structural (Hoffmann, in: Staničić, 2011):

- *Universal understanding* of organization sees it as the system, as the unity of arranged mutually connected elements;
- *Institutional understanding* views organization as the social system, as the institution;
- *Instrumental understanding* defines organization as the system of formalized rules with an aim of management of activities within organization/institution (organization as the function of management);
- Professional differentiation of certain parts of the institutions and their purposely linking, represents the *structural understanding* of organization.

The major number of definition regarding the meaning of organization is proposed by Lipičnik (Lipičnik, 1994) defining it as „human act” (he does not include definition of organization as natural or technical system). Lipičnik offers the following definitions of organizations:

- *Organization as the system* – as the agglomerate of elements that are purposely connected, and elements can be only human beings, or human being and technology together. In any case, human being is the essential component of organization and its creator. Humans are, at the same time, creators of rules (material and ethical) under which organization exists and acts;

- *Organization as the creation process of organizational system* – as the process of creation or organization in accordance with rules and principles that are previously established (for example constitution of organizational units on the principle of labour partition);
- *Organization as the activity of organization* in different social segments, such as organization as the activity of organization in education, health sector, culture, etc.;
- *Organization as the concrete organizational form* that appeared as the consequence of activity or organization, and it is referred to the institution (school, hospital, corporation, etc.);
- *Organization as the description of the state of organization* of certain relations (cooperation, communication) in one organization/institution or unit;
- *Organization as the scientific discipline* that researches and evaluates organizations according to all above mentioned meanings.

Contrary to already mentioned multidimensional understandings of organization, some of the authors define organization through slighter number of meanings, so they perceive organizations as the *procedure* which gathers elements in one completion and as the *structure that* represents „the result of the course of action” (Kapustić, in: Staničić, 2011).

Some kind of more centralized sublimation and resume of numerous understandings of organizations we often find in dictionaries, encyclopaedias, and lexicons. For example, in the Business dictionary, the term organization (in general sense) is viewed as the conscious association of people in any area of work and life with an aim of achieving particular results with adequate resources and with the least effort. In the same source, the term organization is used to indicate *the process* and *the result* of organization, *institution* and *scientific discipline*. The special attention is directed towards distinguishing of the organization as the institution and the organization as the activity. “Organization as the process and the result of that process always means certain order; it is a synonym for the stability and the order in the system” (Business dictionary, in: Staničić, 2011: 359). Analysis of numerous definitions of organizations, and their systematizations, suggests the basis for our own perspective of organization through three segments or directions and

meanings – in the context of *process*, *institution/system* and *discipline*. In other words, organization is *process* (organization) of creation of organizational system, as well as its functioning (organization as function of system management or institution); we view organization as the *institution/system* (which represents the result of organization as the process); organization is also *scientific discipline* which studies and researches phenomena of organization in all its meanings. In our research study, we have viewed the organization through one of its meanings, and through institutional connotation. This means that organization is concrete organizational form and social system. It is important to stress out that the actual organization is far more complex than its system model, because the theory of systems (as the theoretical context of system model) does not integrate the importance of environment when discussing the basis for functioning of the organization.

Successful consideration and resolving of real organizational problems is possible only with decent understanding of environment of organization. This can be provided by theory of contingency, starting from the theory of system and situational approach (Alibabić, 2002).

There are different approaches, theories and understandings of organizations, from traditional administrative theoretic approaches to the operational theoretic approaches, situational, structural, neo-institutionalized, cultural, and many others (Kieser, Ebers, 2006). It is not so rare that research starts from system-theory paradigm and that organizations are viewed as the formalized social systems, as recursive communication networks of decision-making, creating mutual premises in order to create mutual grounds for redirecting of decisions (Luhmann, 2000). Viewed as the formalized social system, organization is not fixed entity, it is temporal form, which is reproduced in daily period through new processes and creates its identity through synergy mechanisms (Weick 1998, in: Zech, 2010).

Organization as the social system is characterised by clear boundary towards environment that is defined by members of organization, and its basic characteristics are rules, relations and decisions (Zech, 2010):

1. *Rules*, specified set of rules for organization's functioning, are one of the boundary fences towards environment.

Willke points out that those relevant systems of rules are ones that define quality of social processes in organization. These systems of rules provide relevant criteria and create tracks for the *communication trains*. In case of aberration those trains would be redirected from those tracks (Willke, according to Zech, 2010). The rules of the organization are created within the practice of individuals, established rules become clear logic of organization's functioning and they are not related to any individual in particular and rules are relevant even when personnel changes occur. Rules for the functioning of the organization influence actions and decisions of all in the organization. Those rules are set of expectations influencing and directing the behaviour of each individual in organization. Aberrations of these rules are possible, and for each individual could carry certain consequences. The idea of rules in case of expected situations is to define certain grounds for decision-making with an adequate reaction, in a fast, vibrant and fair manner according to already defined rules (ibid). System rules create basic structure of its self-control. System-theory conception of one organization makes us understand how much of the reality construction is up to persons, and how much is up to the rules.

System of rules in the organization contains the rules of different levels:

- *Formal rules* in the organizations are more or less legally binding rules of behaviour defined by the Statute and other documents. In the empirical context, these rules could be relevant and current but also retrograde. But, in all cases, these rules must be followed in order to avoid the sanctions of the system.
- *Informal rules* occur in practice and daily life of the organization itself, and those are mostly rules regarding communication and behaviour among employees during their work. Normal mechanisms of coordination in the organizations can be functional if, for example, experienced employee does not follow the instructions from the chief employee, which has no experience in practice. However, mechanisms can be dysfunctional, because individuals can harm the whole system if they are very personal and subjective.
- *Latent rules* are structures of expectations in one organization, which define its functioning, and employees are not necessary aware of these rules. This kind of subconscious structures of the organization are its latent grammar of functioning, if we would take the analogy of

language: it is the fact that many people (most of them) speak their native language grammatically correct, even they are not conscious about grammar rules. Grammar functions without the conscious effort of the person who speaks. In the same way, latent rules can influence the work and function of particular organization. These latent rules are not harming for the organization, moreover they can be very useful, but also limiting further development (Zech, 2010).

2. *Relations* or communications are the second part of the boundary fence of the organization towards its external environment (recursive net of relations within the organization, which are the result of this particular communication in the organization).

Social systems are characterized by specific relations that are created through communication at the operational level. Communication is always directed towards the relevance of system and that relevance can be located in the environment of the system and in the system. Elementary differences between organizations are based upon specificities within relation/communication with elements of internal and external environment, what Zech names as “the code” of organization that defines its orientation (ibid). „In economy, that code is oriented towards the purchasing power, in religion towards the belief, and in the education towards learning” (ibid: 14). That is why educational institutions are different in “what can be transmitted, and what cannot be transmitted when learning”, while from the participant’s point of view, difference is illustrated in „what can I learn, and what cannot” (Kade, according to Zech, 2010). Organizations, with their specific codes as the relevance filter, scan their environment and decide how to react, what to ignore. After that, according to their code, organizations are developing their so-called special semantics – special language of the organizations, in which code is getting developed and system of rules, expectations and decisions are getting harmonized as well. Based upon this special semantics, organizations create their relation towards environment, in which case they react only according to changes within environment that are suitable to their code, and ignore everything else that is happening in environment. Exactly this “constraint” presents specificities of the organizations in the field of their profession (Zech, 1999).

3. *Decisions* within organization itself are the third part of the boundary fence of the organization towards its external environment.

Modules of decision-making are the basic characteristics of particular organization. Decisions and decision-making process are influenced by internal structures and rules. On the one side, those decisions are influenced by the code and the semantics of the organization. On the other side, decisions that have been brought up in the past create grounds for the following decisions in the organization, which means that organizations have tendencies to respect the ways of decision-making in the previous practice. Organizations make decisions that will be in accordance with previous decisions. All residuals from this approach strengthen internal pressure of legitimacy. This means that, for example, external actors can detect huge differences between needs of environment and orientation of the organization. Term “environment” is always referred to the environment of particular and concrete system and as long as the environment tolerates it, some systems can survive in it. Sometimes, external actors of particular organizations, for example organizations of educational system, describe them as conservative closed and less ready for learning and changes. But, these organizations can have completely different self-opinion. Internal way of decision-making in the context of management of the organization depends on many different circumstances and conditions. It is necessary to say that management of the social (single logic) systems cannot always be directive (with the directive of environment). Due to the type of organization, expected outcomes of the organization and its relations towards environment, there are various models of management of the organization. Military formations in crisis situation would not be beneficial at all if the type of management is based upon agreement and consensus. Organizations that must fulfil maximum result of reliability, such as emergency, fire service and nuclear power plants, are extremely oriented on reliable structures and mechanisms of management. On a contrary, organizations such as centre for youth can be managed in a more flexible manner and based upon the respect of opinions from many factors of the organization itself. Economic organizations that depend on the market are hardly remote from their own direct environment as some organizations or unions financed by their membership can do. Systems of production are differently managed than, for example, it is a

case with opera or theatre. Schools with their teaching staff can afford to themselves more independence than it is a case with certain professional associations.

Postulates of general theory of the organization and system (as we mentioned in the previous part of this text) can be applicable according to the character of organizations and the character of the educational system in general, and in organizations for adult education as the specific type of organization. In spite of plentiful literature regarding different aspects of adult education, andragogy has not developed the consistent theory of organization. Specific theory of organization for adult education, with its specific logic of functioning (that makes these organizations different than other educational organizations), has not yet been completely developed. Therefore, we will be using already existing scientific theories when talking about organizations for adult education.

The necessity for joining of the organizational science and andragogy in order to create the andragogic organization theory is pointed out by Alibabić in her study "Theory of Organizations for Adult Education" (2002). This study elaborates theoretical reflections regarding organizations for adult education, with special accent on theory of systems and contingency theory. Based upon the researches of organizations for adult education in the light of modern theory of organization – contingency theory, author has concluded that contingency factors (environment, strategy, technology, age, size, power) are determining for the structure of organization/institution for adult education. "They act cumulatively, so it is hard to distinguish and to concretize individual influence of every single factor, but it seems that environment has the biggest influence on the structure of organization" (Alibabić, 2002: 22). It is important to stress out the fundamental points of the contingency theory, which states that there is no one or the best way of institution's structuring. There is no "ideal organization", and the term of good and efficient organization is relative and it depends on contingency factors. Each stereotyped and formulary organization in adult education must be replaced with flexible one, because contingency factors are flexible as well.

Cooper views educational organization with three organization and theoretical aspects: aspect of theory of administration, theory of neo-

institutionalism and the concept of organizational culture. Theory of administration, as the first organizational and theoretical approach, defines organizations as the rational useful closed systems, which focus is directed towards rationalization of professional acts. Theory of neo-institutionalism views organizations as open systems, susceptible for the needs of environment. Viewed through the prisms of organizational culture, organizations are integral systems, because the interest of organizational culture is not in the description of internal structure or structural bonding only in one single environment, but in creation of internal self-understanding. According to Cooper, mentioned theories contribute to only one fragmented perception of organization of education. Discerning about integrative connection of different organizational and theoretical aspects is very interesting, but in this way, the theory of one organization, that is, organization of education cannot be established. Setting up the unique theory of organization for adult education, requires us to pay attention on the special logic of functioning of these particular organizations and their own characteristics (Cooper, 2001).

Research of Körber (according to: Zech, 2010) was actually directed towards the specificities of educational organizations and their mutual differentiation. This research has provided the basis for differentiation of organizations for adult education according to the criteria of institutional status and the criteria of their functions and outcomes. In the context of organizations that are differentiated by their own institutional status, Körber differs:

- Publicly recognized organizations for adult education,
- Organizations and associations for adult education that are of general benefit, but not recognized publicly,
- Commercial (private) organizations for adult education, and
- Companies and economy subjects.

Related to the function and outcomes, Körber differs following categories, in the context of orientation towards the interminable world of providers:

- Real providers of adult education (their basic and elementary activity is adult education),

- Providers of adult education, but other activities as well (beside adult education activities, there are other activities as well),
- Providers that are sporadically involved in the adult education,
- Providers that are involved in activities of adult education when necessary only,
- Providers that are internally engaged in the process of adult education,
- Providers that offer their services and resources for adult education, and
- Providers familiar with adult education.

Results of the researches that are mentioned above are associated with already existing organizational and theoretical concepts and they can contribute to establishing the unique theory of organizations for adult education. Outcomes of the Zech's research work from 2010 present valuable contribution to the development of theory of organization for adult education.² Therefore, it is going to be presented in more details in this study.² Within the sample of 5 organizations for adult education, analysed data is referred to the question "what are the ways organizations view themselves in the context of their environment". Facts provided evidence on the specificities of each organization. It is important to underline here that research had analysed typical examples of organizations for adult education (and not all types), i.e. their structures interpreting own images of themselves. This implicates that categories of analyses were differences that appears in interpreting own image of organization.

Five organizations have been analysed:

1. Adult education centre (VHS), as the publicly recognized and formed institution,
2. Publicly recognized confessional centre for training. Beneficiaries are persons with disability,

² Several reasons marked our decision to pay attention on this particular research of Reiner Zech, which is presented in the study „*Organisation in der Weiterbildung*“. This research is one of the rare researches on this particular topic. These results are significant contribution towards constitution of one specific organizational and andragogic theory. Special quality of this study is that theoretical hypothesis developed and proved in this research have empirically and theoretically directed our own research intention.

3. Non-governmental organization, which deals with education in the field of psycho-social therapy,
4. Commercial, private organization for adult education, which conducts activities in the field of IT education, and
5. Department for adult education within one huge company.

“Own image of themselves” covered numerous aspects such as: purpose of organization, offer/facility, target groups, success of learning, employees, internal relations, relation with environment, self-perception, etc.

Research is implemented and conducted based on the hypothesis that organizations by transferring an image of themselves construct their own identity. Organizational identities are not accorded. They must be formulized by themselves. By image of themselves, particular organizations are presenting themselves towards internal but also towards their external environment. Deconstruction of an image and its reconstruction from another line’s perspective has helped that each organization finds its place within regular types of organizations. The comparison of organizations according to several (certain) elements of images about themselves can be viewed in Table 1.

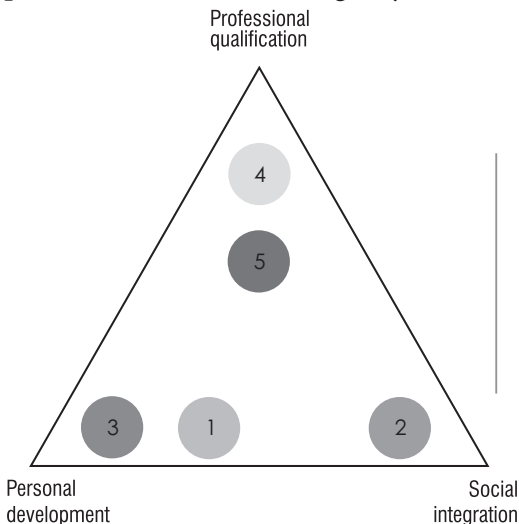
Table 1: Comparison of five organizations for adult education (Zech, 2010: 60)

	1	2	3	4	5
<i>Organization</i>	Communal adult education centre (VHS)	Confessional centre for education	Institute for education	Commercial centre for education	Department for education within company
<i>Purpose of organization</i>	Education for all, particularly marginalised, excluded groups of population	Right to education and its accomplishment for education of persons with disabilities	Qualification of individual within various labour contexts and promotion of organization's psycho-therapeutic approach	Professional education in the area of IT for motivated participants and gaining of income	Education and training of young and new personnel for the company as the social mission
<i>Main educational goal</i>	Strengthening personal satisfaction and living conditions	Dissemination of knowledge, education and competencies for work in practice	Dissemination and strengthening of competencies that contribute to the strengthening of individuals and better relation with environment	Providing professional development	Assuring the future of the company and employees
<i>Educational motto</i>	Education increase personal satisfaction and living standard	Education integrates excluded categories of population into the society	Education strengthens and releases our own potentials	Education as the carrier instrument helps achieve professional development and professional growth	Education of the best assures the future of company and employees
<i>Black stain</i>	Understanding of education – directly in contradiction with target group, i.e. marginalized structures of population	High moral right on integration of persons with disability is often neglected by society, i.e. economy	Strong need for self-affirmation leads towards neglecting impulses and suggestions from the outside, which should contribute to the educational process	Undervaluing technology deficit in the process of education and learning	Focus related only to elite participants refutes social responsibility for all
<i>Semantics</i>	Semantics of harmonized mould of middle class	Religious and moral semantics for the purpose to the society	Psycho-therapeutic semantics of perfectionism	Semantics directed towards market, technology and self-purposes	Semantics exclusively for the purpose of company
<i>Regular type of organization</i>	Family organization	Organization for the purpose to the society	Narcissistic organization	Functional organization	Sovereign organization

Organizations for adult education are educational organizations. Therefore, the comparison of these organizations is logical issue – what kind of *understanding of education and organizations* these organizations have and in which relations are these two terms. It is important to underline that semantics in this research were defined by the language of management.

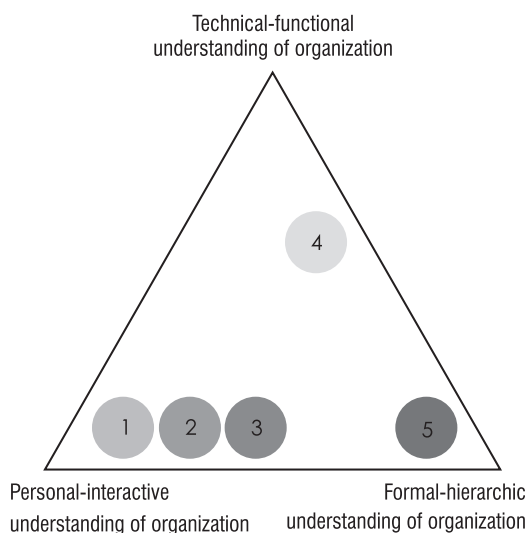
Understanding of education. Adult education centre (VHS) (1) understands educations as the social task that contributes to the development of each individual. Confessional centre for education (2) views education as the possibility for integration of excluded categories into the society. Institute for education (3) defines education as psychologic self-perfectionism. Private centre for education (4) thinks that professional education provides to each individual a professional development, which assists and secure labour market with professional and competent labour force. Department for education within the company (5) aims to provide safer future for its employees and they view themselves as responsible ones towards employees but also towards the society in general as well. This kind of understanding of education has been also confirmed by our research of organizations for adult education.

In case this various understandings of education are compared with wider term education, which implicates or integrates *professional qualification* for *economy*, *social integration*, then these five organizations should be positioned in the following way – Scheme 1



Scheme 1: Positioning of organizations in relation towards wider understanding of education (Zech, 2010: 62)

Understanding of organization. Specificities of organizations for adult education in this research are determinate in the scale between formality of organization and pedagogical/andragogic interaction.



Scheme 2: Positioning of organizations in relation towards understanding of organization (Zech, 2010: 63)

Adult education centre (VHS) (1) practically does not make differences: they view the educational process in the same manner as the management of the organization, i.e. as interpersonal interactive process. Confessional centre for education also (2) explicitly views formal organization management as the relation among people with dominant elements such as respect and admiration of each individual. Institute for education (3) is aware of the fact that they are at the concurrent market and financed by their own sources. This institution is marked by hierarchic relation, in spite the fact that in description of the management in this organization, there are defined relations such as partnership and personal relations. Beside this, in their own description, it is visible that management team of this institution is ready to use clear mechanisms in order for decisions and rules to be respected. Understanding of organization at the private centre for education (4) is clearly and precisely technically and functionally defined: Centre views itself as the economic subject with adequate economic mechanisms followed by adequate economic mechanisms of management. Department for education and improvement (5) sees itself as the part of huge company. Rules that are valid in this department are the rules that are valid in the whole company. These understandings can be illustrated by three

poles: *technical-functional, personal-interactive and formal-hierarchical* understanding of the organization – as presented in the Scheme 2.

Research results of Zech (Zech, 2010) within these particular five organizations for adult education presented and described these organizations through regular types of organizations, with special accent on relation between *organization-management and interaction-andragogy*:

Type 1: Family organization – Adult education centre (VHS)

Family organization creates its relations upon personal grounds appreciating warm human relation and social interactions. Even though these organizations are often part of certain higher structures (district, town, commune, etc.) they are mainly independent. Understanding of education is integrative, organization is open for everyone and no one is excluded from the circle of potential services. They view education as the social task that contributes to the development of each individual and society in general. Aim to achieve through adult education is firstly to accomplish personal satisfaction, good conditions and better quality of life. But the question remains: do beneficiaries/target groups of this organization also understand education in this similar manner. Beside this, high requirements for andragogic professionalism are always implemented in the organization, and in the educational process. In any case, there is an impression that high standards are permanently required and everyone is familiar to them (lecturers and participants). What was missing in these answers are statements about necessity of education and motivation, what is lately one of the most important conditions for successful education. Management team of this organization view themselves as very professional. This statement is not confirmed by precise facts and concrete descriptions. Director is the person who manages people and processes, and not a person who manages the entire organization. Semantics of this type of organization is suitable for the harmonic manner of middle class. Focus on personal relations – within organization itself, as well as towards environment (participants, guest professors, partners) can provide fruitful and loyal social structures. Capacities of formal management of organization, in other words, professional management, are not completely exploited.

Due to the fact that our sample is in Germany, it is important to present shortly the legal frame of the adult education centres (VHS) in the area of Bavaria. Adult education centres (VHS) are considered as the „local carriers of education” in the segment of adult education. Legal basis for the work of adult education centres (VHS) in Bavaria is the Bavarian Constitutional Law (*Die Bayerische Verfassung*) from 1946 and the Law for Improvement of Adult Education (*Das Gesetz zur Förderung der Erwachsenenbildung*) dated from September 1, 1974.

There are four legal forms of organization of adult education centres (VHS) in Bavaria:

- a) Adult education centres (VHS) as local services. According to this formal definition of adult education centres (VHS), they are departments in the city, district administration. Associates are employees of the local community, and the budget is integrated into the city/district budget.
- b) As the institution of general social purpose – owners are local community, cities or districts, so, these kinds of institutions are communal institutions. The risk of the responsibility in this case is based on minimum: basic capital.
- c) Association of general social purpose - in this case, it is mostly integrated within local communities, members are associations and local politicians. But, there are associations (especially small institutions with volunteers, membership is honourable) that are private ones. In the formal-legal context of organization of the association, the connection with local communities is legally the weakest; responsibility is carried out always by the management/president of the management board (even when there is an executive director).
- d) Communal application associations – application association is the association of several local corporations or institutions according to the German law. The basis for this kind of association is one legal regulation with an obligation for mutual performance of activities, public assignment or task – in this case – adult education. Application associations are the most known and the most often form of cooperation among local communities. This structure became visible after “verdict in the case of *Eichenauer*” (*Eichenauer Urteil*), in order to provide the financing of the adult education centres (VHS) at the local level in Germany.

Our research extended all four of legal organization types within adult education centres (VHS). The highest financial security and planning security include adult education centres (VHS) that are part of the city or district's administration or government. The highest risk when planning in question have adult education centres (VHS) organized as associations, but at the same time, those types of schools have the highest rate of free planning and activities structuring.

Type 2: Organization for the purpose to the society – Confessional centre for education

Interpersonal relations are very important and it is important for the so-called organization for the purpose to the society. Management of this type of organization is viewed as the interpersonal relation based upon respect and admiration. Proclamation that this kind of organization is managed in a professional way is confirmed by individual statements within own description, using management semantics, but without concrete examples of professional management. In the centre of the understanding of education there is a moral-idealistic task, because the aim is to perform constructive things for the target groups that need support. Education is considered as the right to the participation in the possibilities of the society. Educational aim is to disseminate competencies and skills that are applicable in today's practice. Semantics in this type of organizations is in accordance with ethics and it is closely related with an ideological system – in this concrete case it is a religion. Own descriptions that is in the service of charity and benefaction provides identification of all employees with that image, and taking the responsibility, high motivation and readiness to work of all employees. Organization for the adult education as the organization with the purpose in society is financed by the founder and by the private donations, and most probably, this type of organization could not be able to survive in case the services would be offered based upon commercial education market.

Type 3: Narcissistic organization – Institute for education

Narcissistic organizations are those organizations that must seek their position in the market by themselves. Therefore there is a mixture of sense of pride and cautious when this types of activities are in question.

They must always pay attention to their openness and transparency in discovering details related to their work and management. This organization views education as the self-perfection of personality, what is in compatibility with adult education within psycho – therapy segment. The aim of this type of organization is the strengthening of own potentials (employees and participants), it is development of competencies that contribute to development of personal self-affirmation and personality development in general. There is internal hierarchic structure, while interpersonal relations progress by direct personal contacts as the midpoint of consideration. This fact is confirmed by employees, who care very much about good interpersonal relations within the organization. Organization gave out modest information about the structure of the organizational management. Employees underlined that organization is administrated in a professional manner flattering to their work. An ideology of so called therapeutic professional perfection is illustrated in semantics of this organization.

Type 4: Functional organization – Commercial centre for education

Functional organization has more clear structure with hierarchic management team, which is responsible for professional administration and management. Even though suggestions and opinions from all employees are respected and taken into consideration, it is obvious that final decision is made by the director. Business goals are strictly defined and confirmed by transparent numbers. Quality and professionalism are the qualities that are implied and accentuated in the description of organization. Organization is aware of the market and its role in it so they attempt to be on the top together with similar organizations. Educational trainings are related for motivated target groups, which are eager to develop their professional growth. Basic orientation of this organization is the success of the educational process as well as the politics of organization. Functionalism as the assumption for the success of organization influences educational process as well. Semantics of organization is adjusted towards economy and market and its purpose is exceptionally evidently defined.

Type 5: Sovereign organization – Department for education within company

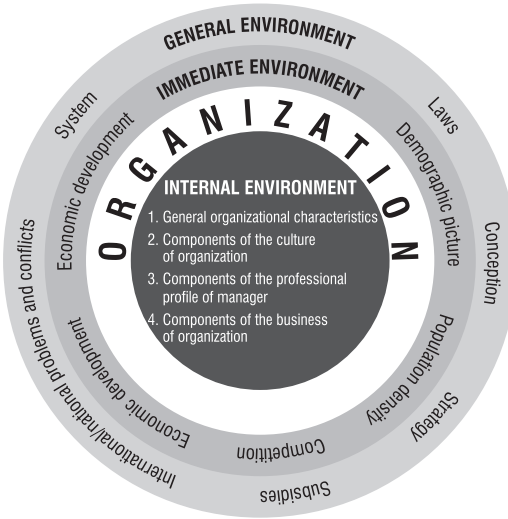
Sovereign organization operates as the department for education and development within one huge company. Position of this department within hierarchic pyramid of organization is specified and department is directly responsible to the highest structures of the company. More concretely, they are responsible to the management board, which verifies the budget, and to whom this department does reporting about achieved results and goals. The fact that department operates within successful company additionally strengthens the self-respect and sovereignty of the organization. Goals of the educational process are results that are higher than average. Educational aim is very clear – to ensure successful future of the organization. Clear vision of organization assures using adequate instruments of management. However, personnel is aware that management and educations have different tasks. Semantics of the organization are dominated by values such are economic development and success. Although social side of education is taken into the consideration, an education does not present the purpose to itself. It should provide the qualification of personnel for the higher productivity of company. Future of the company is viewed through the educational process.

Organizations for adult education represent open social systems, which mutual mission is to ensure the adult education. Beside evident specificities, they are the part of the social systems group and consequently they are confronted with structural changes in the society. That is why these organizations should be able to have their own organizational and theoretical answers, because many social changes today should not be neglected. However, already made organizational solutions in the other systems with their own characteristics must not be transferred to the adult education system. It is necessary for the theory of organization related to adult education to be corroborated with *raison d'être* that appears from social function of education.

1.3. Organizational Environment

Starting out from the postulate of theory of contingency and possibility for its implementation in the organization of adult education, studies that we have examined in this work show that *environment or surroundings* is one of the most important contingency factor in the organization of educational field in general and on all levels – level of education system, level of educational institution and level of educational process. That is why this research's concept accentuates and selects factors of external and internal environment related to the organization for adult education. This is independent research variable. With an aim of adequate theoretical approach, we deliberately paid attention to factors of organizational environment.

Analysis of organizational environment is the first step in the process of strategic management, and it is related to the process of monitoring (with elements of control) of the environment in order to identify factors that influence achievement of organization's goals. Environment is consisted of numerous factors inside and outside of the organization that could determinate the success of the organization. Knowing the structure of the organization's environment is necessary in order to analyse the factors of external and internal environment. In the literature, we can find various criteria that decompose environment according to its contents (economic environment, political, technological, etc.), according to the level of influence (closer, remote away, direct, indirect, etc.), from the point of the institutional regulation (normative, prohibitive, liberal), from the point of level of connection and possibility of understanding (accidentally disseminated, structured by groups, turbulently, etc.) (Todorović, in Mašić, 2001). We have decomposed environment according the criteria of "level of influence" of two, i.e. three distinctive levels – levels of external and internal environments, and then we have decomposed external environment on levels of general and direct level of influence (as shown in Scheme 3). Analysis and prediction of organization's environment represents the research creative phase within the process of strategic management, which results are the premises on current and future flows of events and their influences on business and development of organization.



Scheme 3: Organization, levels of its environment and level components

The analyse we use today is the method of strategic analysis known as the SWOT analysis (Mašić, 2001). In this context it is important to underline that our research is not analysis of results that should be used for the direction of development of concrete organizations. Approach regarding environment as the independent variable is based upon paradigm and the model of strategic development, in order to identify and arrange factors of environment. Later on within this process, we will compare the pattern of factors of external and internal environment and patterns of models of management. Our aim is to find out the characteristics of relations between environment and models of management.

1.3.1. Factors of External Environment

Among researchers who examine external or internal environment there are different approaches related to components or factors of external environment. According to Mašić (2001) general (indirect or remote) environment of organization has following components:

- Crucial social aspects of particular society (literacy and educational level, social values, ways of living, religion, mobility of population, etc.),
- Political competency on the state governing, platforms of political parties, government's attitudes about segments and professions,
- Legal or normative component that provides legal frame for all members of society, and

- Technological component that shows indicators of technological development in the particular environment, and economic indicators that show level of economic development. As it is presented in Scheme 3, for the needs of this research, *general environment* is operationalized through: educational concept, strategy, laws, systems, subsidies, and international/national problems and conflicts.

Direct or immediate environment of organization is presented through components that define basic conditions for the work of organization with following components or factors: demographic picture, economic growth, economic development, population density and competition.

It is important to underline that we must be aware of the fact that future is a great unknown, because, on a contrary, it would be only an extended present. That is why premises, which appear within the development of trends and influence the organization, must be regularly controlled, so they can be modified if necessary.

1.3.2. Factors of Internal Environment

In the literature of management, we can find that factors of internal environment are the ones that can present conditions for achieving advantages with regard to their competition. Following are the most important sets of internal environment factors: organizational, personnel, market, economic, financial, and in the later period it is - *technological*. For the aim of this research, we arranged factors of internal environment in four sets, as it is presented in Scheme 3:

1. General organization's characteristics,
2. Components of organizational culture,
3. Components of professional profile of managers, and
4. Components of organization's management.

1.3.2.1. General Characteristics of Organization

Within the set of general characteristics of organization there are: vision, mission and goals of the organization, organizational structure, and program orientation and quality standards.

Creation of *vision, mission and development goals* is under the responsibility of strategic team of the organization – management team and the owners of the organization. Vision, mission and goals of the organization are closely connected – vision is the source of the mission, mission is the source of direct and indirect goals of the organization. „Vision in business world means long-term view and new way of reacting on significant problems. Leader views actuality and sees different paths towards the future, in a way to dismiss the previous ways of dealing with problems and imaginatively assess all aspects of work” (Haas, Tamarkin, according to Mašić, 2001: 194). Vision presents „what can be”, the most general term about intended directions of development, so it must be inspiring, challenging and transparent. That is the picture about the organization in the future. It represents the source of mission „what is wanted to be in the future”. Mission statement is short description about why the organization exists. In the literature of management, there are different approaches in mission defining. These are the most often definitions: mission is the list of aspiration; the most general aim; purpose or reason for the existing of organization; basic component that provides identity to the organization; component that defines the philosophy of the organization (Mašić 2001; Milisavljević 2005; Yukl 2002). We can conclude that mission of the organization presents „its basic self-determination that is consisted of philosophy, culture, politics, values, beliefs, attitudes and the purpose of its existence” (Mašić, 2001: 196). Mission is the source of organization’s goals, which should be realistic and measurable. Goals can be classified upon several criteria such as:

- According to level of organization (strategic, tactical and operational);
- According to possibilities of quantitation (quantitative or perceptible and qualitative or not perceptible);
- According to hierarchic level (direct and indirect);
- According to horizon of planning (long-term, mid-term and short-term);
- According to level of social responsibility (aims directed towards concern for clients, employees, ecology, and general concern for the society, concern for the economic progress (ibid).

It is important to stress out that vision statement, mission statement, models and structures of goals depend on the specificities of concrete organization, which is also confirmed by our research.

Size of the organization and organizational structure are two very important contingency factors. Therefore, we have included size and structure of the organization as the characteristics that are relevant for the selection of management model. Earlier researches confirmed the significance of size factors in educational-cultural activities in the company (organization), as well as the connection of size and structure of the organization (Alibabić, 2002). The most common criteria for the size of the organization (in all fields, as well as in the field of education) is the number of employees. So, organizations are defined as huge, middle and small ones. In the huge organization structure is diversified, there are numerous of sectors, departments and units. In the middle organizations the number of employees is smaller, while small organizations are represented by only one organizational unit.

Program orientation of the organization for adult education is influenced by many factors that belong to the external environment, components from direct and general environment. Programs that are offered by the organizations for adult education must be innovative and suitable for the need of education and labour market, in order to find their way towards users, i.e. potential participants. Beside this, organizations for adult education must take care about other important factors, so that can offer the program at the education and labour market. Some of these factors are: competent teaching personnel, adequate physical space and environment for work and learning of adults, adequate teaching tools, time table for the program implementation depending on the target groups, price of the program etc. Terms such as *product*; *offer* and *service* are very much used in the latest period as the synonyms to the term programs that are offered in the organizations for adult education. Main programs' aim is to provide knowledge and education for adult persons, in order to provide their development in their personal and professional areas. Programs of the organization for adult education that exist today in practice can be formal and informal. Some informal programs can be verified and approved by authorities (ministries of education and other ministries), in which case those programs become publicly approved and have an equal character at the labour market. Formal programs

offered by organizations for adult education are mostly referred to the elementary and secondary professional education, while informal programs are aimed at enhancing all areas that are important for life and development of each individual and community in general. Due to the fact that formal programs have been often outdated, unsuitable with its content for the participants, unsuitable to the needs of labour market (at least when our region is considered) „programs of informal education and learning are very much applicable in practice, and participation of participants is mostly directed towards their preferences and abilities, interests and experiences” (Kulić, Despotović, 2005: 122). The program of informal education and learning firstly tackles courses and educational offers from numerous and various fields such as: foreign languages, IT, labour, health, family, culture, politics, society, ecology, art, etc.

Concept of quality assurance and application of *quality standards* in the last period has become very important issue within educational policy in many countries. Education should fulfil certain aims and contribute to economic development of society. Various documents of educational policies are paying attention more to the quality assurance within education. There are strong arguments for the quality assurance in adult education because in many countries this sector is still on margins of interests and less in focus than other aspects (pre-school, elementary, secondary and high school education). Beside this, systems for adult education are often very different, there are different legal frames even within one country (such as Germany, Bosnia and Herzegovina), very wide spectrum of providers in adult education, different models of financing the education, teaching personnel holds different levels of andragogic knowledge and skills, programs are not unified, conditions of work have no standards, etc. It is necessary to say that there is a space for improvement of these mentioned points, particularly for improvement of management, administration, monitoring, evaluation, counselling, human and other resources, communication, marketing, and so on. All mentioned above are more than imperative arguments for further and more serious mentioning of quality improvement in adult education in the various documents of education policy in Europe and wider, such as for example “Renewed European Agenda for Adult Education” adopted by European Council in 2011 or in UNESCO’s „Belem Framework for Action” adopted in Brazil in 2009. In that important document, it is underlined that „quality in education

and learning presents holistic, multidimensional concept and practice, which requires constant attention and development. Nurturing the quality culture of adult education requires suitable and appropriate content and appropriate service providing, needs assessment for the one who learns, gaining multiply competencies and various knowledge, professionalization of teaching staff, enriching the environment for education, strengthening individuals and local communities” (Andragogical Studies, 1/2010: 130). But, certified quality standards are very hard to implement in the organizations for education, especially for adult education, because it requires additional financial sources (in most cases, those sources are very reduced), additional human resources, time, precise deadlines, etc. One of the most common quality standard certificates (which application we have perceived in our research) is the model EFQM (European Foundation for Quality Management), but we are also familiar with huge difficulties in its implementation. Those difficulties are noticed by the author Gnahs, who pointed out these issues 14 years ago. Correspondingly, we have also noticed these issues in our research. „Model EFQM differentiates domains of professional development and results. Domain of professional development consists: management, orientation towards colleagues, strategy, resources and processes. Domain of results is the satisfaction of associates and clients, social responsibility and economic success. Systematic application of the EFQM model can provide not only improvement of already mentioned dimensions, but also assumption to achieve and improve *benchmarking*. EFQM model is hardly implemented in organizations for education” (Gnahs, 2001: 14).

1.3.2.2. *Components of the Organizational Culture*

According to the contingency theory of the organization, culture presents one of the most significant contingency factors. Concept of organizational culture and climate is unavoidable in the consideration of management and organizational development. For understanding and improvement of conduction of employees this concept is transferred from anthropology and sociology into the theory of organization. In literature, we can find different approaches to the relations between organizational culture and organizational climate. We respect the approach that term organizational culture integrates organizational climate too. Organizational culture and climate define the conduct of

employees and management team. Therefore, we have selected it in the corpus of research variables and furthermore we will provide detailed overview on this particular phenomenon.

In literature we can find high level of discrepancies that “event that alluded phenomena of organizational culture is actually the success of Japanese companies, their boom in the world market” (Obradović, Cvijanović, Lazić, 2003: 52). It is concluded that advantages of Japanese companies over American ones is not in the quality and availability of resources, bigger capital, cheaper labour forces, etc., but it is in the specific ways of thinking and behaviour of Japanese management, their interpersonal communication, decision-making process and devotion to the philosophy and mission of organization. This is confirmed by the statement of Fujisawa (one of the founders of the Honda Motor Company), that „practice of Japanese and American management is in 95% the same, but they are different in all important issues” (Mojić, 2010: 6), which means that they are different regarding ways of thinking and behaviour of Japanese management.

In this book, the term organizational culture is used as “system of assumptions, believes, values and norms of conduct/behaviour that are adopted and developed by members of one organization through their mutual experience, which direct their thinking and behaviour” (Janićijević, 1997: 42). According to this author (ibid: 40-42), we have classified six most important characteristics of organizational culture: *content, social character of the organization, organizational culture effects, the mode of establishment, stability and maintenance, and the last one – its specificity, uniqueness.*

Content of organizational culture are the meanings that members of organization attach to things, events and emersions. The most common selection of organizational culture content is according to cognitive and symbolic elements. Cognitive elements of organizational culture are: opinions, values, expectations, assumptions, ethics, feelings, meanings, informal rules, and way of thinking, view of the world, attitudes, climate, devotion, identity, ideology, norms, and spirit of the organization, common vision and common expectations of certain organization (Janićijević, 1997: 48). This list gathers different elements that exist „in the heads” of employees and which cannot be directly and objectively researched, but we view them indirectly (through their manifestations)

or with low level of assurance (for example, we are not sure for many answers, whether they are honest answers or socially desirable answers). What makes research difficult is that cognitive context has several levels: visible level, suggesting level, and unconscious level.

Second group of organizational culture content is the group of symbolic elements: language, slang, storytelling, myths, legends, heroes, rituals, logotype, physical appearance, communication patterns, models of conduct/interactions, ceremonies, anecdotes, organizational customs, ways of task performance, habits, history, praxis, physical objects, symbols and traditions (ibid). These elements are in interaction with cognitive elements. They are the reflection of cognitive elements (their “material” embodiment) or they generate them. As the example of this relation we can take the logotype. Logotype can be reflection of already existing believes, values and norms, or by creating logotype we are trying to send the message to the external and internal public and to generate some of the new values and believes. Symbolic elements can be divided into the material symbols (such are brand of official vehicle, office interior, etc.), behavioural (rituals, ceremonies, etc.) and semantics symbols (slang, storytelling, anecdotes, etc.).

Social character of organizational culture indicates that cognitive and symbolic elements of organizational culture must be joint for everybody or for most members of the organizations. The most significant *effect* of organizational culture from the members of organization is closely identical interpretation and understanding of events outside of organization. Organizational culture creates rules that direct behaviour and activities of employees. When we talk about the *establishment of organizational culture*, it is conceivable to state that it exists through the process of social interaction. What is out of special significance for this book, for the examination of problems of management of the organizations for adult education, is that *organizational culture appears, maintains and changes* itself by learning. This kind of mechanisms is activated by organized education and organized learning process structured by the management of organization or by spontaneous reaction from the employees. Important and unavoidable characteristic of organizational culture is its relative *stability and maintenance* through transferring to the new members by learning, by mechanism of perpetuation (self-restoration).

Each organizational culture is *unique and specific*, i.e., there are no two identical organizations, even when organizations have the same owner (founder) and identical professional activities. In that sense, there is no universal receipt or pattern that could be implemented in each organization, because every organization culture is original („story for itself”).

Janićijević (1997: 203) underlines many authors that agree with three basic sources of culture for every organization:

1. National culture in which organization performs its activities,
2. Characteristics of economic sector where organization belongs,
3. Specific history of organization including personality of founder and the most important leaders of particular organization.

Due to the fact that the sample of our research consists of organizations for adult education in two countries, in the context of theoretical approach, it is very important to stress out the first source, which we will elaborate here. The second source is incorporated within structural elements of environment and it has been explained. The third source is considered as irrelevant in our particular case for the research of organizations for adult education, therefore we did not elaborate it.

„National culture represents the system of assumptions, values and norms that are shared by the members of particular national community” (ibid: 221), and as such, national culture is important aspect that defines the profile of organizational culture of all organizations that function within mentioned national culture. National culture with its opinions, values and norms represents the context in which organization exists. Contents of national culture are already incorporated in the majority of employees and represent the element of their identity. In itemised literature there are numerous models for research of national cultures: Hofstede’s, Trompenaars’, Hall, Schwartz, and many others (Mojčić, 2010). For the function of explaining the importance of the national culture as the source or context of the organizational culture, we will provide short overview on two studies that are often mentioned in the relevant literature.

The most important (the biggest) research of national culture was conducted by Geert Hofstede (according to Janićijević, 1997), in the period 1967 - 1973. This research covered 116 000 examinees from 40

countries. The aim was to establish the differences of attitudes, opinions and beliefs of members of different national cultures. Hofstede (according to Mojić, 2010) defines culture as „collective programming of mind, which divides members of one group or category of people from another”. Results have shown that national cultures are different among each other according to four dimensions: *distance of power*, *evading uncertainty*, *individualism - collectivism*, „male” opposite to „female” values.

Distance of power marks „the level in which less powerful members of society, organizations and institutions in some country accept and expect the fact that the power is distributed in an unbalanced manner” (Hofstede, according to Mojić, 2010: 30). This means that in the societies where the distance of power is highly accepted, those who have no power think that the fact that power is distributed in an unbalanced manner is natural thing.

Acceptance of high distance of power has numerous implications: in this kind of culture the authoritarian conscious is prevailing. Power must be visible and substantial; delegating or power-sharing is viewed as weakness. All these elements have clear implications on management in education at all levels, at the system level, and at the level of institutions/organizations, process of education and learning process as well. Consequently, in the countries where distance of power is high, it will be very possible that the potential behaviour of minister of education, school’s director and teacher’s behaviour will be authoritarian, with emphasised symbols of power and without any democratic decision-making and power-sharing.

Evading uncertainty is „the level of vulnerability felt by the members of society when environment is uncertain, unclear and unreliable” (Janićijević, 1997: 211). In cultures that are characterised by high evading of uncertainty, people do not like changes, risk and uncertainty. They prefer formalization, standardization and clear hierarchy. Some of the characteristics of society with high level of this particular dimension are: high level of aggression and anxiety, minimum tolerance for neither non-standard behaviour, nor deviations from general opinion, and changes are perceived as the threat. In the educational sector this can have clear implications such as intolerance towards differences, dogmatism, forcing convergence opinions, uniformity, lack of individualism, mediocracy etc.

Individualism – collectivism. In societies that are idiosyncratic, individuals are responsible for themselves and their closest family. In societies with collectivist type of behaviour, the collective is responsible for the destiny of individuals (family, company or society in general). In the educational context, this can be materialized within development of individual capabilities, fulfilment of individual educational needs, development of entrepreneurship, taking responsibility for own education and own life (characteristics of self-directed student) – in the individualistic cultures, also within development of collective identity, accentuated collective character and collective values (one nation, one class), suffocation of entrepreneurship spirit... – within the collectivist cultures.

„Male” opposite „female” values. „Male’ values are referring to the societies with clearly and sharply divided gender roles: for men it is necessary to be aggressive, strong and focused towards financial success. Women should be moderate, less boisterous and interested in the quality of living. ‘Female’ values are referred to the society where gender roles are interlacing. Women and men should be moderate, caring towards others, and interested for quality of living” (Hofstede, according to Mojić, 2010: 30). This means that male cultures appreciate achievement, results and aggression, while in female cultures there is an accent on orientation towards harmonic social relations and status in the society. Implication of these dimensions of national cultures within female cultures, entrepreneurship, innovations and changes do not have much sense, because of the intent for establishing good social connections and social environment, or because of the convictions related to the harmony of human beings with nature (or his sub-alternation to the nature).

Contrary to these characteristics, male culture is based upon human’s domination over the nature, which produces numerous proactive characteristics of people in this particular culture. Possible implication of this culture on education is numerous. Goals, contents and methods in female cultures are directed towards the building of collectiveness and uniformity, averageness and social needed answers. In male cultures, it is directed towards competition spirit, aggression, achievement and superiority of any kind.

Analysis of above mentioned dimensions is significant, because national culture presents a context in which organizational culture is developed and, as such, it represents one of its determinants.

It is interesting to mention that the former Socialistic Federative Republic of Yugoslavia was one of 40 countries where this research was conducted. National culture in former Yugoslavia was described as: culture with high distance of power, with an index of distance of power around 76% (on the scale 1-100); collectivist, female culture with high rate of evading uncertainty.

However, stipulated results should be taken into consideration with certain reservation. Basic objective that we can input to Hofstede's research is the equalization of national cultures borderlines with borders of one country.

When we speak about national cultures, we will mention another research that is conducted by Dutch researcher Fons Trompenaars, which lasted ten years and involved 15 000 of examinees (managers) from 28 countries. „Trompenaars defined five types of relation orientations that set up the ways of interpersonal business conduct: universalism and particularism; individualism and communitarianism; neutrality and emotionality; specificity and diffusion; verifying and predestination” (Đokić, 2005: 99).

Universalism represents the conviction that ideas and examples of good practice can be implemented everywhere without modifications, while particularism is conviction that circumstances define application of practice and ideas. In the cultures with higher particularism, formal rights are less important, and relation among people and trust among people are accentuated. Đokić (ibid: 102) considers that individualism and communitarianism are „key dimensions in the Hofstede's study, as well as in Trompenaars' researches. According to Trompenaars, individualism is related to people that view themselves as individuals, while the communitarianism is about people who see themselves as the part of the group”. In the societies with highlighted individualism, the highest priority is personal goals, negotiations are taken on the spot, and the personal responsibility is accentuated as well. On a contrary, it is situation in the communitarianism, where the responsibility lay upon the whole group. Decisions are made in the committees. When

we speak about emotionality and neutrality within characteristics of national cultures, it is important to state that culture where emotions are suppressed is called neutral culture. On the contrary, we talk about the culture where emotions are freely and naturally displayed. Size of public and personal space is the basis for dividing culture on specific and diffuse. In specific cultures, persons have huge public space they share with others, while their small, private space is kept only to themselves and shared with intimate friends. In the diffuse cultures, private and public spaces are the same size. In this type of culture, public space is carefully kept, because entering this space means entering private space too. Culture of verifying is the culture where people's status is based upon successful performance of function, while the culture of predestination means that status of people is defined by who they are. Status based upon age, family background and social connections is verified only.

It is good to mention that Trompenaars, beside five relational orientations, also established one cultural difference, and that is the way people understand the term of time. Two approaches have been identified: successive and synchronized. In the successive cultures, people in one moment perform only one task, precisely, making appointments, consistently stick to the plans, and do not derogate from them. In the synchronized cultures, people perform more tasks at the same time, meetings delays are possible and order is subordinated to relations. For example, in these kinds of cultures, people often terminate their job task to greet people who enter their office.

Mojić (2010: 35) underlines one more dimension of Trompenaars' model: internal-external locus of control. This dimension provides an answer to a question: „is abatement an internal urge and emotion or it is performed by adaption to the external influences that are out of control of any individual?“, i.e. „Trompenaars uses this measure in order to express the level at which people from certain societies believe that it is possible to influence their environment or to control it“ (ibid).

A phenomenon of organizational culture is treated within various classifications and typologies. It is necessary to mention that classifications offer only general (ideal-typology) models, which in reality do not match with concrete organizational cultures. The most often classification is the one formulated by Harrison, and developed

by Handy. Janićijević (ibid) considers that this classification „is the best way for fast and easy understanding of organizational cultures in our environments”. According to Handy’s classification, there are four basic types of organizational cultures: culture of power, culture of roles, culture of tasks, and culture of support. To each type of cultures, Handy allocated a symbol and Greek divinity, which illustrate characteristics of each type of culture. Taking into consideration our intention for empirical research of the organizational culture dimensions related to the organizations for adult education, we consider it is functional to present above mentioned types of organizational culture.

Culture of power is illustrated by spider net, which is the centre around the whole organizational culture is “braided”. Its symbol is Zeus – almighty god of Greek mythology. This type of culture is entirely turned to the leader of organization, which is the tool in the hands of leader to achieve goals. Organization within the culture of power inclines to behave as the ideal patriarchal family, led by *pater familias*, with all Zeus’s attributes, who takes care of employees. Employees listen to him without any objections. The most deviant form of this type of culture is dictatorship based on fear. Janićijević (1997: 112) stresses out that „in reality it is not excluded that one organization could include both mentioned extremities, when relations between leader and employees are combination of respect, fear and hatred”.

Power of leader in the case of culture of power is based upon control of resources, but is often grounded on leader’s charisma. Formalization of rules and procedures is very low, because it is all directly supervised by the leader. Communication is very intensive, with an accent on informal communication. Power struggle is intensive and it is reflected through the political attitudes of employees. Struggle is about who is going to be closer to the leader and have a larger power. The advantage of this type of organizational culture is in its speed of action, because many administrative procedures are by-passed – everything depends on leader. That can be successfully reflected on organization’s functioning in case the leader is competent one. But, in case the leader does not have any other competencies but own charisma, particular organization has no mechanisms to remove or ease the results of leader’s wrong decisions. „Culture of power is suitable for relatively young and small organizations, which are not dominated by high educated people. Culture of power

is suitable for the turbulent economics, which requires fast reaction” (Janićijević, 1997: 113). Obviously, this type of organizational structure, according to its profile, is not suitable for educational segment, but it is not excluded. In this context, we reflect on small NGO’s (non-governmental organizations), which have educational activities (where leader owns resources – mostly key information). This is also referred to directors of schools in totalitarian regimes or in partyocratic states, where belonging to specific political party means the close relation with resources.

Culture of roles is illustrated by the Roman temple, and the god is Apollo, the god of art and light. This is the symbol of administrative culture, which is based upon rules and regulations supervised from logical, rational thinking of the most efficient procedures. These procedures provide to organization optimal functioning that becomes formal rules and formal standards. This type of organizational culture sees the organization as structured social construction. The power is completely depersonalized; its functioning is determined by position within the formal hierarchy of organization. In order to gain higher position, person must have an expertise/knowledge. Culture of roles is linked to the huge, hierarchic structuralized organizations, which are mostly highly administrative (particularly public services). These types of organizations are mostly suitable for people who seek security at work, minimum risk and supervised environment. Virtues of this type of organizational culture are reflected by its efficiency and confidence. Negative characteristics are: incapability of adaptation, strictness, lack of initiative and entrepreneurship. It is obvious that this type of organizational culture could be found in Bosnia and Herzegovina, in organizations of formal education (elementary and secondary schools), where everything is defined by the position of personnel, where employees hold only to their role (subjects they teach), without special care for entire results of the organization (finished students/pupils). Role of the director is often purely technical and administrative, without much innovations and wishes for changes.

Culture of tasks is presented by the image of braced girder. God that symbolizes this type of culture is Athens, goddess of wisdom. „Culture of tasks rests on assumption that organization exists to fulfil tasks” (Janićijević, 1997: 115). It values success and results, accomplishments. In

this culture, power is conditioned by competencies, partly by charisma. People are not appreciated by their position of power, but for their ability to fulfil tasks. Independence of a person, flexibility and adaptability are very much appreciated in this type of culture, which is suitable mostly to the people that are motivated by professional accomplishments. Culture of tasks requires team work and often it requires the projective organizational structure, because it is necessary for employees to interact among themselves on different hierarchical levels in order for task to be resolved. Therefore, the symbol is the braced girder as the symbol of networking. This type of culture is mostly suitable for small, specialized organizations, such as attorney's offices and consulting firms. Their most frequent advantages are: goal and result orientation, flexibility, initiatives, creativity and entrepreneurship. Lacks of this type of culture are dependency of other people, their qualities, and all implications that can arouse from these circumstances. In this case, it is not possible to lean on economy of scope, because "the braced girder" does not allow the enlargement of company, due to the need for direct and unswerving communication. Janićijević (1997: 116) thinks that „it is often for culture of tasks to stimulate and support superficiality in performance of tasks, because there is no enough time for professional development of employees". We think that this type of organizational culture rarely appears in educational organizations. The reason is simple. It is monopoly over professional expertise that teachers have concerning their subject they teach or course they obtain. This creates difficulties in "interfering" in tasks of other teachers. Exceptions could be non-governmental organizations, which perform tasks according to the principle of project activities or private organizations for education that try to create an innovative approaches and to improve their position in the labour market.

Culture of support is represented by the group and protector of this type of culture is Dionysus, the god of hedonism, pleasure and wine. Basic assumption of the culture of support is that organization exists in order to create circumstances for achievement of individual goals and interests of its members. Interests of organization as the whole are mostly in the background, while the priority is an individual and his/her interests. That's the reason this type of culture is not often met in companies, and it is the most common at faculties and research institutes. This is "the most democratic" type of organizational culture because the power

is broadly disseminated. Within the culture of support, resources are knowledge, abilities and autonomy of all employees, individual freedom is highly appreciated, and resentment is present when freedom can be endangered. Due to the fact that individual goals are highly appreciated (or goals of smaller groups within organization), organizations with this type of culture are always in risk of a collapse. Collapse appears when members of organization estimate that for their interests is better to act individually. As we already mentioned, it seems that this type of organizational culture could be found at faculties and research institutes. This is particularly related to the public educational institutions, which are highly oriented towards establishing future teaching and scientific staff. This is different than in the case of private institutions, because they mostly hire already formed experts.

Organizational culture is complex structure that bonds „emotions and sense”. In other words, organizations join emotional ground of organizations (organizational climate) with ideological (philosophical) values-sense basis (Alibabić, 2010). Organizational culture and climate are connected by focus of their interest, which is the social context of employees. Culture is the collective phenomena and climate is an individual one. Culture exists only at the collective level and builds up through interpersonal relations in the organization. Climate presents individual perception of organization's characteristics. „Organizational climate starts from the personal values of individuals. It represents the set of perceptions of employees regarding their working environment”. (Janićijević, 1997: 133). Construction of suitable organizational culture, including climate too, is one of the important tasks of managers and management teams, because the factors/components of culture and climate are significant for the selection and application of management models.

From the scope of various factors or components of organizational culture and climate, according to the needs of our research, we have selected the following:

- *Image of organization,*
- *Competency and professional development of personnel,*
- *Interpersonal relations, and*
- *Satisfaction of employees.*

Image of organization is referred to the “reflection of organization in the eyes and heads of employees” (Tench, Yeomans, 2013: 270), or in other words, what individuals and public think about particular organization. Image is the reflexion of organization’s identity among different publics. “Image of organization is the result of reciprocated influence of all experiences, impressions, convictions, emotions and knowledge of people about organization” (Tomić, 2008: 208).

Creation of image is influenced by communication efforts organization strives, so the communication with environment should be appreciated and based upon the true features of organization’s identity. Image of organization, especially organization for adult education, is not only marketing element, but actually very important factor of organizational culture and climate that is created for a longer period of time with significant effort of managers, employees and participants. This is all directed by the manager. With all this mentioned above, we can metaphorically conclude that organizational culture is the light that shines through an image of each organization.

In the context of *competency and professional development* of personnel (that we operationalized in the context of previous researches), our study underlines intensity of professional development, motives and attitudes towards professional development, then factors of support for the professional development and legal regulation. Intensity of professional development is one of the indicators related to the attention and care of directors or managers for their employees. This kind of care and attention can be connected to the preferred management model. Management of organization is the body that “should provide to their employees an opportunity for professional development within their role in organization” (Pejatović, Pekeč, 2011: 175). Motives and attitudes towards professional development are also very significant indicators of competencies and professional developments. Taking into account that attitudes are statements with estimation, beneficial or not beneficial, about people or events, (Robbins, 1992), attitudes towards professional development can be connected with preferable management models in organization.

Numerous researches pointed out existence of stronger or weaker connection (or within existing one) between attitudes and behaviour, so it is expected that attitudes of managers and employees are reflecting behaviour that will influence on the selection of preferable management

model. Viewed from another angle, application of different management models can be reflected to the attitudes of employees about their professional development. Support to the professional development can come out of different sources, and we are interested in the support of management, colleagues and local community, as well as the support of legal regulation.

Interpersonal relations in organization, as the element of organizational culture and climate, are viewed through examination of managers' opinion about interpersonal relations within their organizations. These relations in organizations can be competitive, supporting and frustrating. They can be based upon understanding and good communication, based upon respect, trust and honesty. Likewise, they can be based upon all opposing elements. Nature of interpersonal relations depends on numerous factors, and we are interested in the ways managers are satisfied with the nature of these relations. It is to be expected that interpersonal relations in organization are connected with management models, what gave us directions to search empirical confirmation of this expectation.

In the context of components regarding organizational culture and climate, we have examined the *satisfaction of employees with their work* (or at work), related to the general attitude of the employee towards the work. Actually, this is an individual perception of characteristics of work and profession and the satisfaction with them. In other words, satisfaction with work is the basic element for the organizational climate, which means that this can be tool for research and assessment of organization's climate. In the literature, there are different approaches related to the research of organizational climate and satisfaction at work. One of the most common approaches is Alderfer's ERG model of motivation, according to which, work can be selected in twelve aspects congregated in three groups:

- existential (satisfaction of existential, material needs),
- aspects of belonging (satisfaction of needs of belonging to the group – good relations at work and friendly atmosphere), and
- aspects of professional development (satisfaction of needs for professional development and promotion) (Janićijević, 1997).

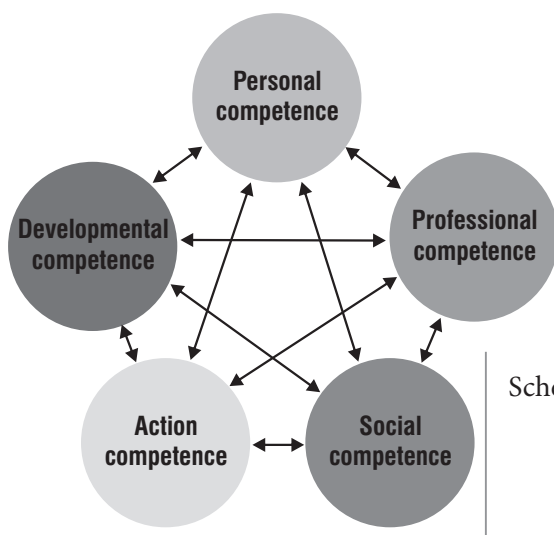
Our instrument in this part of research was based upon this specific approach.

1.3.2.3. *Components of Manager's Professional Profile in Organizations for Adult Education*

For our research of components of managers' professional profile in the organizations for adult education, we have inserted: competency of manager (education and professional development), leadership experience, his relation towards management and "managerism", and indirectly the attitudes of employees towards management.

In the context of elaboration and explanation of our subject of research and research variables, it is necessary to answer the questions about what is a competency, what is the competence of managers of the organizations for adult education, and then, whether that competence is provided by education, professional development and experience. In the widest view, competence is the composure of knowledge, skills and attitudes that provide performance of particular activity (Despotović, 2010); in our case, those activities are related to the management of organizations for adult education. With an assistance of the literature and public, it can be concluded that there are different understandings of relations among terms "competence" and "qualification". Without strong pretensions for elaboration of this particular relation, we think that competence of managers in the organizations for adult education surely integrates qualifications too, as the "professional" dimension of competence that is certified by the relevant and accredited institutions. Hellinger's opinion is that unlike the term *qualification*, which embraces specific knowledge and skills required for specific vacancy and performance of specific tasks, the term *competence* consists more of another qualities of personality. It is about the potentials of individual who is needed to act independently in various segments of society (Hellinger, 2005), what according to our opinion, is actually suitable for desirable potential of managers in the organizations for adult education. It is very important for independent action, because of the various sectors of tasks that must be performed. Similar opinion is presented by Arnold, who stresses out that competence means development of subjective potential, which provides independent action in various segments of society, and it is not related only to gaining knowledge, but it is a potential that includes adoption of directions and orientations for personal development (Arnold, 2001). Validation of these opinions we found in the estimations of Merk (Merk, 1998), who defines the term of competence more comprehensive than

the term qualification, which is basically referred to the profession only. „Competencies include cognitive, valuation, emotional and motivational aspects of action” (ibid: 15). Some authors, among them Staničić, came out to the similar conclusions when researching aspects of competencies of managers of educational organizations. According to Staničić, managers of educational institutions, beside specific qualifications should have additional competencies so they can be able to response and react to the challenges and needs nowadays. Staničić, in his study about competencies of profile and standards of directors in the other countries, as well as the direct examination of school practice, concluded that success of directors is defined by five key competencies that are inter-related. As it is illustrated in Scheme 4, „those are: personal, developmental, professional, social and action competence” (Staničić, 2011: 194).



Scheme 4: Competence of directors – hypothetical model (according to Staničić, 2011: 194)

Staničić underlines that *personal competence* is recognized as the characteristic of impression, behaviour and reaction and includes elements such as: „honesty, consistency, communicability, accessibility, trust, assiduity, self-confidence, entrepreneurship, working energy, etc.” (ibid: 195).

Developmental competence is the capability of manager to successfully work on organization’s development in the field of adult education, consequently, development of society in general, i.e. to have clear vision

of development, following the mission and goals of the organization, also following trends and permanent changes in the environment, to have clear vision of significance and role of the organization in the society. This is important in case the manager wants to be open for innovations and new technologies, whereby in administration segments so in educational one, in consideration that organization for adult education long to be a development factor of the society in general. It is essential for managers to follow up with trends, create innovative and modern contents that are suitable to the environment and its needs, and continuously to attain their own professional development.

Social competencies scope capabilities and skills that are related to the interpersonal relations, “cooperation and communication” (Merk, 1998: 14), what is presented in many studies as the key competency of managers. Without good interpersonal relations, mutual respect and understandings, good cooperation and communication, there is always a danger that all other competencies take on the secondary position. In that case, potentials for improvement of organization, management process and the process of human resources management would be decreased. This means that manager would not be able to achieve planned business and educational goals.

When we talk about the management of the organizations for adult education, *professional competencies* imply knowledge from the field of andragogy and management, economy, law and normative regulations. This kind of synergy of multidisciplinary knowledge cannot be obtained by formal education, but it is possible to be obtained by participation in informal educational programmes. In the countries with organizations from our research sample, there is no informal academic education (any level) that is intentioned to initial preparation of managers in the organizations for adult education.

Staničić underlines the fifth key competence and it is *action competence*, which characteristics can be grouped in the characteristics of social, personal competencies. This competence, according to Staničić, includes the following elements: „transparency in work with teachers and associates, listening and counselling within the work process, making conditions and removing obstacles, accentuation of results achieved by hard working individuals, participation in problem solving processes in school, etc.” (Staničić, 2011: 196).

Interesting projections are provided with the research that is implemented by Staničić, and whose results of valuation assessment of competencies imply that professional competence during the designing of competence profile for ideal manager is positioned only on forth ranking place, before competence for action, which is, according to this assessment, positioned at the last place. Social, developmental and personal competencies are ranked from the first to the third position (ibid: 199), which confirms our opinion that social competence is the key and primary competence for the successful manager. Real competencies of existing managers in this research have shown different picture, which was, according to the author of this book, expected.

Our opinion is that, and due to the profile of the organizations for adult education, the real picture of manager's profile of competence is closer to the projected, desirable image of successful director (ibid) than it is the case of the institutions of regular and formal school program. Managers of organizations for adult education have more freedom and space for the creativity than directors of educational institutions for education in regular school system on the one side. On the other side, behind the work of those managers, there is "no system behind", so they have more responsibility for the success, quality, work, process and personnel, even for the existence of the organization. In practice, beside professional knowledge, above mentioned competencies are very important. That is how the organizations for adult education can successfully react on today contemporary challenges.

In order to successfully achieve that, managers need to work on their professional development on permanently basis, because there are evident differences in their competencies. Some of the factors that can be result of these evident differences can be years of the working experiences, initial education during regular schooling, diverse attitudes towards permanent learning, different educational needs, etc. In developed countries, all segments of managers' professional development are tackled in a planned and systematic way, while requirements in this context in our region are not recognised yet. Some countries, such is Great Britain, organize professional development for managers in the organizations for adult education within master studies through formal education, while in some other countries, for example in Poland, there are special institutions for professional

development for directors, or there are schools for directors, as in case of Slovenia (Ratković, according to Alibabić, 2006). Staničić advises that professional development of directors must not be outside the influence of the national and local education policy (Staničić, 2011). Other authors as well, who researched education of adults issues in South East Europe, among other priorities, stress out that regarding the insufficiency of resources in the field of education in our region, it is required to work on initial and continuing development of personnel for adult education, but also on professional development of managers in organizations for adult education (Popović, 2010).

Management experience, as the component of manager's professional profile in organizations for adult education, can have a great significance for the successful running of these organizations. Working experience can be observed as the treasure of informal education. Whether we like it or not, informal education is our faithful companion in our everyday activities, where we permanently and unconsciously study while solving numerous tasks. Analytically, informal education can be grouped in two types of education: education from experience, i.e. reflexive learning, and implicit education. Education or learning from the experience is education that occurs unconsciously, but through reflexively treated experiences, in time they become consciousness. Experience is not what we have pass through; it is what we have learned from it. „Implicit learning generates process of learning that is not reflexive and the person is not consciously aware of its stream” (Dehnbostel, 2003: 6).

Relation towards management and managerism, as the third component of professional profile of the manager, is surrounded by many critical reviews that underline obvious differences between educational and business field. This implies that management is not reconciled with educational values and content. But if we take into the consideration other above mentioned components of manager's professional profile, tasks and obligations, we cannot agree with the statement that management has no place in the educational profession. Relation of many managers from educational institutions towards management and its pejorative variant of managerism, must be taken into consideration in a very different manner in our region. It must be foreknown that knowledge from the management can be directly applicable in the management of organizations in the educational field. Positive awareness on this issue is

more articulated with managers who truly see themselves as educational managers. We had an opportunity to see this during our research period. Managers of these organizations are more than aware that if they want better and more efficient work of their organization, they must know to plan, organize and connect, coordinate, develop and verify human potentials and material resources, which is impossible without a clear image on what is a successful manager.

1.3.2.4. *Components of Organizational Conducts*

"Within the Educational Market"

In the components for the success of organizational management on educational market, we selected: *number of participants, models of financing, satisfaction of participants, and profitability of the organizations for adult education.*

Number of participants in the organizations for adult education depends on many factors, from external and internal environment. This means that the number of participants in the organizations for adult education is often conditioned by demographic factors, population density, size of organization, available human and other resources and their quality, attractiveness, types of programs, etc. In the practice, the component of number of participants is very often criticised as the factor that helps measure the success of organization, so we have inserted it as the research variable. But the number of participants can be viewed as the valuable quality indicator, i.e. reception of educational programs by participants. That was one of the reasons that sample from Germany actually includes adult education centres (VHS) as the most transparent type of organization. In Germany, there are 924³ (the highest number of these organizations, 190 of them, are in Bavaria, where we have conducted our research) adult education centres (VHS) on federal level have about 10.000.000 participants, about 3.000.000⁴ participants in Bavaria. If we take into consideration 7 regions' units for adult education, which is the case in Bavaria, with 6.000.000 participants per year, it is possible to conclude that only adult education centres (VHS), Bavarian unit of Adult Education Centres (BVV) has 50% of participants.

3 http://www.dvv-vhs.de/fileadmin/user_data/PDF/Integration_und_Sprachen/2013-volkshochschule-statistik-01.pdf, approached 27.06.2015

4 Source: AGEBA (Positionen und Perspektiven der Arbeitsgemeinschaft der Träger der Erwachsenenbildung in Bayern), München 2006

Models of financing of organizations for adult education are influenced by following factors: educational policy and legal regulations, economic development, awareness on need for education, type of organization and other factors. Financial assignments for education, including adult education and relevant legal education must be strategically important for the future of each country. Investment in adult education has influence not only to the individual and social development but also to the economic development of country. In most countries, educational and political attention is minimized when speaking about adult education, even though that within public and educational political discourse there is wide consensus that education for adults is a public task as the integrated and equal part of educational system in general (Hepp, 2011). In this context, it is important to underline dynamic scientific and technological, socio-economic changes, together with demographic ageing. Exactly due to reasons of lacking political and educational attention, when speaking about adult education, the problem of financing is often placed in all significant world and European documents on adult education. In already mentioned Belem Framework for Action adopted on the Sixth International Conference on Adult Education (CONFINTEA VI), it is highlighted: „Learning and adult education is valuable investment which benefits to the society because it contributes creation of democratic, peaceful, inclusive, productive, healthy and sustainable society. It is necessary to financially invest in adult education, in order to ensure the quality of service in the aspects of learning and adult education” (CONFINTEA VI, Belem Framework for Action, 2010: 7). Nevertheless, financial investment in education and particularly in adult education is in many countries, already observed as the cost and the burden for public budget, instead to understand this kind of investment as the possibility for higher productivity and competitions, higher personal incomes for individuals, stronger economic power, what is positively reflecting on tax system, social protection system and development of society in general. Higher economic power of individuals and more developed society implies higher awareness for adult education in the context of lifelong learning. This is verified by the fact that participation of adults in the educational programs in countries of North Europe is 20% to 30% (Finland, Denmark, Norway, Sweden), while participation of adults within our region is 1,5% to 4%, what is significantly smaller percent

that it is required by „Renewed Agenda for Adult Education” in the countries of European Union, which is 15%. In order to increase quality and efficiency, through this important document, an appeal is send out for the sustainable and transparent system of adult education financing based upon mutual responsibility and engagement of the public sector in the field of adult education (Erneuerte Europäische Agenda für Erwachsenenbildung, 2011). Beside these significant external factors, financing of the organizations for adult education depends of the type of organization (public institution, religious educational organization, non-governmental organization, private institution, centre for the training within company, etc.). Institutions/organizations for adult education that are established by public governance are much more in better position than other organizations for adult education. Reason for this is the significant part of financial resources that these organizations receive from their founders (state, district, local community), what is also confirmed by our research when we have examined the models of financing. Larger part of budget of these organizations is secured by the public funds, various social funds, and funds secured from the commercial segments such is financial participation of participants, companies, institutions. On the other hand, private organizations are mostly directed towards the educational market. All their financial sources are gathered by vending and trading educational services, individual participation, tenders, or through the financial sources directed towards professional development of employees.

Satisfaction of participants, as one of the most important components of the management of organizations for adult education, should be further analysed, because the satisfaction of participants is central element for quality management. Participants and their needs are factors that should be in the focus because the number of participants and their satisfaction influence many other aspects of organizations for adult education. Curricula, teaching tools, teachers/trainers, methods, environment for work and learning are not aim for themselves, they are „tools” by which goals can be achieved, and that is a satisfied participant who fulfilled his educational needs and gained knowledge and required skills that are necessary for problems solving at individual and professional level in the society that is permanently exposed to changes.

Zech (Zech, 2010) suggests the following factors and indicators that can assist in measuring acquirements of goals when it comes to quality management, which includes the satisfaction of participants as well:

- Product quality (educational services of organizations for adult education),
- Teaching quality (educational process and results of teaching),
- Process quality (internal and key processes),
- Teaching staff quality (trainers, associates), and
- Satisfaction of employees.

Beside the satisfaction of employees that are components of teaching quality, Zech (ibid) underlines following indicators related to participants in the context of teaching process quality: results of exams, number of participants that left educational process, reasons for leaving educational process, feedback information from teachers/trainers and participants about the success of teaching, and feedback information about the quality of content, methods and environment of education for adults. Satisfaction of participants is mostly common measured by oral and written evaluations during the educational process, in the end of certain parts of educational processes, through informal and formal communication outside of educational process, and through the number of oral and written complaints regarding educational process. Monitoring and measuring of participants is obligatory and continual activity in the organizations that consider importance of education and economic success.

Component of profitability of organizations for adult education can be one of determining factors when defining goals of the organization. Today in practice we often meet two types of organizations for adult education: profitable and non-profitable organizations. Profitable organizations for adult education follow the profit as their primary goal, while non-profitable organizations follow completely different values and follow other goals, bearing in mind an image of free and educated human being as active member of human society. „Obviously that these different primarily goals influence organization on its formal and informal structure, its organizational culture but also on models of managing employees in those organizations” (Nuissl, 1996: 119).

1.4. Conceptual/Theoretical Models of Management

Management in education is not a clutter of concepts developed in other environment and activities. In pedagogical and andragogic literature, we are able to find theories on educational management that could be a great basis for explaining and solving issues and problems regarding the management of organizations. In this chapter, we are going to explain major theories, classified in six (theoretical) models of educational management. Their core and their differences are considered upon four significant factors of organization - *aim, structure, environment and management* (Bush, 2011)⁵ (see Table 2).

Table 2: Characteristics of conceptual models⁶

Characteristics of models Models	Defining goals	Structure of the organization	Relation with the environment	Leadership model
Formal model	Set by director	Hierarchy	Closed or open - director is responsible	Managerial
Collegial model	Consensual	Agreed upon	Responsibility blurred by joint decision-making	Transformative Participative Interpersonal
Political model	Conflict	Adjusted to organizational units	Unstable external bodies - stakeholders	Transactional
Subjective model	Problematic. Director can impose them.	Constructed through interaction	Source of individual understandings	Postmodern
Two way model	Unpredictable	Problematic	Source of uncertainty	Situational
Cultural model	Based at joint values	Physical reflection of culture	Source of values and beliefs	Moral

5 Overview and explanation of theories or theoretical management models in education (conceptual models) are based mostly on classification and explanations by Bush.

6 Table of variation (Staničić, 2011: 61)

In the context of consideration of our research problem, theoretical models are named as conceptual with an aim of overcoming the culvert between theory and practice, because it seems to us that concept/conception (as understanding) is much more adequate and “practical” than theory and, as such, can be a good platform for demeanour of managers in organizations for adult education.

Formal models emphasize official and structural elements of organizations, with an assumption that organizations are hierarchic systems where managers use rational tools and sources to achieve particular goals. Authority of directors is legitimized by their formal positions in organizations, and they are responsible to bodies that finance the organization. In principle, formal models view organization as the closed system in relation to the environment. Variants of formal models are structural, systematically driven, administrative, rational and hierarchic models. They characterize manager’s style of management, which means that director is focused on functions, tasks and conduct. Manager’s leadership is focused on the success of already existing regular activities, but also on creating future activities and additional tasks for better future of the organization. There are numerous critical opinions about formal models because they have many obstacles. Therefore, new models are the reactions due to these obstacles. But, those alternatives did not thrive to remove formal models that partially still provide descriptions and solutions for the organizations and management in education.

Collegial models advocate power-sharing and decision-making with majority or with all members of organization. Agreement, compromise, consensus, democratic principles, common values are the main characteristics of these models. For collegial style we find characteristic such as *participative style of management* - leader is “the first among equals”. Directors must be brave in order for their power to be transferred to democratic forum, which can make decisions that are not agreeable with director (Brundrett, 1998). Limits of these models are numerous too. It is hard to maintain this type of model in the public institution, such is public school, because directors are responsible to the centres of educational policies, which often expect desirable decisions. But, in the context of organizations for adult education, participative style is very much possible.

Political models are not focused on the goals of organization. They are focused on aims and goals of certain individuals or smaller groups, which represents their own goals as the goals of organization. Support to this kind of goals is provided by efficient coalition within particular organization that can be a personification of that power itself. Organizational structure is the result of process of negotiation and therefore it's not a stable one. Relations are unsteady and conflicted. All political models are built up around the concept of power. For political models, the main characteristic is *transactional management*, because the trade can benefit to all members of organization. Directors can have authority and influence, but not an absolute power, hence, the organizations are very open to the influences from environment. This is the way how power strengthens when it comes to people who bring decisions. Lacks of political models are the following ones: domination of language of power, creating conflicted situations, manipulation and struggle of interest groups.

Subjective models are directed towards individuals within organizations, on their beliefs and perceptions towards some members of the organizations, and not at the institutional level and interest groups. Subjective approach underlines the importance of certain purposes and refutes existence of organizational goals. This style does not pay attention to relations in the organizations and its external environment. Organization is understood as the sustainable entity. Theorists of the subjective approach stress out the need for *postmodern management*, because „postmodern culture celebrates many subjective truths defined by experience and discover the diminishing of absolute authority” (Keough and Tobin, according to Bush, 2011). Postmodern management moves its enunciation from vision to a right to be heard (Sacknei and Mitchell, 2001). Subjective models with postmodern styles appeared as the reaction on formal models and they are often named as „anti theory”.

Ambiguity models underline incertitude, ambiguity and unpredictability in the organizations. They appear in the context of extremely changeable environment. Theorists of these types of models accentuate spontaneous decision making process and the lack of agreed goals. That means that decisions have no clear purpose. Within this kind of climate of uncertainty, traditional understanding of

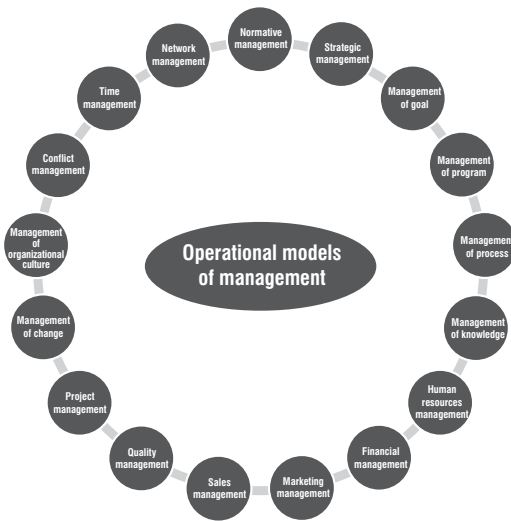
management requires modification. That is why these kinds of models promote *contingency style of management* that offers an alternative approach respecting different context of organizations for education and advantages related to the selection of management approaches according to the particular situation. Yukl (Yukl 2002) states that manager's work is too complex and unpredictable so it cannot be based upon standardized responses on events and problems. Destiny of contingency management depends on "content of the management practice" that are owned by managers and permanently developed.

Cultural models accentuate informal aspects of organizations. These models are seen through symbols and rituals instead of formal organizational structure. Context of the work of managers is the organizational culture, particularly social culture. That is why the *moral management* is the dominant style of management. Focus is on the informal dimension such as cultural organization. It is an opposition to the rigid and official components of formal models. Cultural models stress out the values of employees and strengthen the human aspects of management.

Each of these conceptual models offer valuable insights on nature of management in education, but probably, none of them gives a wide-ranging approach. Their standing depends on the current context, because organizations for adult education are complex and multivalued and their context is unstable, changeable and turbulent. Consequently, management is faced with many challenges. Plurality and concurrency of models imply that none of theories is enough to be base or support to the practice of educational management. But an adequate combination of them can provide scientific base for the successful solution of problems. It is vital that managers and management teams adopt so-called „conceptual pluralism” and out of that corpus choose an adequate model and approach towards their specific management issues. Respecting different models is the starting point for the effective and efficient actions. „Conceptual pluralism” offers „conceptual tools” in order for issues to be treated in an adequate and right matter. Skills to choose an adequate „tools” are in accordance with the concept of “reflexive management”, whose management approach includes balance of good practice and critical approach towards selection of theoretical/ conceptual models.

1.5. Operational Models of Management

Theories of management, or in other words, theoretical/conceptual models of management are the foundation for implementation of certain types or models of management, which we have named as operational models. We adapted our theoretical approach to the set of management models offered by German theorists when researching organizations for adult education in Germany⁷. Here, we show an overview (see Scheme 5) and brief review of the context of operational models of management that we have analysed in this research.



Scheme 5: Operational models of management

Normative management treats justifiability of existence of the organization for adult education (justifiability and reality of mission), with reference to the question of its justifiability for the society in general. Social benefit of organizations for adult education is reflected in their relation towards economy by offering new and contemporary qualifications and competencies, and by providing social, cultural, expertise, political, ethical and aesthetic development to individuals.

Strategic management appeared as understanding and reacting on interactions that exist between organization, and before all, its external environment (Alibabić, 2002). This model, respecting characteristics of environment, provides “tools” as strategies that assist in management of organizational development in the right direction and planned

⁷ Set of management models (*Das ArtSet – Managementmodell*, Zech, 2010).

effects. Strategic management serves to ensure the future success of the organization. Some research have shown that „success of one organization depends 85–90% from the good strategy, and only 10–15% from operational management” (Zech, 2010: 61).

Management of goal means comprehensive and integrated management of goals that is the basic postulation for the success of organization. Aims should be formulated in operational matter, implemented through activities and on the end, to be checked in which scope they have been achieved. Goals should be formulated for all activities in the organizations, for primary ones (educational activities), as well as for the finances, marketing and trade, quality and innovations, cooperation and development of human resources within the organization.

Management of program is concerned with questions of educational services that will suit to the needs of market but at the same time to the “financial needs” of educational organization. Management of program is the permanent follow up and analysis of market in order to make decisions regarding changes within educational services, innovations, decisions about investments and marketing strategies.

Management of process implicates the organization in general, its strategical, structural and cultural focus on attendee. This, also, implies the efficient logic of the key processes within organization itself. All activities that are before structuralized in organizations, should be consequently and permanently questioned, in order for educational needs of participants to be satisfied.

Management of knowledge is the process in the function of the organization's future, process of generating new values based upon active organizational intellectual capital. Management of knowledge in organizations for adult education has three basic tasks: – to provide creation processes (particularly through knowledge) and „accessing” knowledge in organization, to sublime and transfer individual knowledge and skills in to the “pool of basic knowledge of organization”, and at the same time to make available all knowledge of organization for all employees for their working activities.

Human resources management is specific organizational model of competencies, which must be reflected through necessary personal,

social, methodical, and professional competencies of all employees in the organization. Tasks and profiles are oriented and planned towards the strategy of organization and towards strategic goals. Management of human resources in each organization (as well as in organizations for adult education), signify „the core” of the organization’s success in every field and in all segments.

Financial management in organizations for adult education is based on upright and realistic financial planning (plan), and then based upon undisturbed realization of planned activities, control and assessment of their accomplishment. Balance of the financial situation reflects economic conditions of educational organization’s existence and achievement. Financial management should be in accordance of management goals and organizational strategy.

Marketing management is directed towards creating conditions for educational services to reach to the potential target groups. Improvement communication instruments in marketing of educational institutions as catalogues of programme offers and services, web site of the organization and public relations. Numerous researches in this field point out that many providers of educational services require many possibilities for improvement of potentials when it comes to optimal marketing.

Sales management copes with issues of „supply sales” (programs and services) taking into consideration the sales strategy and sales structure and culture. In the context of sales management in organizations for adult education, accent should be placed on “sales as the culture”, which implies that all employees are integrated in the sales process, which means that managers should create clear prospects for sale and action field for all employees, because all of the are „vendors”.

Quality management in organizations for education must take into consideration the specificities of “educational product”, must be oriented towards “organizational” definition of successful education. Quality management can be viewed as the organizational strategy, but also as the organizational culture. In this context, organizational culture must be permanently and advisedly improved, with the quality as value in its core. If manager consciously supports the process of quality development, quality management of the organizations for adult education can prosper.

Project management implies planning, leading, coordination and follow up of particular project taking into consideration aims, specific goals, costs and time frame of the project. Field of the project management is characterised by two levels - on conclusive level where aims and goals are defined, also, on the level of creating an adequate psycho-social dimension of working atmosphere such are cooperation, respect and conflict resolutions. This model is particularly important, even necessary, in the organizations that are financed and sustained by projects.

Management of change suggests the management of current processes for improvement of activities and work and its business success, but at the same time it implies management of the educational and learning processes within the organization. Simply said – management of changes suggests the management of continuous process of transformation within all elements of organization according to its mission and vision.

Management of organizational culture is directed towards creating, improving and development of all elements of organizational culture, because it is very important factor of all kinds of decisions and reflections of their consequences. Due to the fact that organizational culture is not only related to questions of internal integration and interaction among people, but it reflects all organizational structures, systems, processes, assumptions and values, management of organizational culture is very complex, and its realization is very requiring.

Conflict management – Conflicts must not always be a problem. If managed properly, conflicts can be viewed as the chance for organization. Conflicts appear in the interaction between people, organizations and cultures. Conflict management that is based upon continuing analyses of conflict of cultures offers optimal conditions to use an existing conflict in a productive way and to avoid the destructive types of conflicts.

Time management – Work in organizations is performed more and more under the time pressure. Beside the fact that it influences the health of employees, it also influences the results of organization. Decreasing irrelevant obligation and tasks, modification of time frame, avoiding „killers of concentration” and things that waste a precious time – strategies of time management are tool to decrease the time pressure and increase the focus on real assignments and goals.

Management of network - Network of independent organizational entities is created upon “thematic-specific” interests. Creation of network, creation of decisions that make organization part of a certain network, mostly depends on strategic goals of organization. Creation of network is based on the possibility assessment of each organization in the network and the network as a whole. Due to the fact that organizations for adult education are often connected with other partner organizations, management of network is applicable in organizations for adult education.

Presentation of conceptual and operational management models is the part of theoretical basis of projected research, because the acceptance of the fact that there are different models, appropriated more or less in various situations, is the foundation for efficient management. But, regarding postulates of organizational theory of contingency, consideration of conceptual and operational management models in the context of organizational management, it is possible to make this theory fiducial and contribute to the quality of management of organizations for adult education but also the education for adult in general.

2. Methodological Design of the Research on Management Models in Organizations for Adult Education

2.1. Subject of the Research

Subject of the research is management in the organizations for adult education in the context of organizational environment development, which is comparatively viewed and analysed within organizations in two countries – one highly developed country – Germany, and the other, country in the process of transition, Bosnia and Herzegovina.

As we have already underlined, environment and internal structure of organizations for adult education are different than the environment and internal structure of companies, public institutions, and educational institutions for preschool, elementary, secondary and high education. Analogue to this, management in the organizations for adult education is far different than management in other organizations. There are many models of management of companies and other public and private institutions. But, those models are not applicable for the management of the organizations for adult education because their specificities are often neglected. In fact, if we deeply research the term “organization for adult education”, we will realize that it is not a private company even when it achieves certain profit on the market. Organizations for adult education are frequently equated with public institutions, because it is local governance that it's their founder, and then with schools, because those organizations provide also education and skills development. But, there is a question whether in practice these organizations are actually companies, public institutions or schools. If we take into consideration experiences from practice, tasks and obligations of directors/managers of these institutions and directors/managers of the organizations for adult education, we can say that in many aspects they are different among each other within aspects that are underlined in theoretical part of this study. Some authors define organization for adult education as

the “institution that offers and transfers knowledge and skills, providing to others easier problem solving. Service can be mirrored through education, counselling, testing, development and research. This kind of service is different than services in industry, because it is linked to the shorter life cycles, because knowledge has short *expiry date*, so it has to be permanently renewed. Therefore, quality of the organizations for adult education depends on continuing improvement and development of the key competencies” (Zech, 2010: 25). Orientation for formulating the aim of our research was provided by the result of other researches so far, a few of them, which pointed out the fact that management of the organizations for adult education is dissimilar to the management of other organizations or companies, which is determinate by numerous factors of various origin that is necessary to research and analyse.

2.2. Aim of the Research

Aim of the research was to examine the possibilities of application of conceptual and operational models of management in the organizations for adult educations, within the context of external and internal environment in two countries – Germany and Bosnia and Herzegovina. Based upon this kind of comparative basis, aim is to project certain recommendations and directions for selection and application of an adequate management models in this particular context.

Implementation of this particular aim can be a significant contribution in scientific and theoretical approach of the adult education management – incapacitating of the culvert among theory and practice, and contributing to the professionalization of the management of adult education in Bosnia and Herzegovina and region. Also, results of our research can provide a wider meaning, not only in Germany but in other countries as well, because a wide and deep debate on profession and professionalism of adult education is very necessary nowadays (Nuissl, according to Pigisch, 2010). This kind of debate includes discussion about the problem of management in the adult education. We did not focus on andragogic professionals, because discussion on their competencies is very much present at the scientific level. But that is not the case with competencies of ones who are managing activities of adult education. One of the fields of our research focus is defined as the management in the organizations for adult education.

There are two reasons for this selected focus in our research: it is the field of adult education which has tendencies for developing competencies, particularly in the region of Western Balkans, and the second reason is related to the segment of management function in the organizations for adult education related to the new challenges within society, economic situation and environment in general. Management in the organizations for education of adults could provide possible answers related to numerous issues if managers would possess suitable competencies that are necessary for confrontation with aggregated social and professional problems.

Due to our attention to contribute to the research of this particular aim of the research, and due to its scientific justification according to the theoretical starting points, we have listed the following and perhaps the key questions that we have strained to response to:

- What is the relation between external and internal environment on one side, and the concepts and models of the organizations for adult education, on the other side?
- What kind of competencies should be possessed and developed by managers in the adult education, in order to successfully carry out actual problems and tasks in the organizations for adult education?
- Which management preconditions should be fulfilled for successful management in the organizations for adult education? In other words, which management models can provide successful business of the organizations for adult education?
- Which of the conceptual management models are adequate ones according to the nature and the purpose of the organizations for adult education?
- Which out of 17 operational management models⁸ „play the highest role” in the successful management of the organizations for adult education?
- Under which circumstances management in education can provide responses for the current problems that organizations for adult education are facing with?

8 According to the model *Das ArtSet – Managementmodell* (Zech, 2010)

Formulated research questions have provided to us a direction towards this particular andragogic phenomenon „taking into consideration actors’ understandings of world, their direct experiences, descriptions, reconstruction, structural generalization” (Gojkov, 2007: 47), so we can reach out to the answers that we do need.

2.3. Tasks of the Research

In order for our researching idea to be clear and understandable, for our research process to be oriented towards achieving general goal, accompanied by questioning and searching for answers, methodologically it was useful to set up the **following tasks of our research** by which we have formulated and directed the process of reaching the answers:

- To analyse and establish relation between characteristics/variables of external environment of the organizations for adult education, on one side, and application of conceptual and operational management models in the organizations, on the other side, all that in the context of comparing organizations in Germany and Bosnia and Herzegovina;
- To analyse and establish correlations/links between internal characteristics of organizations for adult education and application of management models in the organizations;
- To analyse and establish correlation between professional profile of managers within the organizations for adult education and application of management models in the organizations;
- To analyse and establish correlation between application of management models in the organizations for adult education and business of these organizations (correlation among dependable variables);
- To project recommendations and directions for the selection and application of an adequate conceptual and operational management models for specific organizational context.

2.4. Variables of the Research

According to the aims and tasks of our research, we have identified variables of research, which could be conditionally selected in the groups of dependent and independent variables. During the qualitative

analyses, accent will be directed towards their connection without their mutual influence, apart from situations in the context of established connection where the influence is obvious.

Independent variables:

Variables of external environment:

- General environment: adult education within the educational policy of country (conception, strategy, law, system of adult education, subsidies, international/national conflicts).
- Direct environment: environment characteristics of educational organization (demographics, economic growth, competition and population density).

Variables of internal environment:

- General characteristics of the organization:
 - Vision, mission and goals of the organization,
 - Size of the organization,
 - Organizational structure,
 - Program orientation,
 - Quality standards.
- Components of organizational structure:
 - Work on organizational image,
 - Competence of personnel and professional development,
 - Interpersonal relations,
 - Satisfaction with work.
- Components of manager's professional profile:
 - Education and professional development - Competence,
 - Management experience,
 - Attitudes towards management and "managerism",
 - Attitudes towards managing.

Dependent variables (also belong to the corpus of internal environment of the organization):

- Conceptual management models in the organizations for adult education,

- Operational models (types) of management in the organizations for adult education,
- Business of the organization „at the education market” (number of participants, models of financing, satisfaction of participants, profitability).

Division on dependent and independent variables is flexible and therefore conditioned, because in the context of identified variables, it is interesting and justified to analyse some of them in a opposite roles, for example, to view the management models as the independent variable related to the factors of organizational culture, business of organization and programme orientation, as the dependent variables. Due to the fact that our research is dominated by qualitative approach that enables implementation of discursive analyses (that type of methodology is not standardized yet), we have viewed the research variables in the various roles in the context of eventual dependency.

2.5. Research Hypothesis

Even though the definition of hypothesis is not according to the philosophy of qualitative researches, we have formulated the following research hypothesis. General hypothesis:

Management in the organizations for adult education differs, due to the characteristics of their external (direct and indirect) environment and internal (characteristics of organizations and managers) environment.

Individual hypothesis:

- There is a correlation between characteristics/variables of external environment of organizations for adult education and the application of conceptual and operational management models in the organizations;
- The application of management models in the organizations is in correlation with the internal characteristics of organizations for adult education;
- There is a correlation between professional profile of manager in the organizations for adult education and the application of management models in the organizations;

- The application of management models in the organizations for adult education is linked to the business success of these organizations.

2.6. Research Approaches, Design, Methods and Techniques

Regarding the nature of the research problem, we have accentuated **qualitative research approach** – based on explanation and understanding information of subjective and objective origin and their mutual relation, because education is the human entrepreneurship, and it is basically subjective. This approach requires action and individual personality (Savićević, 1996: 60). This type of approach has enabled us to analyse our topic much deeper and in more details, and we have managed to gain many detailed and relevant information from those who are directly actors of management activities. We have gathered many empirical answers about the management in the organizations for adult education. In order to get specific research answers, „qualitative researches include quantitative methods and techniques, which is the good example of methodological triangulation” (Halmi, 2005: 193). Therefore, our dominant qualitative research approach is supplemented with quantitative one, in order to obtain a holistic analysis of this particular research problem. Many authors claim that in the last period, many social sciences are turned to the qualitative research approaches, among them andragogy as well. This also contributes to the development of research methodology (Savićević, 2011: 181-182). We have come to the same conclusions within our process of researching management in the organizations for adult education. In the research studies within German language extent in the field of management in the adult education, dominant approach is hermeneutical epistemology approach, inductive approach that combines qualitative methods in the researching process.⁹

We think that these kinds of approaches are suitable for social science, where external influence (environment) can change the rules and regulations. We will further discuss some characteristics of dominant

⁹ Avdagić, E.: „Overview of papers on the topic of management in the adult education in German language extent in the period of 2000 to 2011” – Paper within doctoral studies – module: Management and leadership in the adult education, Faculty of Philosophy, Belgrade, 2011.

qualitative approach. In our case, environment plays an important role when speaking about work of the organizations for adult education and its influence is enormous regarding management model in the organizations for adult education. Our opinion is in accordance with general opinion that implementation of qualitative models is the most useful and the most often in the early phases of scientific development or in its transitional phases (ibid: 285), which is suitable for understanding of „management in the education” as young scientific area – to the more scientific discipline in the serious development process. Qualitative researches follow up with hermeneutical tradition, tradition of interpretation and tradition of understanding. The term that is related to this particular methodological approach is the qualitative paradigm or paradigm of understanding (German term *Verstehen*). We are talking about the inductive approach, which means starting up from the single data base or situations and turning them into general theories by inductive logic. Using inductive method of category, subjects and models of research are developed directly from the data base itself (Halmi, 2005). The process is reversal in comparison to the quantitative researches, „... qualitative-empirical research is oriented towards the goal of general, contextually linked, characteristics of pedagogical fields” (Gojkov, 2007: 47). Situational context is significant in the understanding of behaviour. „It is considered that environment influences human behaviour and it is not possible to understand behaviour without taking into the consideration of the situational characteristics” (Savićević, 2011: 179). Structure of qualitative researches is far more flexible and it allows changes within the research. As quoted, context is very important in this type of research, and the researcher is considered as the part of the research process and researcher spends a quality amount of time in the particular environment. Core of this research is the understanding of research phenomena, human activity, human behaviour, starting from the references of the subject, which implies the aspiration towards subjectivity (Mužić, 1999). Individuals enclosed by the research process are understood as subjects – participants, not as the objects of research. Researchers that prefer qualitative approach accentuated naturally the qualitative aspect and description of phenomena. The purpose of qualitative research is idiographic assisting to an individual for implementation of scientific approach (ibid: 18). During the research, higher importance is given to the process itself, and within the problem approach, higher importance is given to the holistic

aspect. This means that researched phenomena is viewed and examined as the whole. Instead of classical validity, other criteria are expected, such are credibility, transferability, dependability and confirmability:

- credibility – do information address the research results;
- transferability – is it possible for results to be used in other environments, situations; is there any validity outside of the research case;
- dependability – is ensured any valuable and sufficient documentation on information and is it described adequately;
- confirmability – represents synonym for objectivity (Guba and Lincoln, according to Denzin and Lincoln, 2005: 24).

Within consulted literature, moral responsibility of researcher is often apostrophized in the context of qualitative research and interpretative analyses. In the research of the problem in the context of management in the organizations for adult education, it is likely to respect mentioned criteria, what is actually done in this research. Important question was whether this approach suits the focus of research according to the relation between ontology and epistemology, throughout procedural problems to the moral or ethical responsibility of researcher in particular.

Halmi is acquitted to the more traditional scales of credibility such are:

- approach of documentation (accuracy and completeness of documentation),
- argumentation of interpretation (findings from the literature and from the own research),
- systematical approach (respecting researching plan with possible modifications that can be initiated by the research results),
- adjacency of the research problem (involvement of the researcher), and
- communicational credibility (professionalism and preparation for interviews).

Together with this, Halmi stresses out the triangulation as the necessary condition for credibility (Halmi, 2005), condition that we have been eager to provide in this study. During our research, we have respected other criteria too, that are also asserted by Halmi.

The only completely accepted **model or design** in the frame of this particular research is the *case study*. The term “model” is understood as the “approach of gathering facts and searching for answers based upon questions on research problems” (Savićević, 1996: 103). Beside the size of sample, which groups case studies on singular and multiply, they can be classified according to criteria of approach: exploratory (introduction of the research in order for goals and hypothesis to be defined), explanatory (suitable for causal researches) and descriptive ones (suitable for comparison in education) (Yin, 1994). According to Merriam, the criteria for classification of case studies are: ethnographic, historical, psychological, educational and sociological case studies. Beside this, Merriam creates distinction according to the level of analysis, so they can be descriptive studies engaged with analyses of researched phenomena, interpretative – engaged with inductive analyses and evaluative ones – that include description, explanation and findings (Merriam, 1988). All of this was a basis for us to select and choose the model of *multiple, educational, evaluative case study*. In the frame of research, it is necessary that “unit for analyses should be wide enough, to make a sense in a certain context, but small enough to provide the objectivity of use” (Savićević, 1996: 316), and we have appropriated for the basic unit analyses (management models of the organizations for adult education) and special unit analyses (all factors of external and internal environment).

In this research we used **methods** that are in accordance with characteristics of holistic and qualitative research paradigm. Some authors accentuate the link between epistemology with the selection of research approaches and methods. Qualitative approach and suitable methods are linked with interpretative epistemology that emphasise dynamic, conceptuality, and evolution of social reality. Explanation is consisted out of understanding and interpretation of action and not out of conclusions regarding relations and regularities between statistic variables (Devine, 2005). These methods start with knowledge, our relations with other people, and this cannot be connected to our relations towards social phenomena just like it is towards physical objects or natural phenomena in today’s contemporary world. People create meanings, they interpret those meanings created by others, and they communicate about them and share them with others. In order to understand this process we cannot have position of external

spectator who sees only the physical manifestation of action, but to develop methods for understanding of those activities through internal examination and understandings of subjects that are the part of processes (Yanow, according to Žiljak, 2009).

In accordance with the subject and aim of the research, with dominant research approach and design, we have used *descriptive and comparative methods* (and suitable research techniques), which can provide necessary conditions for *interpretative analyses*, *hermeneutic method* as the theory of interpretation.

Usage of descriptive methods offers description of andragogic conceptions and phenomena, educational organizations, management processes, concepts, systems and models. This type of method represents the first step in comparative research, but not enough for every comparative research, because some phenomena must be described in order to be compared. Descriptive method is not referred to the usual description but on the scientific analyses of andragogic phenomena with an aim to point out on casual connection.

Usage of *comparative method* has provided full understanding of the management in adult education as important context for understanding and articulating learning process and adult education. In the context of our research, comparison does not mean only inventory of certain elements and ideas (*juxtaposition*), it means explanation of those ideas and elements and their denotation in different environments and how they practically articulate. „For the researcher of this method there is a great significance. It is about *discovering* the general lines of development in the education and adult education. This is significant for understanding of „intercultural transfers”, for understanding of „import” and „export” of andragogic ideas” (Savićević, 2003: 17). The main achievement of comparative research is actually in discovering those general lines of changes and development, which is in our context the understanding of conditions that provide successful process of “import” management solutions into andragogy, as well as understanding the context of that particular process. It is especially necessary to underline that integral part of comparison that we have implemented in this research, in management in the organizations for adult education, is the application of analytical methods, which contain logical processes of analysis, synthesis, induction and generalization.

“In some moments” we have used the method of interpretative analysis, because research is based on meanings, understandings and discourses. Ideal of this type of research are not general regulations that rule the phenomena independently, but clear description of creation and action of narrations and discourses within certain social context (Petković, 2008). Implemented discourse and narration analysis as the relatively new forms or strategies of interpretative analysis already have their admirers and critics in the scientific field. In the last twenty years there is a huge interest shown from the researches in social sciences about this discourse analysis, as well as to placing this analysis into the interpretative post-positivistic methodology. Even beside perceived weaknesses of this discursive analysis (as post modernistic and post structural perspective within qualitative researches), came out from the non-standardized methodologies, this type of analysis has dominated in few already implemented researches in the field of management regarding educational policies. Regardless the weaknesses, we can state that authors who used this kind of analysis have opened many new possibilities of examining different levels of educational policy and management in the education. This is particularly referred to the text analysis (conceptions, strategies, laws and regulations), on the roles of actors and their understanding of management and educational policy, on hidden relations between power and interests that are discovered in public statements. Research that is conducted by Popkewitz and Lindblad with associates was very inspiring for our methodological design. In fact, they have conducted huge comparative analysis of the management in European schools in different countries, focusing on social exclusion and inclusion. The project is done for the European Union. For this study, it is particularly interesting that they analysed various discourses of national education policies. According to these authors, texts (laws, decisions) are key documents for the constitution and regulations of education. These texts provide information about perspectives, assumptions, and arguments and provide analyses of context in which they have appeared. Each country has different legal administrative and rhetoric structures, which are important for the constitution of educational system and relocation of resources. These structures are historically determinated. Texts provide analysis understanding and reception of the school management according to the existing standards, and how the principles of problem solutions are formed respecting national and

regional specificities (Lindblad and Popkewitz, according to Žiljak, 2009). For us and this study, a good orientation within an interpretative analysis can be the description of interpretative researcher provided by Marsh and Furlong: „Researcher who comes from an interpretative tradition is focused on understanding, not explanation, he is focused on the actions meaning for the subjects, eager to use qualitative data and offers results as one of the possible interpretation of relations between social phenomena” (Marsh and Furlong, 2005: 20). Considering the nature of the professional engagement, researcher within the research in this study, could not stay neutral during the results analysis. „Interest for the „object” does not mean that „subject” does not exist gaining the neutrality in the process of research and discovery. Renunciation of emotionality, physicality, and spirituality of the researchers does not make them disappear. We consider that activity of recognition and respect of researcher within the process of analysis brings out the certain neutralization, which actually should be the positioning of researching question in the particular context” (Maksimović, Knežić, 2014: 125)

Research techniques that we have used for the gathering and selection of “material” for description, comparison and interpretative analysis are *technique of documentation collection (content) and technique of interview and survey sampling*. Documentation collection refers to all kinds of documentation sources (primary, secondary and tertiary) followed by previously identified variables and their indicators in order to consider in particularly the discourse where documents appear and provide specific context. *Semi structured interviews* were used to examine actors (managers) in the management of the organizations for adult education, their understanding of management environment and management of praxis. „Semi structured interviews means accomplished visual contact – face to face – as one of the most important characteristics of interview techniques, so the communication took place only between two persons, between researcher and examinee, what is imperative for this technique” (Fajgelj, 2004: 324). Collection of empirical material through all forms of open semi structured examination, some authors call *problem oriented (thoroughly) interview*. Important characteristics of this technique are „... to bring an actor into the situation of spontaneous reflections on his/her opinions, emotions, attitudes and generally about reasons of his/her behaviour related to the research problem...” (Halmi, 2005: 320). This type of interview means that conversation can be very open, and

it is less inflexible than other techniques. During an interview, there are no offered responses, so the interviewed persons could freely express themselves, they could make comments and offer explanation marks. Advantage of this type of semi structured interview is that researcher can set up concrete questions within his/her catalogue of questions, but interviewed persons can freely answer and eventually direct conversation on the new important points and wider the whole interview.

Guided by the methodological triangulation principle, our qualitative research approach included also quantitative methods and techniques. In order not to jeopardize validity and consistency of results, what often happens as the deficiency of qualitative researches, and in order to get answers on some specific questions, beside the interview technique with managers of the organizations for adult education, *triangulation of techniques* – in this case through *questionnaire* – we have examined opinions and attitudes of 100 employees in those organizations for adult education. For the data processing received through questionnaire, we have used the methods of descriptive statistics.

Considering the draft of this research that is based on postulates of qualitative research paradigm, all gathered empirical data are encompassed by interpretative analysis – qualitative analysis of content (by description and comparison), discursive and hermeneutic analysis. In this context, with an aim to contribute structural cohesion of researches (which is always missing in the qualitative researches), it was an imperative to foresee and define *analytic frame*, potential (orientation) units of analysis, which can be differenced and supplemented by new ones in the process of research. According to planned research variables, potential special units of analyses would be: conceptions of adult education, strategies, laws, regulations, plans (development and strategical), programs (education and culture), reports, decisions, schematic overviews, statements and opinions (gathered from the interviews and questionnaires).

Before implementation of the planned research process, we have conducted piloting of instruments, such as protocols for interviews with managers and questions and scales of the questionnaires for employees in the organizations for adult education. The aim of piloting was to test the unambiguousness of questions, to explain or remove certain obscurities, to fulfil instruments with additional important additions,

maybe elements that were neglected, to check out the time frame of interview, and to place researcher into the real situation and to prepare him/her better for the upcoming research. Piloting was implemented in Caritas Bosnia and Herzegovina, with the deputy director Mr Zlatko Malić, who is the project leader for the adult education in the aspect of social professions, and three employees of this organization. We would like to use this opportunity to thank them for their assistance and good will.

2.7. Sample of the Research

Sample of the organizations for adult education is consisted of 10 organizations from two countries (5 from Germany and 5 from Bosnia and Herzegovina) – (see Tables 4 and 5). Selection of the organizations for adult education was deliberate, followed by Körber's selection according to the institutional status, which we have elaborated in the theoretical part of this book. Therefore, the aim of this particular selection was to ensure larger varieties of data on management models in the organizations for adult education (different types of organizations – adult education centres (VHS)¹⁰, private educational institutions, non-governmental organizations, institutions for adult education), which actually increased the possibility for projecting recommendations and directions for the selection and application of adequate management models.

According to the principles of qualitative methodologies, *sample of examinees* was selected within relevant criteria for this particular research, and research units, beside organizations, were examinees (statements and opinions of employees in the organizations for adult education) and divided in two groups:

¹⁰ Sample was consisted out of various adult education centres (VHS) – according to their size (huge, middle and small) and according to their legal form of organization and registration.

1. Managers/directors of organizations for adult education:	<ul style="list-style-type: none">• 5 managers from organizations for adult education from Germany (see Table 4),• 5 managers from organizations for adult education from B&H (see Table 5).
2. Employees in organizations for adult education:	<ul style="list-style-type: none">• 50 employees from organizations for adult education from Germany (see Table 4),• 50 employees from organizations for adult education from B&H (see Table 5).

Interesting numbers related to the sample and research in Table 3:

Table 3: Sample, process and gathered materials

		SAMPLE
1.	10	Organizations
2.	6	Directors male
3.	4	Directors female
4.	100	Employees
		PROCESS
5.	2	Countries
6.	9	Cities
7.	4762	Kilometers
8.	560	Minutes of conversation
9.	100	Surveys
		GATHERED MATERIALS
10.	510	Minutes of recorded materials
11.	110	Pages of transcript
12.	800	Pages of survey

Research in Germany was conducted in Bavaria region in 5 cities (Regen, Cham, Munich, Landau an der Isar and Regensburg). It was finished in February 2015 as showed in Table 4:

Table 4: Overview of the organizations for adult education in Germany

	Date	Time	Organization	Director	Contact
1.	16.02.2015	14.00	Adult Education Centre (VHS) Regen	Herbert Unnasch	Volkshochschule für den Landkreis Regen Amtsgerichtstr. 6 - 8 94209 Regen www.vhs-regen.de
2.	17.02.2015	14.30	Adult Education Centre (VHS) Cham	Winfried Ellwanger	Volkshochschule im Landkreis Cham e.V. Pfarrer-Seidl-Str.1 93413 Cham www.vhs-cham.de
3.	18.02.2015	10.30	Adult Education Centre (VHS) Munich	Prof. dr. Klaus Meisel	Münchener Volkshochschule GmbH Kellerstraße 6 81667 München www.mvhs.de
4.	18.02.2015	15.30	Adult Education Centre (VHS) Landau an der Isar	Marion Zimmermann	Verbands-Volkshochschule Landau a. d. Isar Fleischgasse 60 94405 Landau a.d. Isar www.vhs-landau.de
5.	19.02.2015	11.30	Adult Education Centre (VHS) Regensburg	Cornelia Wabra	Volkshochschule der Stadt Regensburg Haidplatz 8 93047 Regensburg www.vhs-regensburg.de

The second part of research, the research in Bosnia and Herzegovina was conducted in 4 cities (Sarajevo, Banja Luka, Tuzla and Gračanica). It was finished in March 2015 as showed in Table 5:

Table 5: Overview of the organizations for adult education in Bosnia and Herzegovina

	Date	Time	Organization	Director	Contact
1.	16.03.2015	12.00	Center for Research and Education "Nahla" - Sarajevo	Sehija Dedović	CEI „Nahla” Džemala Bijedića 122 71000 Sarajevo www.nahla.ba
2.	20.03.2015	09.00	Institution for Adult Education „Social-educational Center“ (SEC) - Banja Luka	Igor Lukenda	SEC Dr. Mladena Stojanovića 6 78000 Banja Luka www.sec.ba
3.	20.03.2015	13.00	Center for Adult Education - Gračanica	Sead Korjenić	Centar za obrazovanje odraslih Patriotske lige bb 75320 Gračanica www.obrazovanje-odraslih.ba
4.	25.03.2015	14.00	Center for Business Education (CPE) - Sarajevo	Dževad Duraković	CPE Muhameda Kantardžića 3/3 71000 Sarajevo www.cpe.ba
5.	30.03.2015	14.30	Center for Education and Human Development „Amica Educa“ - Tuzla	Selma Aličić	„Amica Educa” Klosterska 13 75000 Tuzla www.amica-educa.com

All interviews were conducted ‘face to face’ and in the space of each of the organization for adult education. This is an enormous quality for this type of research, because researcher was able to directly feel and see environment of particular organization and gain better understating of the problem and gather additional materials that are relevant for the research as the whole. Interviews were conducted in

the natural and spontaneous atmosphere, and interview leading was a flexible. Researcher was involved in the conversation when it was eventually somehow redirected from the main topic and, or when it was necessary to repeat certain questions for the clarity of answers. Before the conduction of interview, we have had a designed protocol as the guidelines for an interview, taking care of problems dimensions, with necessary freedom of adaptation, which kind of order will take place in the interview, what is a required time for questions. During all interviews, an atmosphere was very relaxing and conditions were very regular for quality work. Answers, with previously agreement with examinees, were audio recorded, after what researcher created transcripts, personally translating conducted interviews that were held in German language. After interviews, all ten managers, additionally valued 17 operational management models, significance of those models in particular and level of difficulties in their applications in every day praxis.

Questionnaires for employees were thematic according to an interview in general and they were consisted out of closed and semi closed questions. They were also consisted out of open questions in order for examinees to be able to add their opinions and comments that were important for successful management in the organizations for adult education. Most of the questionnaires were filled out within the time of interview with manager, after what they were gathered and delivered to the researcher. Less number of questionnaires was later delivered to the researcher by post. The reason was the lack of present employees at the time the research supposed to be conducted in the particular organization.

3. Analysis and Interpretation of the Research Findings

3.1. Application of Conceptual and Operational Models of Management in the Light of Variables/ Characteristics of the External Environment of Organizations for Adult Education

“Make things clear, enhance people”¹¹

Prof. dr. Klaus Meisel according to: Harmut von Hentig

As we said in the methodological design of the research, in the variables or characteristics of the external environment we have included the following independent variables:

- General environment – external general environment (system, laws, conception, strategy, subsidies, and international/national conflicts),
- Immediate environment – external immediate environment (demographic picture, population density, economic development, economic growth and competition).

From research techniques by which we collect material for the first task of research, that is description, comparison and interpretive analysis that follows, for the components of the external general and immediate environment we have used the technique of analysis of documents and interviews, while we had to collect data on the application of conceptual and operational models using the technique of individual interviewing (conceptual models) and the technique of survey (operational models). By using selected techniques we collected rich material relevant for the analysis.

¹¹ Every manager after the interview gave us one note/statement as his/her educational motto. These statements are listed in the following chapters of this book, without analysis, so that every reader can interpret them on his/her own.

3.1.1. General External Environment and the Application of Conceptual and Operational Models of Management in Organizations for Adult Education¹²

“Education with the people, for the people from our surroundings.”

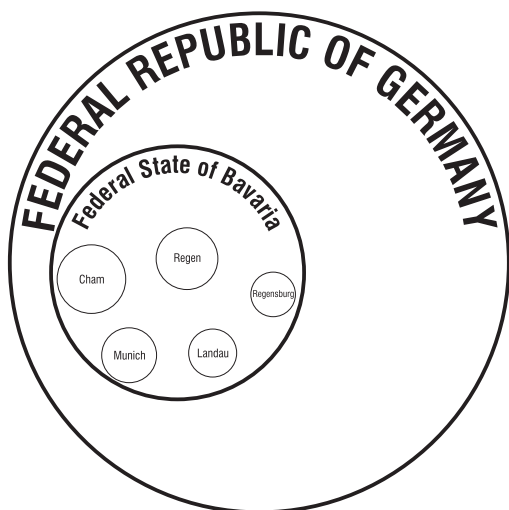
Winfried Ellwanger

Federal Republic of Germany. Educational policy in Germany is regarded as the political reserve, as the main task of the states, which in this area see their political freedom, which can be used unlike many other areas, which are still dominant by the federal state. Although at the state level there is the Federal Ministry for Education and Research, based in Berlin, it is, primarily through its institutes, engaged in research, and mainly has a coordinating role when it comes to education policies of the federal states. Germany has 16 federal states and a system of education that is decentralized, so that competence in education, and thus in adult education, is given to the state and the municipality, not the federal level. As already mentioned, the research in Germany was implemented in one of the states, in the Federal State of Bavaria. Accordingly, in the system in which organizations for adult education operate (organizations which consisted our sample in Germany), external general environment, as shown in Scheme 6, represents the Federal State of Bavaria, while the area of the Bavarian cities of Regensburg, Cham, Munich, Landau an der Isar and Regensburg represents an external direct environment.

Adult education in the Federal State of Bavaria is a part of the unified education system and is regulated by the Law on Development of Adult Education from 1974 and guaranteed by the state Constitution from the distant 1946, in which even the three articles of the Constitution emphasizes the importance of adult education and community encourage the establishment of organizations for adult education and the allocation of public funds to this field. Awareness of the importance of adult education is developed not only among employers and individuals, but also at state and local authorities. The concept of adult education of relevant state ministries of education and culture, science and art, among other things, points out that every individual must be prepared for new skills and competencies in order to use learning for

¹² Data taken from documents, publications and online sources listed in bibliography

expanding individual horizons.¹³ Adult education and education of every individual is seen as a possibility and potential for development that will contribute to the development of the individual and the wider community. The fact that the state, especially the local community, contributes substantial financial resources for adult education, supports our claim that adult education is recognized as an important factor of development. However, despite a developed awareness of the importance and the need for adult education and pressure from all stakeholders in adult education, the state ministry for many years has been trying to adopt the new law on adult education. The biggest gap in the existing law is reflected in the fact that this law prescribes exactly the right amount that state is required to invest in adult education, instead of percentages of total current spending on education, which are much higher than 40 years ago.



Scheme 6: External general and immediate environment of organizations for adult education in Germany

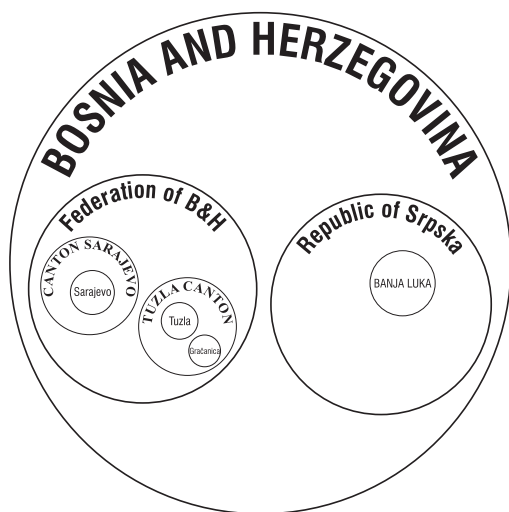
The educational authorities of Bavaria, in spite of the fact that for many years they are trying to get to a new law that will respond to the current situation and be in line with the constant changes and contemporary needs, did not make any major shift when the strategy of development of adult education is concerned, so the State of Bavaria has no strategy for the development of adult education or for the development strategy of lifelong learning. Following the ideas of many authors, as one of the components of the external general environment, we have included a

13 <http://www.km.bayern.de/ministerium/erwachsenenbildung.html>, approached: 07.07.2016

component of national and international conflicts, which could affect the work of organizations for adult education. When it comes to the general environment of the State of Bavaria, we can state that in the environment there are no national conflicts, which could influence the work of these organizations, while some international conflicts, particularly the conflicts in Syria and Afghanistan, significantly affect the work of organizations for adult education in the State of Bavaria. Since the State of Bavaria is in the south-eastern part of Germany, most of refugees and migrants enter the Federal Republic of Germany specifically through Bavaria. The fact is that the State of Bavaria is also the most developed and richest state, which is why thousands of refugees and potential asylum seekers stop in this state. Such and similar social trends represent a challenge for adult education in Bavaria, and in the future there should be a concrete response to these new challenges developed.

Bosnia and Herzegovina (B&H). In order to better understand the context in which organizations for adult education operate in a country in transition, which in our case represents B&H, and thus understanding and defining the overall external environment, we find it useful to take a brief look at the administrative organization and competence in education in B&H. The state of Bosnia and Herzegovina consists of two entities: the Federation of Bosnia and Herzegovina (FB&H) and the Republic of Srpska (RS) and the special administrative part of the Brčko District. FB&H and RS are the entities that have their own constitutions, which must be in harmony with the B&H Constitution. FB&H entity comprises of ten cantons (which are divided into subdivisions or municipalities), namely: Una-Sana Canton, Posavina Canton, Tuzla Canton, Zenica-Doboj Canton, Bosnia-Podrinje Canton, Goražde, Central Bosnia, Herzegovina-Neretva Canton, West Herzegovina Canton, Canton Sarajevo and Canton 10. RS is an entity which is administratively divided into regions, and the regions are further divided into municipalities. The territory of Brčko, by the decision of the International Arbitration Commission for Brčko, was placed under the authority of Bosnia and Herzegovina as a separate district - Brčko District. Education, and thus the adult education, in Bosnia and Herzegovina are under the jurisdiction of the entity (RS) or canton (FB&H) and municipalities. Having that in mind, it is obvious that there is no Ministry of Education at the state level. Department for Education within the Ministry of Civil Affairs has

a coordinating role in the educational policy, and performs a number of tasks in the field of coordination with the programs of the European Union (EU), monitors the implementation of agreements and strategic documents in the field of education (formal and non-formal), as well as the application of the European conventions and declarations related to education. Department for Education pays an attention to standards of education, professional training and lifelong learning and education. Bearing in mind the growing importance of adult education, the Council of Ministers on the proposal of the Ministry of Civil Affairs in April 2014, adopted the document “*Principles and Standards in the Field of Adult Education in B&H*”, which is a result of the EU project “Capacity Building of Human Resources in B&H”, and that project is based on international, European principles and standards of adult education and represents the agreed framework in which the relevant educational authorities in B&H develop and implement policies and legislation related to adult education, in accordance with their constitutional and legal responsibilities. In addition to this document, their result of the same project was the document entitled “*Strategic Platform for Development of Adult Education in the Context of Lifelong Learning in B&H for the Period 2014-2020*”, which was adopted in October 2014. This important document represents a legal framework for activities and cooperation between relevant bodies, institutions, organizations and individuals at all levels of government, in terms of adoption and full implementation of the necessary strategic and/or other development-related documents in the field of adult education. At the level of entities and cantons, in the past few years there has been significant progress in the field of legal regulation of adult education, thanks to, among other things, projects and lobbying of the international organizations in Bosnia and Herzegovina, which support the development of adult education. The first Law on Adult Education was adopted in 2009 in RS, and after that came the adoption of the Law on Adult Education in Una-Sana Canton (2013), Zenica-Doboj (2014) and in 2015 in Bosnia-Podrinje Canton Goražde (May), West Herzegovina Canton (July), Tuzla Canton (July) and Canton Sarajevo (October). The remaining four cantons in the Federation B&H have not created or adopted laws on adult education yet.



Scheme 7: External general and immediate environment of organizations for adult education in B&H

As shown in Scheme 7, three administrative units in B&H in our study represent general external environment of organizations for adult education, that is: RS, Tuzla Canton and Canton Sarajevo. The cities of Sarajevo, Banja Luka, Tuzla and Gračanica we observed as external direct environment in our sample of organization for adult education. Selection of 5 organizations has been intentional, because we intended to, in addition to various types of organizations in B&H, perceive the differences when it comes to one of the components that represents general environment of the organization - the legislative, that is the legal components. As mentioned, in one of three external general environments at the time of research there has been the Law on Adult Education adopted, which made the adult education part of an unified education system, while none of the three researched external general environment had a strategy for development of adult education. Although all relevant Bosnian-Herzegovinian documents stress the importance of the concept of lifelong learning as a basic component of the desired model of society, awareness of the importance of adult education is still insufficient at all levels of government, as evidenced by the facts related to the non-existent or different legal regulations, different frameworks for the work of organizations for adult education, as well as the budget allocations for adult education, which are unfortunately still very limited. Political turmoil, national problems and political conflicts are reflected in the field of adult education, so all attempts to adopt the state-level framework law on adult education failed. This would, among

other things, create the framework for the adoption of harmonized legal documents on the lower levels of government, enable unified planning in the field of adult education on the platform of lifelong learning, stress the importance of stronger cooperation between social partners, and provide greater labour mobility in the labour market.

Sublimating external general environment in the areas in which we did the research, in Table 6 we show the components of the external general environment, that helped us to verify the existence of a correlation between the characteristics/variables of the external general environment of organizations for adult education and the implementation of conceptual and operational models of management in these organizations.

Table 6: Components of the external general environment of organizations for adult education

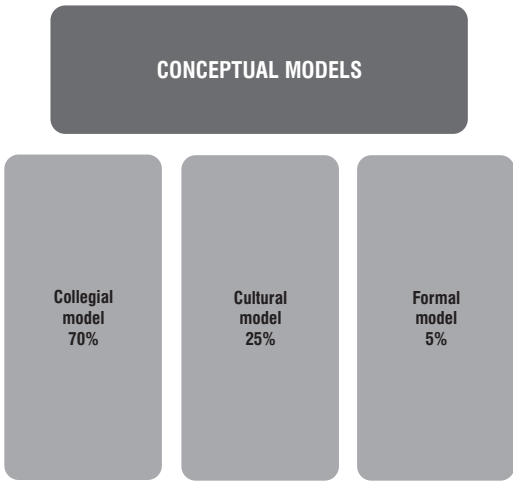
	Bavaria	Republic of Srpska	Canton Sarajevo	Tuzla Canton
System	Adult education part of educational system	Adult education part of educational system	Not part of educational system ¹⁴	Adult education part of educational system
Law	Yes - since 1974	Yes - since 2009	No	Yes - since 2015
Concept	Accent on strengthening individual, and thus the community	Accent on social-economic revitalisation	Accent should be on social-economic revitalisation	Accent on social-economic revitalisation
Strategy	None	None	None	None
Subsidies	Yes – local community, State, different funds	None or minimum and very limited	None or minimum and very limited	None or minimum and very limited
International – national conflicts	Yes	Yes	Yes	Yes

In order to be able to determine whether there are correlations between the characteristics/variables of the external general environment of organizations for adult education and the implementation of conceptual

14 Research done in March 2015

and operational models of management in organizations, in the following pages there is a more detailed elaboration of the application of management models in the manager practice of organizations for adult education in Germany and B&H.

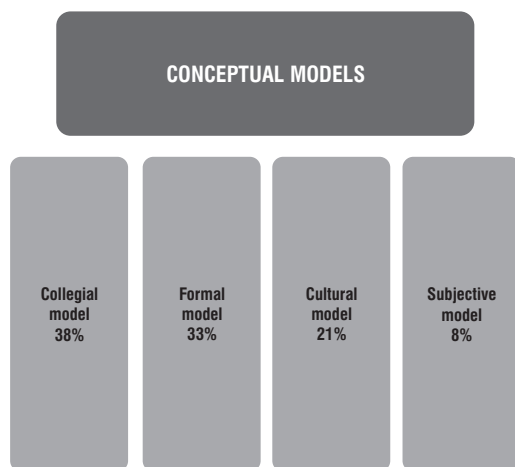
As already noted, the theoretical perspectives on educational management so far have been offered by different authors. For the purposes of this book, we have used the classification of six theoretical models of management in educational organizations, namely: formal, collegial, political, subjective, ambiguous and cultural model. By analysing the acceptance of conceptual models in organizations from Germany, we saw that in five organizations for adult education, which were part of the sample of our study, three of the six theoretical/conceptual models have been in use. As shown in the Scheme 8, conceptual model that is most used in the management of these organizations for adult education is a collegial model, followed by a cultural and formal model.



Scheme 8: Application of the conceptual models – organizations for adult education in Germany

By analysing the use of conceptual models in the management practice of organizations for adult education in B&H, we can conclude that the five organizations for adult education, which were part of the sample of our study, applied four of the six theoretical/conceptual models. As shown in the Scheme 9, collegial and formal model are conceptual models that are most in use in the management of organizations for

adult education in Bosnia and Herzegovina, followed by a cultural and, in a smaller percentage, a subjective model.



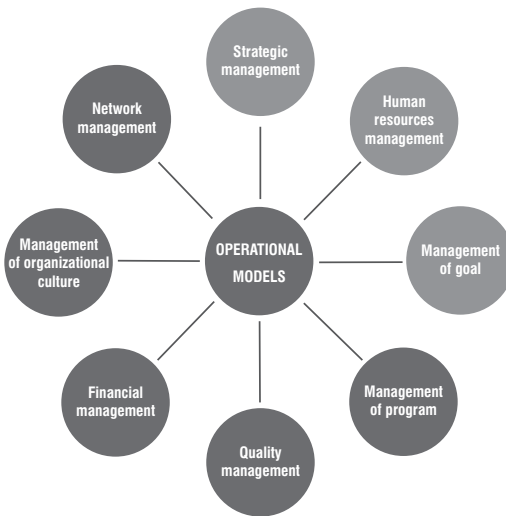
Scheme 9: Application of the conceptual models – organizations for adult education in Bosnia and Herzegovina

Since we cannot imagine the success of work of organizations for adult education without “good relations with the external environment,” the dominant application of the collegial model is not surprising, because organizations for adult education, as opposed to the formal educational institutions, are not closed systems and external influences are important (and often of great importance) for the survival and development of organizations for adult education. Organizations for adult education are open educational institutions, institutions that by their nature should be open to all structures of the population, for all the genders, for all nations, for all levels of education, and for all social situations. They just see the environment as the opportunity to present these values and thus attract as many potential users of their educational programs. The interaction between all stakeholders, which is advocated by this model, implies permanent and participatory relations between the organization for adult education and its environment.

However, we were not able to directly correlate the components of the external general environment and the application of a specific conceptual model, because even in the case of the same external general environment (Bavaria) there is an application of different models, while in the case of Bosnia and Herzegovina we have found that in two different external general environment (RS and Sarajevo Canton) the same conceptual

model applies. Also in the case of organizations for adult education that operate in the same environment (two organizations from Sarajevo Canton and two organizations from Tuzla Canton), we saw that they apply completely different conceptual models. We assume that the application of the conceptual model of management in organizations for adult education is much more associated with the characteristics of the internal environment of the organization for adult education, especially with the type of organization and the very profile of managers of the organization, which we tried to examine later in the book, more carefully discussing these relations.

On the other hand, by analysing the application of the operational models of management in organizations for adult education in the State of Bavaria, we learned which of the 17 types of operational models “play a major role” in the successful management of organizations for adult education. As already noted, managers of organizations for adult education have confirmed or rejected the application of operational models in their management practice through assessment of their importance and the degree of difficulty in their application.



Scheme 10: Operational models rated as very important in organizations for adult education in Germany

As shown in the Scheme 10, in management practice of organizations for adult education, there are eight operational models that are very important for them. Three of the eight operational models can, in this case, be seen as the most important operational models in the management practices of these organizations for adult education,

namely: strategic management, human resources management and management of goal. Models shaded in the Scheme 10 are rated as very important by all five managers. The other five operational models that we have listed here, were rated as very important by four managers, including: program management, financial management, quality management, management of organizational culture and management of network. In addition to the application and the level of importance of the eight operational models of management, we believe that it is useful to look at these models in the light of the level of difficulty of their application, given the long experience of managers of organizations for adult education in using these models. The degree of difficulty in their application we evaluated by a cumulative score, 5 being the smallest score (without any difficulties in the application) and 15 being the highest score (extremely difficult to apply) - see Table 7.

Table 7: Rating of level of difficulty in the application of operational models of management in organizations for adult education in Germany

	Operational model of management	Score – difficulty in the application
1.	Strategic management	10
2.	Human resources management	10
3.	Management of goal	11
4.	Management of program	7
5.	Financial management	9
6.	Quality management	12
7.	Management of organizational culture	9
8.	Network management	10

Operational model of management, which proved to be the model with the most difficulties in applying in management practice, was the model of quality management, which is fully in line with the views expressed by the authors we consulted in the theoretical part of this study. These authors claimed that current models of quality management are difficult to apply in organizations for adult education, particularly in small and medium-size organizations. The fact that the model of management of program, as an operational model of management, proved to be

easy to apply in practice of management of these organizations is not surprising, given the fact that the adult education centres (VHS) offer 70% of its programs in continuity, while about 30% of the program are being updated every six months, depending on the needs and demand of the environment.

When we analysed the implementation of the operational model of management in organizations for adult education in B&H, we have seen that seven operational models (out of 17) have been rated as the very important (Scheme 11).



Scheme 11: Operational models rated as very important in organizations for adult education in B&H

Two of seven operational models can in this case be considered as the most important operational models in the management practices of these organizations for adult education, namely: strategic management and marketing management. Models that are shaded in the Scheme 11 have been rated as very important by 4 managers. The other five operational model that we have selected, have been rated as very important by 3 managers, namely: human resources management, program management, financial management, quality management, and time management. The degree of difficulty in the implementation of selected seven operational models, we, as in the previous case, have evaluated by the cumulative score where score 5 is the lowest one (without any difficulties in the application) and 15 the highest one (extremely difficult to apply) - see Table 8.

Table 8: Rating of level of difficulty in the application of operational models of management in organizations for adult education in Bosnia and Herzegovina

	Operational model of management	Score – difficulty in the application
1.	Strategic management	11
2.	Marketing management	7
3.	Human resources management	9
4.	Management of program	7
5.	Financial management	11
6.	Quality management	13
7.	Time management	10

Operational model of management, which has proven to be the model with most of difficulty in the management practice of organizations (as in the case of organizations from Germany) is a quality management. This is another confirmation of difficulty application and general difficulties in quality control in educational institutions. It is an interesting, but also encouraging fact, that marketing management model has been qualified as one of the most important models in management practice of organizations for adult education in Bosnia and Herzegovina. This model was rated as an easy one to apply in practice. Management of program has also been rated as the model which is applied without difficulties.

When we analyze correlation between the application of operational models of management and characteristics of general external environment, we can conclude that there is a connection between them in the management practice of organizations for adult education. The fact that the strategic management, in all researched environments, was rated as the most important is not surprising, and it confirms once again how important is the external environment and its characteristics for the successful operation of organizations for adult education. Strategic management deals with the future of an organization and it is often correlated with unpredictable events, in the unknown and changing field, ready to respond to all rapid changes in the environment.

When we examined the application of operational models in correlation with the educational system, we concluded that in systems in which adult

education is part of the unified education system, network management is very important, since it provides permanent presence of the organization in the environment and makes an organization part of the network of important adult education stakeholders. In an environment where adult education is still not part of the education system (Canton Sarajevo) this model of management is considered less important in the work of organizations for adult education. Organizations for adult education that operate in an environment where there is no law on adult education, or where the law was adopted only a few years ago, see a much greater importance and significance of the application of financial management and marketing management, in comparison to organization with the environment in which the law on adult education existed for many years (Bavaria) and in which there are adequate funding and subsidies to these organizations. Organizations from Bosnia and Herzegovina, due to their environment and lack of financial resources and lack of subsidies for adult education, are forced to undertake continuous marketing activities with the aim to provide a potential target groups and to provide financial resources for the realization of their educational programs. Insufficient financial resources can directly affect the availability of human resources within the organization, as well as the distribution of tasks, but it is not surprising that this is directly reflected on the growing importance of application of time management in all general external environments of organization for adult education in B&H. Characteristics of the general external environment can have an impact on the implementation of management of program and management of goal models. In organizations for adult education from Bavaria both of these models have been evaluated as very important in management practice, because the adequate education program that serves the development and strengthening of the individual, with the aim of strengthening the community as a whole, is very important part of work and activities of the organization for adult education. International/national conflicts, as already mentioned, can be reflected in the work of organizations for adult education. In case of organizations for adult education from Bavaria, adult education centres (VHS) now make enormous efforts to provide additional resources, as well as necessary human and logistical resources, to help thousands of migrants first of all to learn German as a foreign language. Proper application of human resources management and program management in such cases can be of great importance.

3.1.2. Immediate External Environment and the Application of Conceptual and Operational Models of Management in Organizations for Adult Education¹⁵

“Qualifications are the basics for development of the environment in which we live.”

Herbert Unnasch

Within the first research task, which was related to the study of management models in the context of the characteristics of the external environment, we were especially searching for the correlation characteristic of the immediate external environment (which is explicit through the demographic situation, population density, economic development, economic growth and competition) and application of management models in management practice of organizations for adult education. By analysing demographics of the immediate environment of organizations for adult education from Bavaria, we can see that the percentage share of the population aged 18-65 years is between 62.5% in Landau an der Isar and 67.9%, which is the percentage in Munich. Population density, as an indicator of external immediate environment, can also play a significant role in the number of potential participants in adult education programs. The minimum number of inhabitants per km² is present in Regen (78), while the immediate environment of Munich has 4,715 inhabitants per km². The next factor, which is very important and which can also be linked to the success of the work of organizations for adult education, is economic growth and economic development in the environment, that is, a purchasing power of the individuals there. The Federal State of Bavaria with its gross domestic product (GDP) of € 38,429.00 per capita is not only among the most developed states of the Federal Republic of Germany, but also is one of the most developed regions of Europe. Residents of Regensburg, in comparison with other cities, have the highest GDP per capita, which almost double in comparison to the states average, € 71,567.00, while the “smallest” GDP is in Regen, € 25,829.99 per capita, which is considerably less than the state average. Economic growth of 4.5% is the highest in Regensburg, and the smallest, even

15 Data taken from documents, publications and online sources listed in Bibliography

negative, is in Landau an der Isar (-5%). As the fifth component of the general immediate environment, we explored also the competition in the environment of our organizations, through direct talks with the managers of organizations for adult education. Common conclusion related to all organizations from Bavaria is that competition exists, but it does not offer such a wide range of education as the adult education centres (VHS). It is mostly a competition in the field of vocational education (formal vocational education) and recreational programs (fitness, yoga, aerobic). However, for most of its programs adult education centres (VHS) do not have strong competitors in their environment, because in addition to the variety of programs available, there is also a considerable advantage in terms of very competitive prices of educational services by adult education centres (VHS), as the local community and the State allocated some funds for the work of these organizations. The amount of these public expenditures will be discussed furthermore in the analysis of the second task of research, in the context of the elaboration of the components of business work of organizations for adult education.

By analysing demographics of the immediate environment of organizations for adult education in B&H, as one of the components of the external immediate environment, we can conclude that the percentage share of the population aged 18-65 years, and that the percentage of the population who are potential participants of educational programs, is higher than in case of organizations for adult education from Bavaria. It is in Sarajevo 69.9% and 71.2% in Gračanica. Apart from this indicator, density can also play an important role in the number of potential participants in adult education programs. By analysing this indicator we found that the lowest number of inhabitants per km² has the city of Banja Luka, 202 people, while the immediate environment of Sarajevo has 2,195 inhabitants per km², which is in both cases, especially in the case of Sarajevo, far above the national average of 75 inhabitants per km². Economic growth and economic development in the environment of organizations for adult education from Bosnia and Herzegovina is considerably different from the environment of organizations for adult education from Bavaria. If we know that GDP per capita in B&H is € 3,508.50, we can conclude that the GDP per capita in Gračanica is much lower than average and amounts to € 1,799.24, while the GDP per capita in Sarajevo is far

above average, amounting to € 9,732.44. The highest growth was in the immediate environment of the organization for adult education in Tuzla 2.7%, while the lowest was in Sarajevo 0.7%. As the fifth component of the immediate external environment, we explored the competition in the immediate environment of organizations for adult education in B&H. Most organizations, which were part of the sample of this study, said that they did not have strong competition, because the majority of them were working on the specific programs and had specific target groups, and even if there is competition, it is not considered loyal. One organization had a narcissistic attitude, saying that for them there is no competition, while other organization highlighted a strong competitor in the field of foreign language (German language).

In order to discuss in more details the correlation between direct external environment and the application of conceptual and operational models of management in organizations for adult education, in Table 9, we sublimated components of the immediate external environment of organizations for adult education that have helped us to search for possible correlation between these variables and the application of certain models of management in management practice of these organizations. We believe that it is important to consider the application of certain models in different, but also in the same (Sarajevo) immediate environments of organizations for adult education and determine the existence of any correlation between them.

Table 9: Components of the immediate external environment of organizations for adult education

	Regen	Cham	Munich	Landau	Regensburg	Sarajevo	Banja Luka	Gračanica	Tuzla
Demographics ¹⁶	63.4	63.8	67.9	62.5	67.3	68.1	69.9	71.2	68.1
Population density ¹⁷	78	83	4715	154	1921	2195	202	243	448
Economic development ¹⁸	25,829	29,967	58,000	53,545	71,567	9,732	4,458	1,799	4,698
Economic growth	3.3 %	1.3 %	0.4 %	-5 %	4.5 %	0.7 %	1.9 %	2.5 %	2.7 %
Competition ¹⁹	No	Yes	Yes	Yes	Yes	No	Yes	No	No

Analysis of the correlation between the immediate external environment and the application of conceptual management models in management practice of organization for adult education has resulted in the conclusion that there is no clear causality of these two studied phenomena, which means that we cannot claim that the characteristics of the immediate external environment determine the application of certain conceptual models. One example that provides empirical support for this conclusion is an example of the city of Sarajevo as the (same) immediate environment of the two organizations in which completely different conceptual models are used.

By analysing correlations between the characteristics of the external immediate environment and the application of the operational models of management, we can conclude that there is a connection between them, and that the environment has a direct impact on the implementation of specific operational management model. Here we will examine some of the operational models of management, which managers in

16 Percentage (%) of population between 18 and 65 years

17 Number of people per km²

18 GDP (€) per capita

19 In cities of Cham, Munich, Landau and Regensburg there is a competition for some programs, but not with such wide educational offer like in adult education centres (VHS)

organizations for adult education rated as the most important, and we will try to see the impact of the characteristics of the external general environment on the application of these models.

Demographics have the greatest impact on the application of the model of management of program, because this model of management, among other things, includes the analysis and permanent monitoring of the educational needs of the immediate environment of the organization, with aim to offer appropriate educational offer to specific age groups, having in mind topics, methods, time realization etc. Planning programs in organizations for adult education is not only operational, but actually very important strategic issue, so it is justified once again to emphasize the importance of applying the model of strategic management, which 9 (90%) of managers considered as the most important model of operational management in management practice of organization for adult education. In addition, the demographics may have an impact on the marketing management, and, to a certain extent, on the quality management. The population density, as a characteristic of the external immediate environment, proved to be a particularly important factor affecting the number of participants in organizations for adult education, and therefore affecting the implementation of specific operational management models. Economic development and growth, as a component of the immediate environment, can be directly connected with the application of models of financial management and marketing management. In B&H, organizations rated these two models as very important, because their management practices requires additional efforts and activities by which organization needs to provide a sufficient number of participants, and adequate financial resources for the work in very bad economic environment. Managers of organizations for adult education told us, stressing the importance of analysis and monitoring the competition in their immediate environment, that this process is one of the important tasks of strategic management for them, a task essential for the successful work of organizations for adult education. Competition, as one of the characteristics of the external immediate environment, is in correlation with the application of the model of financial management, but also with the application of the quality management model. It could be said that awareness of the existence of competition intensifies the implementation of these two models.

3.1.3. Resume of the First Research Task

By analysing the correlation between the characteristics/variables of the external environment of organization for adult education and the application of conceptual and operational models of management in organizations for adult education, we can conclude that there is a correlation between the characteristics/variables of the external environment of organizations for adult education and the implementation of the operational models of management in these organizations, but there is no such correlation regarding the application of conceptual models of management. Conceptual models applied in the management of organizations for adult education are primarily: a collegial, cultural and formal model. However, we were not able to directly correlate the components of the external general environment and the application of certain conceptual models, because even in the same external general environment (Bavaria) different models are applied, while in the case of Bosnia and Herzegovina we saw that in two different external general environment (RS and Sarajevo Canton) the same conceptual model is applied, and in the case of the same environment (Canton Sarajevo), different conceptual models are used. In the context of the findings of some previous studies, there are indications that the application of the conceptual models of management in organizations for adult education is in stronger correlation with the characteristics of internal environment and the very profile of managers of the organization for adult education, which we examined in the context of the second research tasks.

Research has shown that the external general and immediate environment is inter-connected, and have an impact on the application of the operational models of management, and models that are rated as the most important in management practice of managers of organizations for adult education and that could be directly related to the characteristics of the external general and immediate environment are: marketing management, network management and management of organizational culture. An example of the correlation between the external environment and the operational models can be illustrated by the application of marketing management. In the financially stimulating environment, which is the environment of Bavaria, we do not see that the application of marketing management is considered as

important, while this model takes a very important place in financially non-stimulating environment, such as B&H. It is obvious that the level of importance of the application of the model of the network management is affected by the environment. Thus, the importance of the application of this model is evident in the organizations for adult education in the State of Bavaria, while in the organizations from Bosnia and Herzegovina its application is not considered as significant. The same can be said regarding the importance of application of the model of management of organizational culture. This model is in the State of Bavaria assessed as highly significant in the management practices, most likely because it helps to respond to intense competition, while for the organizations in the Bosnian environment, this model does not have significant importance, which can be explained by the non-readiness of organizations there to participate in the competitive market (which in the case of Bosnia and Herzegovina still “immature”). Model of strategic management is evaluated as the most important in all environments, while the model of quality management was evaluated as the model with the most difficulties in its application, also in all environments. One can therefore conclude that empirical support for the first hypothesis was partial, which means that the first hypothesis – *There is a correlation between characteristics/variables of external environment of organizations for adult education and the application of conceptual and operational management models in the organizations for adult education* - has been partly confirmed.

3.2. Application of Conceptual and Operational Models of Management in the Light of Variables/ Characteristics of the Internal Environment of Organizations for Adult Education

“For organizations for adult education, it is important that they motivate adults and make them interested in learning.”

Marion Zimmermann

Internal environment is represented by the four variables and four sets of indicators, as shown in Scheme 3. These four variables are the following:

1. General organizational characteristics,
2. Components of the organization's culture,
3. Components of the professional profile of managers, and
4. Components of the organization's business.

However, in this section, we have done a detailed analysis and attempted to answer the second research task - to determine the possible correlation or possible connection between two variables of the internal environment - the general organizational characteristics and components of the culture of the organization (as a characteristic of the internal environment) on one side, and the application of management models in organizations for adult education, on the other side. Bearing in mind the special importance of professionalism in management and development of any organization, third variable of the internal environment - the components of the profile of managers, was discussed separately and included in the third research task. The fourth variable of the internal environment - component of organization's business, was classified in the group of dependent variables, together with variables of management models, which, within the fourth research task changed their status, and as an independent variables, were connected with the components of the business of organizations.

3.2.1. Correlation between General Characteristics of Organizations and the Application of Conceptual and Operational Models of Management in Organizations for Adult Education

“In the past, when one would say that nothing has changed, that used to be the good news. Nowadays, the good news is when things do change, when new things and better things are becoming part of our everyday life.”

Cornelia Wabra, according to Klaus Meisel

In the set of general organizational characteristics (which we have discussed in the first, theoretical part of this book) we included vision, mission and goals of the organization, the size of the organization, organizational structure, program orientation, and quality standards. In order to determine correlation between the general organizational characteristics and the application of conceptual and operational models of management in organizations for adult education, in the Tables 10 and 11 we sublimated components of general organizational characteristics of organizations for adult education from Germany and Bosnia and Herzegovina, which were the evidence base for our search for possible correlation between indicators of this variable and the use of certain models of management in management practice of these organizations.

Table 10: General organizational characteristics of organizations for adult education in Germany and the application of management models

	VHS Regen	VHS Cham	VHS Munich	VHS Landau	VHS Regensburg
Vision	Qualified and educated people are basic for development of society	There is no regional development without adult education	Adult education for all	Educational offers available to everybody	Adult education available to everybody
Mission	Providing opportunity for everyone to learn and develop in his/her environment	Adult education must be available to everyone, which contributes to development of the region	Openness to all population, all gender, all nations, all levels of education, all social backgrounds	Educational offer at affordable prices	Adult education should contribute to development of society

Goals	Innovation of existing and adoption of new skills and knowledge	To make adult education available for every individual	Public and available education of adults open for everybody	Goals oriented to the needs of target groups	Innovation of existing and adoption of new skills and knowledge
Size of organization	18 full time employees/ 150 part time	50 full time employees/ 300 part time	380 full time employees/ 3,000 part time	4 full time employees/ 140 part time	25 full time employees/ 250 part time
Organizational structure	VHS as communal association – Assembly – Director of VHS – Leaders of departments	VHS as association of general importance for society – Assembly – Management Board – Director of VHS – Leaders of departments	VHS as association with limited responsibility of general importance for society – City Council – Advisory Board – Two directors – Leaders of departments	VHS as association of general importance for society – Assembly – Management Board – Director of VHS	VHS as a public institution within city administration – City Council – Director of VHS – Leaders of departments
Program orientation	General and professional adult education	General and professional adult education	General and professional adult education	General adult education	General and professional and elementary adult education
Quality standards	QSS, QMS, DQS	In the past ISO standard 9001 and EFQM	EFQM	EFQM and in the past AZWV	EFQM
MODELS	Collegial Cultural Formal	Collegial Cultural	Collegial Cultural	Collegial Cultural	Collegial Cultural Formal
	Strategic man. Man. of goal Man. of process Human resources man. Quality man. Time man. Network man.	Strategic man. Man. of goal Man. of program Human resources man. Financial man. Marketing man. Sales man. Quality man. Project man. Man. of organizational culture Conflict man. Network man.	Strategic man. Man. of goal Man. of program Human resources man. Financial man. Marketing man. Sales man. Quality man. Project man. Man. of organizational culture Conflict man. Network man.	Strategic man. Man. of goal Man. of program Man. of process Knowledge man. Human resources man. Financial man. Marketing man. Sales man. Quality man. Man. of change Man. of organizational culture Conflict man. Time man.	Strategic man. Man. of goal Man. of program Knowledge man. Human resources man. Financial man. Marketing man. Man. of organizational culture Time man. Network man.

The vision and mission of the organization

Defining the vision and mission of the organization is a task of the normative and strategic management, which aim to create a framework for the application of other operational models of management, especially the strategic management. However, normative management in our research in most organizations was not rated as one of the most important models of operational management in the management practice of organizations for adult education. The reason for such assessment is certainly many years of existence and practice of organizations from our sample, because this model of management in the case of newly established organization for adult education certainly would be rated as a very important in the management practices of such organizations. It has been rated as the very important model by only two managers from Banja Luka and Tuzla. Organizations for adult education from our sample have a long and clearly defined vision and see themselves as socially responsible organizations, which, by developing individual, contribute to the development of society as a whole. The mission is reflected in the fact that education must be accessible to all, open and innovative for all, in order to assist in solving personal, economic, social and cultural problems of adults. There was no correlation between the management models and “formulation” of vision and mission of the organizations from Germany. However, one can correlate an application of formal - cultural models in organizations in B&H (Banja Luka and Gračanica) with emphasis on “formalities” in the vision of these organizations through the “recognition of the institution”, as well as through the emphasis of formal and non-formal educational routes in the context of the mission of these organizations.

The goals of the organization

The fact that the management of goal in all five organizations for adult education from Germany was rated as one of the three most important operational management models (see Table 10), once again confirms the importance of this model of management, which forms the basis for a successful business of organizations for adult education. In the case of organization in B&H only two managers rated this model of management as very important (see Table 11). The overall goals of the organization for adult education must make a coherent system and must be based on

the vision and mission. The goals must be clearly formulated, in order for certain activities to be implemented, but in the end checked as well, in order to assess to what extent and how well they have been achieved. The goals are defined clearly for all activities in the organization of adult education for programs, finance, marketing, quality, innovation, and for the cooperation and human resources development. Our previous arguments that the vision, mission and goals of the organization are closely related, were clearly confirmed by the statements of managers about the vision, mission and goals of their organization as shown in Tables 10 and 11, which are in the formulations very close and hard to separate. In this context it was not possible to find a clear correlation between the application of management models with the goals of the organization. All analysed goals are similarly formulated, but it can be seen that for two organizations that emphasized the importance of formal - cultural model (in addition to the model of management of goals, which is emphasized by the seven organizations) in the formulation of goals the social aspect of the goal has been emphasized.

Table 11: General organizational characteristics of organizations for adult education in Bosnia and Herzegovina and the application of management models

	NAHLA Sarajevo	SEC Banja Luka	COO Gračanica	CPE Sarajevo	Amica Educa Tuzla
Vision	To be recognized by professional and innovative approach and high level of social responsibility	SEC is leading and recognized institution for adult education in SEE, which contributes to welfare of individuals and society	Center for adult education is a good-quality environment for learning and development	Raising level of education in our society	Young and adults, active members of democratic society, live more quality and more healthy lives and have a culture of lifelong learning
Mission	Providing education and support for women and families, working according to principles of freedom, of thought and belief in contemporary civil society	SEC offers formal and non-formal trainings in the field of social jobs, health care, education and culture	Formal and non-formal education used to solve economic and social problems	Education of adults	Contribution to better life of individuals and community by implementing the concept of lifelong learning, innovative and classic approaches in education and psycho-social work

Goals	Education of women and strengthening women as pillars of society	Creating new educational offers, which will lead to progress in our society	Providing good-quality adult education in our environment	Be recognisable by quality, be the first and the best in the market	Contribute to introducing innovative approaches, knowledge and skills in psycho-social and pedagogical work
Size of organization	13 full time employees/ 30 part time	9 full time employees/ 70 part time	22 full time employees/ 53 part time	6 full time employees/ 20 part time	8 full time employees/ 10 part time
Organizational structure	NGO – association of citizens – Assembly of the Association – Director – Leaders of branches – Leaders of departments	Institution for adult education for social jobs – Project management – Management Council – Director – Leaders of branches – Leaders of departments	Private center for adult education with public certificates – School Board – Director – Teaching Council – Professional actives	Private center for business education – General manager – Directors of two branches – Counseling Board	NGO – Assembly – Management Board – Supervizing Board – Director – Program director – Administrative department
Program orientation	General and professional adult education	Professional adult education	General and professional adult education	General and professional adult education	General and professional adult education
Quality standard	NO	NO	NO	NO	NO
MODELS	Collegial Cultural	Formal Cultural	Formal Cultural	Subjective Formal	Collegial Cultural
	Financial man. Marketing man. Time man.	Normative man. Strategic man. Man. of goal Man. of program Man. of process Knowledge man. Human resources man. Financial man. Marketing man. Sales man. Quality man. Project man. Man. of change Man. of org. culture Conflict man. Time man. Network man.	Strategic man. Man. of goal Knowledge man. Human resources man. Marketing man. Time man.	Strategic man. Man. of program Marketing man. Quality man. Man. of org. culture Conflict man.	Normative man. Strategic man. Man. of program Human resources man. Financial man. Quality man. Project man. Network man.

Size of organisation

As we have already pointed out, the size of the organization is one of the most important contingency factors, and numerous studies have confirmed that this factor significantly affects organizational performance. The most common criteria of division of organizations regarding the size is the number of employees, and thus in practice, and for the research purposes, they are divided into large, medium and small. In our research, we also used this division and divided them into two groups - large and small organizations (although one of them may belong to a group of very large organizations). In this context, all the organizations from Germany are bigger in comparison to those from Bosnia and Herzegovina, although we tried to look at size as the factor not only in terms of the whole sample of the organizations, but also with regard to samples from each country. Analysing the studied variables related to organizations from Bosnia and Herzegovina, one can observe that smaller organizations (compared to higher) give special importance to the model of management of program and model of quality management, while this is not the case within the organizations from Germany. Therefore, we cannot claim that the model of management of program is specific for smaller organizations, because this model is among the top three most significant in four organizations from Germany, although they differ in size. The correlation, which is explicitly and implicitly clear in the context of the research findings, is the correlation between the size of the organization and the application of three operational models - model of strategic management, management of goal and management of program. It can be concluded that larger organizations (all of them from Germany) ranked the application of all three models in the top three places. It is also interesting to note that the model of time management in smaller organizations plays an important role in their management practice. It seems logical that this model of management can play an important role in small organizations for adult education, because, on one hand, it can help in their everyday activities to scarce human resources by distributing them in the best and most effective way, and, on the other hand, to clearly identify priorities, and reduce or eliminate the “murderers of concentration and thieves of time”.

Organizational structure

We started from the assumption that the organizational structure can be a determinant of the application of the conceptual and operational models of management. It is important to note that in addition to the organizational structure, which is in large organizations very diversified and includes numerous sectors, departments and work units, also the type of organization can have a significant impact on the application of certain models of management.

Given the nature and type of organizations, such as the adult education centres (VHS), it was realistic to expect that the collegial model would take the leading place in the conduct and management of these types of organizations for adult education, because it is specific for this kind of organizations to work in accordance with principles of: agreement, compromise democratic principles, common values and goals, solidarity, comradeship, which we have confirmed by our research and analysis of the material collected by interviews with the managers of these organizations. It is characteristic for this model to formulate and adopt goals of the organization by consensus at the level of the institution, and to base decisions within the organization on accepted and agreed objectives. Informal aspects of these organizations, social relations within organizations, and clearly highlighting the importance of organizational culture and values of employees, show us that the application of the cultural model is important for them. The decision to include in our sample all four types of legal organization of the adult education centres (VHS) in the State of Bavaria has proved to be very useful, because we came to the conclusion that the legal form of organization of organizations for adult education may affect the application of conceptual models. Although the application of formal models is low-scale, it appears in adult education centres (VHS) that are organized as local services, or when they are part of the city or the county management/administration (VHS Regensburg). Besides that, the formal model is also applied to the adult education centres (VHS) that work as municipal associations - or associations of local corporations and institutions (VHS Regen). The application of formal models of management in these types of organizations for adult education is not surprising, having in mind that this type of organizations for adult education belongs to the city and local governments. The formal model is

visible in the management practice of adult education centres (VHS), in which the structure of the organization is hierarchical, and the director, by establishing goals in advance, is partly exponent of education policy or the policy of the founder. As shown in Scheme 9 and in Table 11, collegial and formal models belong to the conceptual models that are most prevalent in the management practice of organizations for adult education in B&H, followed by cultural and, to a lesser extent, subjective model. In this case we can say also that the type of organization has an impact on the application of the conceptual models of management. While in the management practice of non-governmental organizations involved in adult education (Sarajevo-Nahla, Tuzla) collegial and cultural models are applied, formal and, to a lesser extent, subjective model dominates in the management practices of private centres for adult education, or in management practice of institutions for adult education which have been established as a result of project activities of international organizations and which are still indirectly managed by their projects (Banja Luka, Gračanica, Sarajevo - CPE). For the subjective model is particularly characteristic that the level at which the goals are defined is actually the level of the individual, and that the process of establishing these goals can be problematic and imposed by managers who manage the organization. The correlation between the objectives and the decisions may be, through the individual behaviour, based on personal goals, and the connection with the environment is treated as a source of individual attitudes and beliefs. The organizational structure, or the type of organization, is correlated with the application of a model of financial management. In other words, its application in organizations of non-governmental type is inevitable.

Program orientation

After insight into Tables 10 and 11, it can be concluded that the program orientation of organizations which we analysed is very similar, almost identical. Therefore, we have not found the correlation between this contingency factor and the application of management models. Nevertheless, it should be noted here that the managers of organizations from Germany and from B&H have ranked the model of the management of program as one of the most important models in the management practices of their organizations. Seven out of ten managers in organizations have considered this model of operational

management as very important in the management practice. This means that a wide range of educational programs, both general and vocational education of adults, requires that the organizations for adult education in the creation of educational offers include all levels of management and work, starting from the managers, heads of individual departments to the teachers, and that creation of the educational offer is not only “operational issue”, but an important strategic issue, on which the successful operation of the organization for adult education depends. Thus, the model of management of program is a significant model for all organizations, regardless of their program orientation.

Standards of quality

If we look at the Tables 10 and 11, we can conclude that most of organizations for adult education, which were in our sample, do not have certificates of standards of quality. None of the organizations for adult education from B&H have a certificate of standards of quality, while three organizations from the Federal Republic of Germany apply the model EFQM (European Foundation for Quality Management). One of the organizations, which belong to the large organizations (Cham), gave up on the application of this model, which is an evidence of its heavy use in practice of organizations for education. The biggest problems in the application of this model, managers see when it comes to price, time and resources necessary for the application of this model of standards of quality. Adult Education Centre (VHS) Regen is certified by the QSS - Qualitätssicherungssystem (Quality Assurance System), which means that in their practice and work they have implemented and still implement the so-called QMS - Qualitätsmanagementssystem (Quality Management System). In addition to that, this organization is certified and it is under the control of the so-called DQS - Deutsches Qualitätssystem (German Quality System), which is related to programs of work with unemployed, which are implemented in cooperation with the Agency for Employment. Although, through our research, we have found that organizations for adult education usually, for justified reasons, do not have the appropriate certificates of standards of quality, we cannot conclude that the quality does not play a significant role in their work. On the one hand, this model of operational management was rated by the majority of managers as one of the most important in management practice, and, on the other hand, in the work of

these organizations we can see that their approach to quality is based on a holistic, multidimensional concept and constant attention and development. Thus, we can conclude that we do not have enough relevant data to confirm the existence of correlation between possessing certificates of standards of quality and the application of certain models of management.

3.2.2. Correlation between the Components of Organisational Culture and the Application of Conceptual and Operational Models of Management in Organizations for Adult Education

“Holistic approach to education is the one which is enhancive and supportive from the inside, and whose results are responsibility and initiation of positive change in the environment.”

Sehija Dedović

Starting from the theoretical assumptions from previous studies, which show that the organizational culture and climate determine the behaviour of all employees and management team and managers, we have tried to examine and determine the possible correlation between the factors/components of organizational culture and the application of management models. Therefore, from numerous factors of organizational culture we have selected the following and included them in our research, that is in the corpus of research indicators, namely: the image of the organization, competence and training of staff, interpersonal relationships and job satisfaction of employees.

Image of the organization

The image of the organization for adult education should not be seen only as a marketing element, but as an important factor of organizational culture and climate, which is created for a long time, and with the efforts of managers, employees and participants, and it is expected that the creation or development of image is managed by the manager. In order to determine the correlation between this components of the organizational culture and the application of conceptual and operational models of management in organizations for adult education, in Table 12

we have sublimated the statements of managers on the image of their organizations, which have helped us to look for a possible correlation between the image (work in the image) and the application of certain model of management in the management practice of organizations for adult education.

Table 12: Image as a component of the organizational culture of organizations for adult education and the application of management models

Organization for adult education	Image as a component of the culture of organization	MODELS
VHS Regen	Work on the image is considered to be extremely important, and activities related to the image are part of the strategic plan of the organization. In addition to public relations, work on networking with the environment is considered very important. The relations of this organization with political, economic and social actors are very intense. In addition to the director, all other employees are responsible for building a positive image of the organization.	Collegial – Cultural – Formal <hr/> Strategic management Management of goal Management of process Human resources management Quality management Time management Network management
VHS Cham	Work on the image of the organization is considered to be extremely important, and the image is not exclusively tied to specific promotional activities, but much more to work on networking organization with the environment. This policy of the organization is present from the very beginning and the presence and visibility of the organization in all relevant structures in their own environment is considered very important. Quality work and accredited programs contribute to the positive image of the organization. In addition to the director and PR, all employees are also responsible for building a positive image of the organization.	Collegial – Cultural <hr/> Strategic management Management of goal Management of program Human resources management Financial management Marketing management Sales management Quality management Project management Management of organizational culture Conflict management Network management

VHS Munich	Positive image is based on a variety of educational offer and carefully planned public relations. Campaigns to promote adult education also contribute to building a positive image of the organization. In addition to public relations, work on networking the organization with the environment is very important. The organization currently, directly or indirectly, works with over 400 organizations from its surroundings. Besides the two PR, every employee starting from the doorman to the director is in charge of the image of the organization and is considered a very important and responsible to build a positive image.	Collegial – Cultural <hr/> Strategic management Management of goal Management of program Human resources management Financial management Marketing management Sales management Quality management Project management Management of organizational culture Conflict management Network management
VHS Landau	Work on the image is considered extremely important and it is implemented through a variety of activities related to the development of a positive image. In general, it can be concluded that director finds himself the most responsible for the image of the organization, while most mayors of communes, which are the founders of the organization, work on a positive image at higher levels (communities of municipalities and provincial institutions).	Collegial – Cultural <hr/> Strategic management Management of goal Management of program Management of process Knowledge management Human resources management Financial management Sales management Quality management Management of change Management of organizational culture Conflict management Time management
VHS Regensburg	Building a positive image of the organization is systematic work. However, it is considered important to also network with other partners in a variety of networks, as well as to present the organization in those networks. Director, PR as well as all other employees are, more or less, responsible for the image of the organization. The relationship with the environment can depend a lot on the individuals who are employed in the organization.	Collegial – Cultural – Formal <hr/> Strategic management Management of goal Management of program Knowledge management Human resources management Financial management Marketing management Management of organizational culture Time management Network management
Center for Research and Education „Nahla” Sarajevo	Work on the image of the organization is more spontaneous than systematic. Visual identity is considered very important for the positive image of the organization, which undoubtedly contributes and satisfies participants. On the image of the organization primarily works a PR in cooperation with all colleagues in the organization.	Collegial – Cultural <hr/> Financial management Marketing management Time management

<p>Institution for Adult Education „SEC” Banja Luka</p>	<p>Work on the image of the organization has been spontaneous so far, until recently, when this problem is approached more systematically. The image of the organization is quite tied to marketing and brand organization, and in addition very important is work on networking organization with its environment. In addition to the two people who work at the PR, all employees should work to create a positive image of the organization.</p>	<p>Formal – Cultural</p> <hr/> <p>Normative management Strategic management Management of goal Management of program Management of process Knowledge management Human resources management Financial management Marketing management Sales management Quality management Project management Management of change Management of organizational culture Conflict management Time management Network management</p>
<p>„Center for Adult Education” Gračanica</p>	<p>The image of the organization is built on providing quality services and on professional relations with users of educational services. The best image is built by satisfied participant. On the positive image and lobbying works mostly director, and work on the image is closely tied to public relations, advertising on the Internet and social networks, for which certain individuals are responsible.</p>	<p>Formal – Cultural</p> <hr/> <p>Strategic management Management of goal Knowledge management Human resources management Marketing management Time management</p>
<p>„Center for Business Education” Sarajevo</p>	<p>Work on the image of the organization is closely tied to marketing activities. The idea is that the best image is based on customer satisfaction, which is the best advertisement for the organization itself. Internet is considered more powerful media than print media. Manager and his closest associates work on the image.</p>	<p>Subjective – Formal</p> <hr/> <p>Strategic management Management of program Marketing management Quality management Management of organizational culture Conflict management</p>
<p>„Amica Educa” Tuzla</p>	<p>Work on the image of the organization is not systematic. There is no plan of activities related to the development of the image of the organization. A great contribution to the development of image is given by satisfied participants who spread a positive image of the organization. Very important is the work on the networking the organization with its environment. The image of the organization is a task for management, board of directors, as well as all employees.</p>	<p>Collegial – Cultural</p> <hr/> <p>Normative management Strategic management Management of program Human resources management Financial management Quality management Project management Network management</p>

When we look at the Table 12, it can be concluded that out of the conceptual models of management, the application of collegial and cultural model of management in the management practice of organizations for adult education is a dominant one (these models are applied in seven organizations from our sample), which can be associated with their work on the creation of a positive image of the organization. In fact, these two models of work on the image are considered very important, but their usage implies that work on the positive image of the organization creates new opportunities for growth and development, and that a positive image can provide new values and beliefs that may affect the formation of the culture of the organization. Everyone is responsible for a development of the positive image, starting with the directors, all employees, to the participants, but from conversations with managers one could conclude that these processes are encouraged and managed mainly by managers, as expected. On the other hand, for managers of organizations for adult education, who in their management practice applied formal and subjective model of management, work on the image is closely tied to marketing activities and application of the model of marketing management (Banja Luka, Gračanica, Sarajevo - CPE), and they see individuals as responsible for work to develop a positive image of the organization. Great importance to the application of the marketing management was given by the other four managers as well (Regen, Cham, Munich, and Regensburg). However, they do not see the image only as a marketing element, but they see it as an important factor of organizational culture and climate, which is created for a long time, primarily by the efforts of managers, employees, and participants. This is supported by the fact that most of these managers rank the management of organizational culture among the most important operational models of management. Confirmation of these considerations can be found in the fact that these four managers see network management model as one of the most important in their management practice, and they do not see work on the image, as stated, as related only to their marketing activities, but much more to the work of networking the organization with its environment and creating a positive image of the organization in the region. Thus, we can conclude that systematic work on the image and its significance can be estimated as a cause or as consequence (correlation between) of the application of collegial and cultural model, and that one-sided view on the image (as

a matter of an individual) as a cause or as consequence (correlation) of the application of formal and subjective models. In organizations which see the creation of image only as marketing dominates, of course, the importance of the application of the model of marketing management.

In addition to the opinions of managers it was interesting to collect the opinions of employees in these organizations and find out their views on the image of the organization in which they work, and their attitude about the question who works the most on creation of a positive image of the organization, and to compare that with the opinions of managers. According to the views of employees, 99 employees (out of 100) believe that there is work on the image in their organizations, which fully supports the statements of managers, who consider the work on image as very important. Although statistically significant correlation between belonging to a particular organization and the opinions of the respondents on how the manager is participating in the development of the image of the organization has not been established, in the Table 13 we see that the manager appears as a very important figure in the development of the image of the organization, which is fully in accordance with the statements by managers. This is confirmed by the fact that 86 respondents believe that managers affect the development of image “large” (30) or “very large” (56), while only 5 respondents believe that it is not the case.

Table 13: Work of managers on the image of the organization with regard to organization/city

City/org. Work	Munich	Cham	Regen	Landau	Regensburg	Sarajevo(N)	Banja Luka	Gračanica	Sarajevo(C)	Tuzla	TOTAL
Very little	1 (50%)	0	0	1 (50%)	0	0	0	0	0	0	2
Little	1 (33.3%)	0	0	0	0	0	2 (66.6%)	0	0	0	3
Medium	2 (25%)	1 (12.5%)	0	0	0	0	2 (25%)	0	0	3 (37.5%)	8
Large	5 (16.7%)	6 (20%)	4 (13.3%)	1 (3.3%)	3 (10%)	2 (6.7%)	4 (13.3%)	0	1 (3.3%)	4 (13.3%)	30
Very large	1 (1.8%)	3 (5.4%)	5 (8.9%)	8 (14.3%)	7 (12.5%)	8 (14.3%)	2 (3.6%)	10 (17.9%)	9 (16.1%)	3 (5.4%)	56
TOTAL	10	10	9	10	10	10	10	10	10	10	99

In addition to the opinions of employees, on how managers are working to develop the image of the organization, it is important to find out how employees themselves contribute to the development of the image of

organizations for adult education in which they are employed. There was a statistically significant correlation between loyalty to the organization and the opinions of the respondents on how much the employees participate in the development of the image of the organization. This is evidenced by the value of the Pearson's correlation coefficient $r = 0.316$, significant at the 0.01 level. Generally speaking, this correlation is reflected in the following. Similarly as in the previous case, the majority of respondents are grouped around categories that relate to "very large" and "large" impact on the development of the image of the organization - a total of 67, which supports the statements of most managers that apart from them, all employees are responsible for work on positive image of the organization. Only five respondents believe that employees have "a little" or "very little" impact on the development of organizational image (one respondent from Munich, Cham and Landau believes that employees have "very little" impact, and one from Munich and Cham that employees have "a little" effect on the development of the image of the organization). Most respondents who believe that employees "very large" affect the image of the organization come from Sarajevo (Nahla), and most of those who believe that the employees have "large" influence on the development of the image come from Banja Luka (Table 14).

Table 14: Work of employees on the image of the organization with regard to organization/city

City/org. Work	Munich	Cham	Regen	Landau	Regensburg	Sarajevo (N)	Banja Luka	Gračanica	Sarajevo (C)	Tuzla	TOTAL
Very little	1 (33.3%)	1 (33.3%)	0	1 (33.3%)	0	0	0	0	0	0	3
Little	1 (50%)	1 (50%)	0	0	0	0	0	0	0	0	2
Medium	4 (14.8%)	4 (14.8%)	6 (22.2%)	3 (11.1%)	1 (3.7%)	0	1 (3.7%)	3 (11.1%)	1 (3.7%)	4 (14.8%)	27
Large	4 (9.1%)	4 (9.1%)	1 (2.3%)	2 (4.5%)	6 (13.6%)	4 (9.1%)	7 (15.9%)	6 (13.6%)	6 (13.6%)	4 (9.1%)	44
Very large	0	0	2 (8.7%)	4 (17.7%)	3 (13%)	6 (26.1%)	2 (8.7%)	1 (4.3%)	3 (13%)	2 (8.7%)	23
TOTAL	10	10	9	10	10	10	10	10	10	10	99

In case of the opinions of employees on how much the participants take part in the development of the image of the organization for adult education, statistically significant correlation between loyalty to the organization and the opinions of the respondents was visible.

This is evidenced by the value of the Pearson's correlation coefficient $r = 0.391$ significant at the 0.01 level. This could be described as follows. Respondents from organizations from Germany are mostly those who estimate that participants have "a little" and "very little" role in the development of the image of the organization ("little" - 66.7% and "very little" - 88.9%) - Table 15, which is fully in line with the statements of managers of these organizations, who, in most cases, did not identify participants as those who are working on the development of the image. On the other hand, managers from B&H see great potential in satisfied participants, who can contribute to the development of a positive image, which was confirmed in the opinion of the employees of these organizations. Moving towards categories that indicate a better assessment of the impact on the image of the organization by participants, respondents from B&H are majority in all categories („medium“ work on image 63.9%; „large“ work on image 65%; „very large“ work on image 85.8%).

Table 15: Work of participants on the image of the organization with regard to organization/city

City/org. Work	Munich	Cham	Regen	Landau	Regensburg	Sarajevo (N)	Banja Luka	Gračanica	Sarajevo (C)	Tuzla	TOTAL
Very little	6 (33.3%)	2 (11.1%)	1 (5.6%)	5 (27.8%)	2 (11.1%)	0	0	2 (11.1%)	0	0	18
Little	2 (11.1%)	2 (11.1%)	5 (27.8%)	2 (11.1%)	1 (5.6%)	0	1 (5.6%)	2 (11.1%)	2 (11.1%)	1 (5.6%)	18
Medium	2 (5.6%)	3 (8.3%)	1 (2.8%)	2 (5.6%)	5 (13.9%)	5 (13.9%)	4 (11.1%)	4 (11.1%)	6 (16.7%)	4 (11.1%)	36
Large	0	3 (15%)	2 (10%)	0	2 (10%)	2 (10%)	4 (20%)	1 (5%)	2 (10%)	4 (20%)	20
Very large	0	0	0	1 (14.3%)	0	3 (42.9%)	1 (14.3%)	1 (14.3%)	0	1 (14.3%)	7
TOTAL	10	10	9	10	10	10	10	10	10	10	99

If we sublimate quantitative findings, presented in Table 16, we may say that results of the t-test have shown that there is a statistically significant difference between arithmetic means of work on image of managers, employees and participants, which are related to different organizations for adult education, but also to two countries in general.

Table 16: Opinions of employees about work on the image of the organizations for adult education – arithmetic means

City	Regen	Cham	Munich	Landau	Regensburg	Sarajevo (N)	Banja Luka	Gračanica	Sarajevo (C)	Tuzla
Work on image - manager (AM)	4.6	4.2	3.4	4.5	4.7	4.8	3.6	5	4.9	4
Total	4.28					4.46				
Work on image - employees (AM)	3.6	3.1	3.1	3.8	4.2	4.6	4.1	3.8	4.2	3.8
Total	3.56					4.1				
Work on image - participants (AM)	2.4	2.7	1.6	2	2.7	3.8	3.5	2.7	3	3.5
Total	2.28					3.3				

If we look at the total sample, as presented in Table 17, we can conclude that the employees believe that managers work the most on the development of the image (AM = 4.36 - between “large” and “very large”), employees a little less (AM = 3.82 - between “medium” and “large”), and the participants at least (AM = 2.79 - between “a little” and “medium”). Results of t-test indicate no statistically significant differences among all of the above arithmetic means at the 0.01 level, but it can be concluded that in reality there are indeed differences.

Table 17: Work on the image of the organization for adult education (whole sample)

Status	Directors	Employees	Participants
Work on image (AM)	4.36	3.82	2.79

In the context of the results, it can be concluded that the opinions of managers and employees on the work on the image of the organization are compatible, which is a valuable information that reinforces the importance of correlation found regarding the work on the image of the organization (based on the analysis of qualitative data) and the application of the management models.

Competence and training of staff

Findings that are relevant for understanding the correlation between the competence and training of personnel with the application of management models, we collected by the examination of attitudes of managers of organizations on the importance of competence and training of staff employed on the one hand, as well as by collecting the opinions of employees about their motives and attitude towards their own development, the intensity of training, the factors supporting training and the awareness of legislation that may regulate this matter, on the other hand. In Table 18, statements of managers about this component and the application of certain management models are sublimated.

Table 18: Competence and professional development of staff as a component of the culture of organizations for adult education and the application of management models

Organization for adult education	Competence and professional development of staff as a component of the culture of organizations	MODELS
VHS Regen	Qualified and competent staff are considered very important for the success and the business of organization for adult education. Manager sees development as an imperative of our time and believes that organizations for adult education can not count on success without a permanent training of their staff. Manager therefore encourages training in the organization, and the organization has a specific budget for the development of their staff.	Collegial – Cultural – Formal Strategic management Management of goal Management of process Human resources management Quality management Time management Network management
VHS Cham	Manager training of staff considers as very important for the organization for adult education. Adult education organizations must not save money on training of their staff, because qualified and competent staff are very important for the success of the organization. However, training is not always equally accepted by all employees. Colleagues with higher education are more ready to participate in training than their colleagues with high school education.	Collegial – Cultural Strategic management Management of goal Management of program Human resources management Financial management Marketing management Sales management Quality management Project management Management of organizational culture Conflict management Network management

VHS Munich	<p>Although qualified and competent staff are considered very important for the success of the organizations for adult education, continuing education of employees of the organization is not something that goes without saying. Some of the employees individually and continuously work on their development, while some of the staff have to be motivated to participate in developing and improving their skills and competencies. Although the organization has developed the concept of the development of human resources, all employees do not have the same awareness of the importance of ongoing training. The organization offers four options and four developed models for the training of its employees.</p>	<p>Collegial – Cultural</p> <hr/> <p>Strategic management Management of goal Management of program Human resources management Financial management Marketing management Sales management Quality management Project management Management of organizational culture Conflict management Network management</p>
VHS Landau	<p>The manager of the organization works hard to motivate all employees for their professional development, because competence of personnel is considered extremely important. Bavarian Adult Education Association annually offers a variety of training programs for all employees, and the manager ensures that all information about these offers reaches all staff. Special care is taken to make new employees use offered forms of training and that young professionals who are just starting to work in this organization are trained well.</p>	<p>Collegial – Cultural</p> <hr/> <p>Strategic management Management of goal Management of program Management of process Knowledge management Human resources management Financial management Sales management Quality management Management of change Management of organizational culture Conflict management Time management</p>
VHS Regensburg	<p>Qualified and competent staff are considered very important for the success of the organization for adult education. Training of staff is encouraged by managers, but employees do not always have positive reactions and are not always ready to accept it. Professional training is considered important and it is one of the fields of work in the organization. Very important, inter alia, is the transfer of knowledge, so that knowledge and skills continuously are shared with other colleagues in the organization.</p>	<p>Collegial – Cultural – Formal</p> <hr/> <p>Strategic management Management of goal Management of program Knowledge management Human resources management Financial management Marketing management Management of organizational culture Time management Network management</p>

Center for Research and Education „Nahla” Sarajevo	<p>When it comes to employees, general idea is that learning from each other within the organization is very useful and that it should become part of the system of work. What is considered a weak point is the fact that there is not much space to provide professional training to part time employees, so that they can improve their careers as well. When it comes to the adult education skills of trainers, there is very little space for investment in human resources.</p>	Collegial – Cultural Financial management Marketing management Time management
Institution for Adult Education „SEC” Banja Luka	<p>The manager of the organization encourages training of staff, which is considered as one of the basic principles of this organization. Adult education training, vocational training, work on yourself, is what is important in this organization. Training of personnel is realized both within the organization and externally. Special emphasis is on new staff and they, prior involvement in the organization, go through the appropriate training. As part of the project and approved budget, funding for vocational and continuous training of both existing and new staff is regularly planned.</p>	Formal – Cultural Normative management Strategic management Management of goal Management of program Management of process Knowledge management Human resources management Financial management Marketing management Sales management Quality management Project management Management of change Management of organizational culture Conflict management Time management Network management
„Center for Adult Education” Gračanica	<p>Training of personnel in this organization for adult education is considered to be part of the job description. The manager believes that encouraging staff to professional development is very important, because without development there is no success of the individual in the team, and thus not the organization as a whole.</p>	Formal – Cultural Strategic management Management of goal Knowledge management Human resources management Marketing management Time management
„Center for Business Education” Sarajevo	<p>Professional and competent staff in this organization is considered very important for the success of the organization. Training of staff is supported by management, but the organization does not allocate specific funds for this purpose. Staff goes to trainings through their own initiative or through various projects.</p>	Subjective – Formal Strategic management Management of program Marketing management Quality management Management of organizational culture Conflict management

<p>„Amica Educa” Tuzla</p>	<p>Employees of this organization are required to develop their professional skills, which management sees as a way to improve the overall work. In accordance with the possibilities, employees are motivated and are sent to certain training programs in the country and even abroad. Management is making efforts to ensure the competence of staff and their professional development within the organization, but also outside of it, both in Bosnia and in Europe.</p>	<p>Collegial – Cultural</p> <hr/> <p>Normative management Strategic management Management of program Human resources management Financial management Quality management Project management Network management</p>
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By analysing the statements of managers of organizations, we can conclude that all managers are unanimous in the view that qualified and competent staff is very important to the success of the business of organization for adult education. This is supported by the fact that eight managers, who in their work maximally stimulate development of their staff, and consider it inevitable and imperative of our time, in their management practice emphasize the importance of applying the model of human resources management as one of the most important operational models. Although the organizations from the Federal Republic of Germany have developed appropriate models for the development of their staff and give substantial financial resources for that, from interviews with managers we were able to see that a large number of employees is not motivated and rarely takes part in various forms of training that are available to them. In contrast, in conversations with managers of organizations for adult education from B&H we were not able to notice a lack of motivation among employees for professional training. This impression we checked by the analysis of attitudes of employees of these organizations regarding their professional development and the intensity of their training. One of the managers, who generally supports the training of his employees, but the organization does not allocate funds for this purpose, believes and expects that the staff should be trained through their own initiatives or through various projects. It is interesting to note that this attitude has the manager who in his management practice applied a subjective model, and this example also shows us the responsibility of the individual. Thus, we can conclude that there is a correlation between the opinion of manager on competence and training of staff and the implementation of management models. This correlation can be understood, and explained, by the fact that those who emphasize the importance of staff competence

and their training (which they encourage intensively) rank the model of human resources management as very important and therefore apply it (8 organizations). Organizations that do not invest in the development of their staff, because they consider it an obligation of an individual, do not consider a model of human resources management as a particularly important model.

With the aim of comparing the opinions of managers and employees on the competence and training of personnel, we examined the opinions of employees on the indicators of the above mentioned variable (attitude towards training, opinion about the motives of training, the intensity of training, the factors of support to development, and the information on legislation regulating this field). When we look at the distribution presented in Table 19, it can be seen that among the respondents there are none that have “negative” or “extremely negative” attitude towards training, which denies the opinions of some managers of organizations for adult education (Cham, Munich, Regensburg), which indicate that some employees have just “extremely negative” or “negative” attitude towards training.

Table 19: Attitudes of employees towards professional development with regard to organization/city

City/org. Attitudes	Munich	Cham	Regen	Landau	Regensburg	Sarajevo (N)	Banja Luka	Gračanica	Sarajevo (C)	Tuzla	TOTAL
Neutral	7 (41.2%)	2 (11.8%)	2 (11.8%)	3 (17.6%)	1 (5.9%)	0	1 (5.9%)	1 (5.9%)	0	0	17
Positive	3 (4.2%)	7 (9.9%)	7 (9.9%)	7 (9.9%)	7 (9.9%)	7 (9.9%)	7 (9.9%)	9 (12.7%)	9 (12.7%)	8 (11.3%)	71
Very positive	0	1 (8.3%)	1 (8.3%)	0	2 (16.7%)	3 (25%)	2 (16.7%)	0	1 (8.3%)	2 (16.7%)	12
TOTAL	10	10	10	10	10	10	10	10	10	10	100

Statistical analysis of these data has shown a significant correlation between the attitude of employees towards training and the organization in which they work. This is confirmed by Pearson's correlation coefficient $r = 0.354$ significant at the 0.01 level. Based on the distribution of responses it is clear that there are only two (of 17) respondents who have a neutral attitude towards professional development, from Bosnia and Herzegovina. Respondents who have a positive attitude are mostly those who are employed in organizations for adult education in B&H.

Also, a similar tendency is present among those who have a “very positive attitude” towards professional development. In fact, 8 out of 12 respondents in this category are from the organization from Bosnia and Herzegovina. One gets the impression that the more positive attitude about training is present among participants from Bosnia and Herzegovina, which, this time, fully supports the conclusions based on the statements of managers of organizations for adult education. In Table 20 are given the arithmetic means of attitudes towards professional development in every organization, which illustrates just presented conclusions that employed respondents from B&H have a more positive attitude towards the professional development in comparison to those from Germany. The most positive attitude towards vocational training had employees in Sarajevo (Nahla), and the least positive attitude had employees in the Adult Education Centre (VHS) Munich.

Table 20: Attitudes of staff towards professional development – arithmetic means

City	Regen	Cham	Munich	Landau	Regensburg	Sarajevo (N)	Banja Luka	Gračanica	Sarajevo (C)	Tuzla
Attitude towards professional development (AM)	3.9	3.9	3.3	3.7	4.1	4.3	4.1	3.9	4.1	4.2
Total	3.78 (between „neutral“ and „positive“)					4.12 (between „positive“ and „very positive“)				

Based on distribution of responses in the Table 21, we may see that respondents gave quite similar responses (regardless of organization in which they work) related to quality of work as a motive for professional development. This tendency is even more obvious when it comes to personal satisfaction as a motive of professional development.

Table 21: Motives of employees for professional development with regard to organization/city

City/org. Motive	Munich	Cham	Regen	Landau	Regensburg	Sarajevo (N)	Banja Luka	Gračanica	Sarajevo (C)	Tuzla	TOTAL
Higher salary	0	0	0	0	1 (16.7%)	1 (16.7%)	0	1 (16.7%)	2 (33.3%)	1 (16.7%)	6
Better working position	0	0	0	1 (7.7%)	0	1 (7.7%)	1 (7.7%)	2 (15.4%)	6 (46.2%)	2 (15.4%)	13
Keeping the job	0	1 (16.7%)	1 (16.7%)	0	0	0	2 (33.3%)	2 (33.3%)	0	0	6
More quality work	10 (11.9%)	8 (9.5%)	9 (10.7%)	9 (10.7%)	9 (10.7%)	6 (7.1%)	10 (11.9%)	6 (7.1%)	7 (8.3%)	10 (11.9%)	84
Personal satisfaction	5 (10%)	4 (8%)	6 (12%)	5 (10%)	5 (10%)	5 (10%)	5 (10%)	4 (8%)	4 (8%)	7 (14%)	50
TOTAL	15	13	16	15	15	13	18	15	19	20	159

When we examine motives of employees for professional development, it is obvious that there are many statistically relevant correlations between organizations for adult education and motives for professional development. Pearson's coefficient of correlation $r = -0.205$ relevant at the level of 0.05 confirms that. This can be explained by the fact that five out of six respondents, who said that their motive was higher salary, were from B&H. This is absolutely in accordance to responses by managers about (dis)satisfaction of staff regarding work.

Secondly, there was a statistically significant correlation between the organization and promotion at work as a motive. This is confirmed by Pearson's correlation coefficient $r = -0.368$ significant at the 0.01 level. This could be explained by the fact that 12 of the 13 respondents, who had promotion as motive for professional development, are from Bosnia and Herzegovina. Although we have not found a statistically significant correlation between the organization and the residue on the job as a motive for professional development and training, we noticed a similar tendency in the distribution of answers as in the previous cases. That is, the table shows that four of the six respondents, whose motives for training were to stay on the job, come from Bosnia and Herzegovina. By analysing quantitative data related to the intensity of the training of employees in the last three years, it can be concluded that there is a statistically significant correlation between the organization and the frequency of training of respondents (see Table 22).

Table 22: Frequency of professional development of employees with regard to organization/city

City/org. Freq. of PD	Munich	Cham	Regen	Landau	Regensburg	Sarajevo (N)	Banja Luka	Gračanica	Sarajevo (C)	Tuzla	TOTAL
None	0	0	0	0	1 (20%)	2 (40%)	0	2 (40%)	0	0	5
Once	3 (16.7%)	3 (16.7%)	2 (11.1%)	3 (16.7%)	1 (5.6%)	1 (5.6%)	0	3 (16.7%)	0	2 (11.1%)	18
Two times	5 (23.8%)	1 (4.8%)	1 (4.8%)	2 (9.5%)	2 (9.5%)	1 (4.8%)	5 (23.8%)	3 (14.3%)	1 (4.8%)	0	21
Three times	2 (10%)	4 (20%)	2 (10%)	3 (15%)	4 (20%)	1 (5%)	1 (5%)	1 (5%)	1 (5%)	1 (5%)	20
Four times	0	0	2 (28.6%)	0	0	0	2 (28.6%)	0	2 (28.6%)	1 (14.3%)	7
Five times and more	0	2 (6.9%)	3 (10.3%)	2 (6.9%)	2 (6.9%)	5 (17.2%)	2 (6.9%)	1 (3.4%)	6 (20.7%)	6 (20.7%)	29
TOTAL	10	10	10	10	10	10	10	10	10	10	100

This is confirmed by Pearson's correlation coefficient $r = 0.249$ significant at the 0.01 level. Generally speaking, based on the distribution of the answers, which are given in the same table, participants from B&H participate more in the training than participants from Germany. The results of t-test showed no statistically significant difference of arithmetic means of frequency of trainings related to different organizations, based on which we can conclude that real differences do exist (see Table 23). All differences between organizations in Germany and Bosnia and Herzegovina, except the differences between organizations from Regen and Gračanica, point to what we have previously stated, and that is that the respondents from B&H participate in trainings more often than their colleagues from Germany.

It is interesting to mention that in the past three years, employees from Sarajevo (CPE) and Tuzla have been in professional training most often, and employees from Gračanica and Munich the least.

Table 23: Frequency of professional development of employees in organizations for adult education – arithmetic means

City	Regen	Cham	Munich	Landau	Regensburg	Sarajevo (N)	Banja Luka	Gračanica	Sarajevo (C)	Tuzla
Frequency of professional development (AM)	4.3	3.7	2.9	3.6	3.7	4.1	4.1	2.7	5.3	4.9
Total	3.46 (2-3 times)					4.22 (more than 3 times)				

By examining factors that provide support to professional development of employees and by analysing them, we have not found statistically significant correlation between the opinion of respondents related to the question how much does the management support their development and the organization in which they work.

Table 24: Support of development by management with regard to organization/ city

City/org. Support	Munich	Cham	Regen	Landau	Regensburg	Sarajevo (N)	Banja Luka	Gračanica	Sarajevo (C)	Tuzla	TOTAL
None	0	0	0	1 (33.3%)	0	0	1 (33.3%)	0	1 (33.3%)	0	3
Very little	0	0	1 (50%)	1 (50%)	0	0	0	0	0	0	2
Little	1 (33.3%)	1 (33.3%)	0	0	0	0	0	0	1 (33.3%)	0	3
Big	9 (25.7%)	4 (11.4%)	2 (5.7%)	2 (5.7%)	2 (5.7%)	3 (8.6%)	4 (11.4%)	2 (5.7%)	3 (8.6%)	4 (11.4%)	35
Very big	0	5 (9.6%)	7 (13.5%)	6 (11.5%)	7 (13.5%)	5 (9.6%)	5 (9.6%)	6 (11.5%)	5 (9.6%)	6 (11.5%)	52
TOTAL	10	10	10	10	9	8	10	8	10	10	95

It is obvious from the Table 24 that some more respondents from B&H think that management provides „very big“ support to their professional development, than in the case of respondents from Germany. Respondents from Germany, on the other hand, claim that management provides „big“ support. Out of five respondents who think that management provides „little“ or „very little“ support, four are from Germany (Regen, Cham, Munich, Landau) and one is from B&H (Sarajevo – CPE). On the other hand, out of three respondents who say that managers provide „none“ support to professional development two are from B&H (Banja Luka, Sarajevo CPE). On the other hand, out of three of the respondents who believe that the administration does not support their development “at all” two are from B&H (Banja Luka, Sarajevo CPE), and one employee is from Landau.

Table 25: Factors of support to professional development of employees in organizations for adult education – arithmetic means

City	Regen	Cham	Munich	Landau	Regensburg	Sarajevo (N)	Banja Luka	Gračanica	Sarajevo (C)	Tuzla
Support by management (AM)	4.5	4.4	3.9	4.1	4.8	4.6	4.2	4.8	4.1	4.6
Total	4.34					4.46				
Support by colleagues (AM)	4.2	3.7	3.3	3.1	3.9	4.1	4.0	4.6	3.4	4.4
Total	3.64					4.1				
Support by local communities (AM)	2.0	2.2	1.2	1.5	3.3	1.5	1.7	1.5	1.4	1.3
Total	2.04					1.48				

If we look at Table 25, we can conclude that there is little difference in the arithmetic means related to support to training by the management between employees from the Federal Republic of Germany and the employees from B&H. However, both of them (4.34 and 4.46) indicate that respondents from both countries believe that the administration gives “big” or “very big” support to development of employees, which is in line with the statements given by managers of organizations. Most support to their training by the administration have employees from Gračanica, and Regensburg, which is in line with the statements of managers of these organizations. On the other hand, the lowest support for the training of employees is in the Adult Education Centre (VHS) Munich, which is completely the opposite to the opinion and statements of manager of that organization, who pointed out that in his organization the training of staff is done systematically, that the organization has a concept of developing human resources, and that the organization has developed four models for the development of their staff. The opinions of employees in Sarajevo (CPE), who stated that they have the least support by the administration, are fully in line with the views and opinions of the management of that organization.

That is based on the fact that there is eight out of 14 respondents who confirmed the existence of legal obligations in B&H. This observation is confirmed by the fact that 42 of the 50 respondents from Germany stated that there is no legal obligation for training. Employees' opinions are somewhat in line with legal regulations, because the Law on the Improvement of Adult Education in Bavaria does not require legal obligation of professional training of staff working in the field of adult education. On the other hand, the Law on Adult Education in the RS (Article 34) and the Law on Adult Education in the Tuzla Canton (Article 37) clearly define the legal obligation for andragogic training of personnel working in the field of adult education, and the very specific article points out that "Adult education personnel has the right and obligation of continuous professional and andragogic training". The same legal obligation is prescribed by other laws on adult education in B&H. The Law on Adult Education of Tuzla Canton even in the same article, paragraph 2, requires the organizer of adult education to annually organize the andragogic or vocational training for their employees. Research has shown that a large number of employees in organizations for adult education is not clearly familiar with legal requirements, and that a number of managers of organizations for adult education has not informed their staff about their legal rights and obligations. If we ignore the testimony of employees from Gračanica and Tuzla, because at the time of the research, the Law on Adult Education in Tuzla Canton has not yet been adopted, the statement said above can be supported by the fact that all employees from Banja Luka (SEC) stated that there is no legal requirement or that they were not informed about the legal obligation for professional training, which is completely opposite to the article 34 of the Law on Adult Education in RS. In addition, 20 respondents did not have information regarding the legislation which regulates this component, while 24 of them have presented wrong information regarding legislation. Based on the findings of the qualitative and quantitative - statistical analysis (the statements of managers and attitudes and opinions of employees), we have made somewhat contradictory conclusions. On the one hand, it seems obvious that there is a correlation between the application of the model of management of human resources and the opinions on the competence and training of personnel, while on the other hand, people working in organizations where the application of human resources management is the most important are the least

motivated and almost do not take part in the training. These findings certainly can be the inspiration for a new research and empirical testing of these correlations.

Interpersonal Relations

Interpersonal relations in the organization, as an element of organizational culture and climate, we analysed by examining the opinions of managers about personal relations in their organizations. If we look at Table 27, we can conclude that most of the managers of organizations assessed that the relations between employees are generally good, and that the working climate in the organization is at a high level. In addition to that, the managers pointed out that among their employees there is mostly mutual respect and appreciation. Managers try to use constant discussions (group or individual) in order to contribute to good relations in their organizations. However, there are not enough arguments to support the thesis that the interpersonal relations are associated with the application of certain models. Nevertheless, we can see some indications of possible correlations, that are illustrated by the following example. Five managers (Cham, Munich, Landau, Banja Luka, and Sarajevo - CPE) considered the model of conflict management as a very important in the management practice of their organizations. By analysing the statements of managers regarding the application of this model in three cases (Cham, Munich, Banja Luka) we can see why they have mentioned it as an important, because the managers of these organizations said that there is a space for the improvement of human relations in these organizations. In addition, of the Adult Education Centre (VHS) Cham and Munich, which are large organizations for adult education, it was expected that disruption of interpersonal relations happened there more often, so the use of this model of management in solving problems in the interaction between people, organization and culture is of great importance. On the other hand, emphasize the importance of application of this model in organizations in Landau and Sarajevo (CPE) were in contradiction with the statements of managers, who referred to interpersonal relations as "not only good, but great." Therefore, the above example cannot be used to support the conclusion about the existence of correlations between the studied variables.

Table 27: Interpersonal relations as a component of the organizational culture of organizations for adult education and the application of management models

Organization for adult education	Interpersonal relations as a component of organizational culture	MODELS
VHS Regen	As for the interpersonal relations among employees, manager points out that relations are generally very good, but sometimes there are certain problems in interpersonal relations within the organization. Working atmosphere is at a high level, which is recognized in the environment of the organization, which is one of the reasons for permanently large number of applications for the job. Potential candidates consider this organization as very attractive employer.	Collegial – Cultural – Formal <hr/> Strategic management Management of goal Management of process Human resources management Quality management Time management Network management
VHS Cham	The manager says he is satisfied with interpersonal relations and working climate in the organization. The biggest problem he sees in the fact that all employees (including directors) are working under great time pressure. What he finds not very positive is the fact that some employees, knowing that they are working in the public sector and that they can hardly be fired, sometimes are exploiting their position. Especially unmotivated are those employed in administrative and technical department where salaries are lower. The manager tries to meet needs of employees, which is sometimes misused by some.	Collegial – Cultural <hr/> Strategic management Management of goal Management of program Human resources management Financial management Marketing management Sales management Quality management Project management Management of organizational culture Conflict management Network management
VHS Munich	The manager is making great efforts to bring interpersonal relations in the organization at a high level. Since this is a large organization, it is realistic to expect that among employees there is a misunderstanding and possible conflict. The manager, however, points out that these are rare cases. Overall, it can be concluded that the manager is happy with relations, and emphasizes that the identification with the organization of each employee is very important, in order to achieve this kind of success, and to obtain personal satisfaction with working environment among employees.	Collegial – Cultural <hr/> Strategic management Management of goal Management of program Human resources management Financial management Marketing management Sales management Quality management Project management Management of organizational culture Conflict management Network management

VHS Landau	<p>The manager of the organization points out that relations in a small women's team are very positive, and this is supported by the fact that they make a very flexible and responsible team, which worked almost without a single day of sick leave in the past few years. When it comes to part time employees, the fact that a large number of them has been engaged continuously for many years, speaks of a positive working environment and good personal relations in the organization.</p>	<p>Collegial – Cultural</p> <hr/> <p>Strategic management Management of goal Management of program Management of process Knowledge management Human resources management Financial management Sales management Quality management Management of change Management of organizational culture Conflict management Time management</p>
VHS Regensburg	<p>The manager of the organization points out that interpersonal relations are currently very good, which may indicate that in the past they may have been worse. In addition, he notes that from time to time there are problems, but at the moment these relations are very good, employees speak openly to each other etc. Manager seeks to further enhance positive atmosphere, through regular meetings of team, individual interviews etc.</p>	<p>Collegial – Cultural – Formal</p> <hr/> <p>Strategic management Management of goal Management of program Knowledge management Human resources management Financial management Marketing management Management of organizational culture Time management Network management</p>
Center for Research and Education „Nahla” Sarajevo	<p>Togetherness, love and respect are the qualities that reflect the team of employees in the organization, says the manager. Employees, as part of a team, were carefully selected and it is not a surprise that a team has grown and developed thanks to the fact that they share the same values. Very important is the fact that this team works very well and that there is no interpersonal problems within the organization.</p>	<p>Collegial – Cultural</p> <hr/> <p>Financial management Marketing management Time management</p>

Institution for Adult Education „SEC” Banja Luka	<p>The manager points out that they have a small team, which is preoccupied with a lot of work and daily duties, but among employees a lot of information is shared, trying to support the work of all. Interpersonal relationships are considered to be good, although there is space for further improvement of relations in the organization. The manager points out that he is trying to provide possible assistance to all employees in solving all problems.</p>	<p>Formal – Cultural</p> <hr/> <p>Normative management Strategic management Management of goal Management of program Management of process Knowledge management Human resources management Financial management Marketing management Sales management Quality management Project management Management of change Management of organizational culture Conflict management Time management Network management</p>
„Center for Adult Education” Gračanica	<p>The manager points out that it is very important to create a good climate and good interpersonal relationships in an organization where all employees respect each other so that educational institution can be successful. The organization in which employees confront and obstruct each other can not make progress. Good relations among employees are considered to be their great success.</p>	<p>Formal – Cultural</p> <hr/> <p>Strategic management Management of goal Knowledge management Human resources management Marketing management Time management</p>
„Center for Business Education” Sarajevo	<p>Presenting views on interpersonal relations, manager pointed out that relations between employees are good, and said that they are not only good, but excellent. He notes that as organization they had a couple of part time employees, who simply did not fit into the team and they terminated cooperation with them. The team is very positive with the shared work ethic.</p>	<p>Subjective – Formal</p> <hr/> <p>Strategic management Management of program Marketing management Quality management Management of organizational culture Conflict management</p>
„Amica Educa” Tuzla	<p>Manager considers personal relations in the organization good. Stresses that perhaps could have been better, but it is currently assessed as good. Employee relations can be improved, because she believes that all employees are aware of the fact that everyone in the organization can only benefit from such improvement.</p>	<p>Collegial – Cultural</p> <hr/> <p>Normative management Strategic management Management of program Human resources management Financial management Quality management Project management Network management</p>

Satisfaction of Employees with Work

As the last component of the organizational culture, we examined employees' satisfaction with work, by examining the opinions of managers on employees' satisfaction in the organization, but also by examining the attitudes of employees towards this component. To determine the correlation between this component of the organizational culture and the application of models of management, in Table 28 we sublimated statements by managers, which helped us to look for a possible correlation between indicators of this variable and the application of specific models of management. Opinions given by managers we compared with the attitudes of employees who work in these organizations. By analysing the statements of managers on employees' satisfaction and about the application of this model, we can conclude that in this case we have not found a direct correlation between the above mentioned variables. Managers of organizations for adult education from Germany said that the employees' satisfaction is at a high level and pointed out that they measure it by systematical surveys of perception and satisfaction. They also said that they organize regular meetings as well as anonymous surveys. Most successful work on employees' satisfaction we noted in an interview with the manager of the organization from Cham. A somewhat different perception we spotted among managers of organizations for adult education from Bosnia and Herzegovina. Most of them (Sarajevo - Nahla, CPU Sarajevo, Tuzla) considered employees' satisfaction as satisfactory. Two managers of these organizations (Sarajevo - Nahla, Tuzla) said that the increase in wages and a better allocation of tasks increased employees' satisfaction in their organizations. One manager (Gračanica) said that his employees are very satisfied with their work, while one manager of the organization from Banja Luka has not given us enough information to be able to assess how he sees the employees' satisfaction in his organization. What we were able to conclude after interviewing managers from B&H, is the fact that the aspect of job satisfaction of employees is not something that is approached systematically. They do not test and analyse the level of job satisfaction among employees regularly.

Table 28: Satisfaction of employees as a component of the culture of organizations for adult education and the application of management models

Organization for adult education	Satisfaction of employees as a component of the culture of the organizations	MODELS
VHS Regen	The manager believes that employees' satisfaction is at a very high level. He comes to these estimates by various means: regular meetings, interviews, anonymous questionnaires. The problem that the manager sees is related to a lot of time load of certain employees, which has recently caused certain health problems for them. Aware of these problems, manager tries to adequately respond to them.	Collegial – Cultural – Formal <hr/> Strategic management Management of goal Management of process Human resources management Quality management Time management Network management
VHS Cham	The manager estimates that employees are satisfied with the job they perform. The problem that eventually could affect the dissatisfaction of employees is, just as in the previous case, the high time pressure at work. The manager tries to somehow compensate employees by certain benefits: flexible use of time off for overtime, the possibility that an employee in exceptional cases works from home, etc. From the conversation, it was obvious that the manager really tries to meet everyone's need and that in any case, he tries to work in favor of employees.	Collegial – Cultural <hr/> Strategic management Management of goal Management of program Human resources management Financial management Marketing management Sales management Quality management Project management Management of organizational culture Conflict management Network management
VHS Munich	The organization regularly conducts anonymous surveys, that measure employees' satisfaction with work. The manager points out that a certain number of employees noted that they are not always satisfied with all aspects, but also notes that job of the manager is not to please each individual. He believes that in this business that simply is not possible. Overall, the manager believes that employees are satisfied with aspects of their work.	Collegial – Cultural <hr/> Strategic management Management of goal Management of program Human resources management Financial management Marketing management Sales management Quality management Project management Management of organizational culture Conflict management Network management

<p>VHS Landau</p>	<p>The manager believes that employees are satisfied with aspects of their work. This opinion is supported by the fact that this is a small team, and based on constant contact, conversation, presence at work, he can see the employees' satisfaction with all aspects of the work, for both full-time employees and those who are part-time.</p>	<p>Collegial – Cultural</p> <hr/> <p>Strategic management Management of goal Management of program Management of process Knowledge management Human resources management Financial management Sales management Quality management Management of change Management of organizational culture Conflict management Time management</p>
<p>VHS Regensburg</p>	<p>The manager believes that employees are satisfied with aspects of the work and emphasizes his commitment to allocate tasks primarily looking at what employee is more familiar with what segments of the work, that is to look what are their stronger, and what are their weaker sides. By that, he wants to further strengthen their strengths, and leave room for their further development and progress. He strives to transfer his positive energy to other employees.</p>	<p>Collegial – Cultural – Formal</p> <hr/> <p>Strategic management Management of goal Management of program Knowledge management Human resources management Financial management Marketing management Management of organizational culture Time management Network management</p>
<p>Center for Research and Education „Nahla” Sarajevo</p>	<p>The manager believes that employees are satisfied with aspects of the job, but at the same time feels that the team is inadequately paid for doing the type of work and adapting to the needs of participants and their time, that is for work in the afternoon and late in the evening and often on weekends. Working hours are often problematic for employees who have families, but they try to cope with that. The manager hopes that in the future they will be able to find solutions to this problem, so that employees would be more satisfied with aspects of the job.</p>	<p>Collegial – Cultural</p> <hr/> <p>Financial management Marketing management Time management</p>

Institution for Adult Education „SEC” Banja Luka	<p>From the interview with the manager we could not conclude how he assesses the satisfaction of employees in his organization. What we can conclude is that the satisfaction of the employees in the organization has not been systematically taken into account. The manager in the future plans to introduce the practice of individual interviews on this subject and therefore more systematically approaches this problem.</p>	<p>Formal – Cultural</p> <hr/> <p> Normative management Strategic management Management of goal Management of program Management of process Knowledge management Human resources management Financial management Marketing management Sales management Quality management Project management Management of change Management of organizational culture Conflict management Time management Network management </p>
„Center for Adult Education” Gračanica	<p>The manager points out that employees' satisfaction is at a high level. Employees' satisfaction is not systematically examined, and their satisfaction is closely linked to the amount of salaries, which he says are regular and the same amount as the salaries of teachers in public secondary schools. He notes that in addition to salaries employees have food compensation. The manager believes that all teachers, regardless of where they work, should have the same income and the same financial status as those who work in public institutions, because the job is in both cases equally demanding and responsible.</p>	<p>Formal – Cultural</p> <hr/> <p> Strategic management Management of goal Knowledge management Human resources management Marketing management Time management </p>
„Center for Business Education” Sarajevo	<p>As for aspects of job satisfaction, manager believes that, based on the knowledge that he has, employees are very satisfied with the job. The goal of manager is not only to make participants satisfied, but also a satisfied team and each individual in it, because only if the employees are satisfied we can achieve the satisfaction of participants, which in this organization is the primary objective. From the conversation we could not conclude whether the organization is working on checking the satisfaction of employees in the organization.</p>	<p>Subjective – Formal</p> <hr/> <p> Strategic management Management of program Marketing management Quality management Management of organizational culture Conflict management </p>

„Amica Educa” Tuzla	The manager believes that employees are generally satisfied with aspects of the work in the organization. When it comes to the satisfaction of employees with monthly income, manager points out that it is the middle level, while the satisfaction with working time is considered very high. When it comes to the division of tasks, manager believes that it could be enhanced and improved.	Collegial – Cultural
		Normative management Strategic management Management of program Human resources management Financial management Quality management Project management Network management

It was interesting to compare the statements by managers regarding the employees' satisfaction with work with the opinions of employees. Although there was no statistically significant difference between the organization and the satisfaction with aspects of the job/work, from Table 29 it can be seen that five out of seven respondents who had no opinion were from Bosnia and Herzegovina, two of them from the “Center for Adult Education” from Gračanica.

Table 29: Satisfaction of employees with aspects of work with regard to organization/city

City/org. SAT	Munich	Cham	Regen	Landau	Regensburg	Sarajevo (N)	Banja Luka	Gračanica	Sarajevo (C)	Tuzla	TOTAL
Hesitant	1 (14.3%)	0	0	0	1 (14.3%)	1 (14.3%)	1 (14.3%)	2 (28.6%)	0	1 (14.3%)	7
Satisfied	9 (11.7%)	10 (13%)	8 (10.4%)	9 (11.7%)	6 (7.8%)	5 (6.5%)	8 (10.4%)	6 (7.8%)	8 (10.4%)	8 (10.4%)	77
Very satisfied	0	0	2 (12.5%)	1 (6.3%)	3 (18.8%)	4 (25%)	1 (6.3%)	2 (12.5%)	2 (12.5%)	1 (6.3%)	16
TOTAL	10	10	10	10	10	10	10	10	10	10	100

In the category of those who are “satisfied” with aspects of the work, there are more respondents from Germany (42 out of 77), and the highest number of respondents who are “satisfied” with aspects of the work is among the employees in the Adult Education Centre (VHS) Cham (all ten employees), which is fully in accordance with the assessment of manager of that organization, as well as with our perception of care for employees of the manager in that organization. Employees from Munich and Landau (nine employees) are also in the group of employees who are “satisfied” with aspects of the work, which is consistent with the statements of their managers. Respondents from B&H are dominant

among those who are “very satisfied” with aspects of the work (10 out of 16). The largest number of “extremely satisfied” employees (4 of them) comes from Sarajevo (Nahla). There are grounds for conclusion that the statements of managers are generally compatible with the results obtained by examining the attitudes of employees when it comes to work. In the context of the results and conclusions derived, we should note that no particular significant correlation was found between satisfaction with work and the application of management models.

3.2.3. Resume of the Second Research Task

In the second research task we tested the hypothesis - The application of management models in the organizations is in correlation with the internal characteristics of organizations for adult education. The analysis and the interpretation of the obtained findings and conclusions based on them, indicate that the hypothesis was partially confirmed:

- There was no clear correlation found between management models and the “formulation” of vision and mission of the organizations from Germany. However, one can correlate the application of formal - cultural models in organizations in B&H (Banja Luka and Gračanica) with emphasis on “formalities” in the vision of these organizations through the recognition of the institution, as well as through the emphasis of formal and informal educational forms in the context of the mission of these organizations.
- There was no clear correlation found between the application of management models and objectives of the organization.
- The correlation, which is explicitly and implicitly clear in the context of the findings, is the correlation between the size of the organization and the implementation of three models - strategic management, management of goal and management of program. Larger organizations (all from Germany) apply these three models. Model of time management in smaller organizations has an important role when it comes to their management practice.
- Type of organization has an impact on the application of conceptual models of management. While in the management practice of non-governmental organizations involved in adult education exclusively collegial and cultural models are applied;

formal, and to a lesser extent, a subjective models dominate in the management practices of private adult education centres, or in the management practice of institutions for adult education which were established as a result of project activities of international organizations and which are still indirectly managed by the project. The organizational structure and the type of organization is associated with the implementation of financial management in organizations for adult education. In other words, its application is essential in organizations which belong to non-governmental sector.

- There was no correlation found between the program orientation of the organization as a contingency factor and the application of management models.
- There is a lack of relevant data to confirm the existence of correlation between the possession of certificates of quality standards and the application of certain models of management.
- Systematic work on the image can be seen as a cause or a consequence (relation between) of the application of the collegial and cultural models, and one-sided view on the image (as a matter of an individual) as a cause or a consequence (correlation between) of the application of formal and subjective models. In organizations that create the image only for marketing purposes, of course, the most important is the model of marketing management. In the context of the results obtained by the research, it can be concluded that the opinions of managers and employees on the work on the image of the organization is compatible, which is a valuable information that reinforces the importance of correlation found between the work on the image of the organization (based on the analysis of qualitative data) and the application of specific models of management.
- There was a correlation found between the opinion of managers on the competence and training of personnel and the application of management models. This correlation can be understood and explained by the fact that all those who emphasize the importance of staff competence and their training (and encourage it intensively) also find the model of human resources management as very important and therefore apply it strongly (eight organizations). Organizations that do not invest in the

development of their staff, because they consider it an obligation of the individual, do not find the model of human resources management important.

- There was no correlation found between the models of management and interpersonal relations in the organization.
- There was no significant correlation found between job satisfaction (expressed through the opinions of managers and employees) and the application of management models.

3.3. Application of Conceptual and Operational Models of Management in the Light of Components of Professional Profile of Managers in Organizations for Adult Education

*“Using knowledge to work responsibly
and enhance solidarity.”*

Igor Lukenda

The third research task is related to the study of the correlation or connection between the components of professional profile of managers of organizations for adult education, on the one hand, and the application of models of management in these organizations, on the other hand. In the components of the profile of managers of organizations for adult education we, as already mentioned, included: competence of managers, managerial experience, his/her attitude towards the management and “managerism” and the attitude of employees towards his/her management.

Competence of manager

As we have noted in the first part of the study, managers of organizations for adult education are expected, in addition to possessing certain qualifications and additional competencies, to successfully manage the organization and to be able to respond to the needs and challenges of contemporary time. Prof. dr. Meisel, director of the largest centre for adult education in Germany (Adult Education Centre (VHS) Munich), during the interview, which we had a pleasure to do personally with him during the research, has stressed the importance of continuous training,

if an individual wants to be successful manager of the organization for adult education. He said: “It is not written in the literature, but the one who wants to manage the organization for adult education must be prepared for learning and personal development, and be able to often view things from a different perspective.” Having in mind the core competencies that Staničić (2011) listed as important for the success of managers in education, in our discussion with managers of organizations, we tried to find out which of these competencies they thought they had, and which of them they considered as key competencies without which, in their opinion, it would not be possible to manage organization for adult education. In Table 30 we have sublimated the responses from managers, and management models that managers apply in their management practice. Key competencies that are the most important for them for a successful management of organizations for adult education, we ranked according to importance from 1 (the most important) to 5 (the least important) competence. Worth highlighting is the fact that five managers have put personal competence as the first (if not the first, then the second or third), and three managers ranked professional competence as the first. It is obvious that this finding can support ever open question - Is a good manager born or created by practice?

Table 30: Competencies of manager as a component of the professional profile of manager in the organizations for adult education and the application of management models

Organization for adult education	Competencies of manager	MODELS
VHS Regen	1. Personal, 2. Professional, 3. Developmental, 4. Social, and 5. Action competence	Collegial – Cultural – Formal <hr/> Strategic management Management of goal Management of process Human resources management Quality management Time management Network management

<p>VHS Cham</p>	<p>1. Social, 2. Personal, 3. Professional, and 4. Developmental competence</p>	<p>Collegial – Cultural</p> <hr/> <p>Strategic management Management of goal Management of program Human resources management Financial management Marketing management Sales management Quality management Project management Management of organizational culture Conflict management Network management</p>
<p>VHS Munich</p>	<p>1. Professional, 2. Developmental, 3. Personal, 4. Social, and 5. Action competence</p>	<p>Collegial – Cultural</p> <hr/> <p>Strategic management Management of goal Management of program Human resources management Financial management Marketing management Sales management Quality management Project management Management of organizational culture Conflict management Network management</p>
<p>VHS Landau</p>	<p>1. Personal, 2. Developmental, 3. Social, and 4. Professional competence</p>	<p>Collegial – Cultural</p> <hr/> <p>Strategic management Management of goal Management of program Management of process Knowledge management Human resources management Financial management Sales management Quality management Management of change Management of organizational culture Conflict management Time management</p>

VHS Regensburg	<ol style="list-style-type: none"> 1. Developmental, 2. Social, 3. Professional, 4. Personal, and 5. Action competence 	Collegial – Cultural – Formal <hr/> Strategic management Management of goal Management of program Knowledge management Human resources management Financial management Marketing management Management of organizational culture Time management Network management
Center for Research and Education „Nahla” Sarajevo	<ol style="list-style-type: none"> 1. Personal, 2. Social, 3. Professional, 4. Developmental, and 5. Action competence 	Collegial – Cultural <hr/> Financial management Marketing management Time management
Institution for Adult Education „SEC“ Banja Luka	<ol style="list-style-type: none"> 1. Personal, 2. Social, 3. Professional, 4. Developmental, and 5. Action competence 	Formal – Cultural <hr/> Normative management Strategic management Management of goal Management of program Management of process Knowledge management Human resources management Financial management Marketing management Sales management Quality management Project management Management of change Management of organizational culture Conflict management Time management Network management
„Center for Adult Education“ Gračanica	<ol style="list-style-type: none"> 1. Professional, and 2. Developmental competence 	Formal – Cultural <hr/> Strategic management Management of goal Knowledge management Human resources management Marketing management Time management

„Center for Business Education“ Sarajevo	1. Personal, and 2. Social competence	<div>Subjective – Formal</div> <hr/> Strategic management Management of program Marketing management Quality management Management of organizational culture Conflict management
„Amica Educa“ Tuzla	1. Professional, 2. Personal, and 3. Social competence	<div>Collegial – Cultural</div> <hr/> Normative management Strategic management Management of program Human resources management Financial management Quality management Project management Network management

By analyzing the statements of managers about their own competence and the importance of competence in the management practice of organizations for adult education (Table 30), as well as the interconnection of individual competence and conceptual models of management, we can conclude that the competence and the level of importance of competencies that managers highlighted differ based on the conceptual model of management which is applied (see Table 31). Looking at the aforementioned table, we can conclude that the personal competencies are more enhanced in managers who apply collegial and cultural model of management, which is fully in line with the nature of these two conceptual models of management. Professional and developmental competencies are becoming more important with the increasing application of formal models, while manager who applied subjective - formal model gives the highest importance to the possession of personal and social competence.

Table 31: Competencies of managers of the organizations for adult education rated by importance with regard to the application of the conceptual models of management

	Collegial - Cultural	Collegial - Cultural - Formal	Formal - Cultural	Subjective - Formal
1.	Personal	Developmental	Professional	Personal
2.	Professional	Professional	Developmental	Social
3.	Social	Personal	Personal	
4.	Developmental	Social	Social	
5.	Action	Action	Action	

On the other hand, by analysing the application of the operational models of management and competencies of managers, we were not able to conclude that there is a direct correlation between them.

Management Experience of Manager

Management experience, as a component of professional profile of managers in organizations for adult education, in our research has proven to be very useful and of great importance to the management practices of these organizations. Managers of organizations for adult education (that were included in our sample) have significant experience (a total of 199 years), which is a valuable potential and a good basis on which we can possibly design recommendations and guidelines for the selection and application of appropriate conceptual and operational models of management in particular context. In Table 32, from interviews with managers, we sublimated their management experience as a component of professional profile of managers of organizations for adult education, which has helped us to look for a possible correlation between this component and the application of conceptual and operational models of management in these organizations. For the purposes of determining these correlations we grouped managers, based on their management experience, into three categories: managers with “little” management experience (up to 5 years of experience), managers with “enough” management experience (up to 15 years), and managers with “a lot of” management experience (over 15 years).

Table 32: Management experience of manager as a component of the professional profile of manager in the organizations for adult education and the application of management models

Organization for adult education	Management experience of manager	MODELS
VHS Regen	25 years of management experience in total, fifteen as manager of the organization from our sample	Collegial – Cultural – Formal <hr/> Strategic management Management of goal Management of process Human resources management Quality management Time management Network management
VHS Cham	27 years of management experience in total, all as manager of the organization from our sample	Collegial – Cultural <hr/> Strategic management Management of goal Management of program Human resources management Financial management Marketing management Sales management Quality management Project management Management of organizational culture Conflict management Network management
VHS Munich	40 years of management experience in total, eight as manager of the organization from our sample	Collegial – Cultural <hr/> Strategic management Management of goal Management of program Human resources management Financial management Marketing management Sales management Quality management Project management Management of organizational culture Conflict management Network management

VHS Landau	21 years of management experience in total, nine as manager of the organization from our sample	Collegial – Cultural <hr/> Strategic management Management of goal Management of program Management of process Knowledge management Human resources management Financial management Sales management Quality management Management of change Management of organizational culture Conflict management Time management
VHS Regensburg	11 years of management experience in total, one as manager of the organization from our sample	Collegial – Cultural – Formal <hr/> Strategic management Management of goal Management of program Knowledge management Human resources management Financial management Marketing management Management of organizational culture Time management Network management
Center for Research and Education „Nahla” Sarajevo	15 years of management experience in total, all as manager of the organization from our sample	Collegial – Cultural <hr/> Financial management Marketing management Time management

Institution for Adult Education „SEC” Banja Luka	4 years of management experience in total, all as manager of the organization from our sample	<div>Formal – Cultural</div> <hr/> Normative management Strategic management Management of goal Management of program Management of process Knowledge management Human resources management Financial management Marketing management Sales management Quality management Project management Management of change Management of organizational culture Conflict management Time management Network management
„Center for Adult Education” Gračanica	29 years of management experience in total, six as manager of the organization from our sample	<div>Formal – Cultural</div> <hr/> Strategic management Management of goal Knowledge management Human resources management Marketing management Time management
„Center for Business Education” Sarajevo	18 years of management experience in total, eight as manager of the organization from our sample	<div>Subjective – Formal</div> <hr/> Strategic management Management of program Marketing management Quality management Management of organizational culture Conflict management
„Amica Educa” Tuzla	9 years of management experience in total, seven as manager of the organization from our sample	<div>Collegial – Cultural</div> <hr/> Normative management Strategic management Management of program Human resources management Financial management Quality management Project management Network management

After analysing the managerial experience of managers and correlation between these components and the application of the operational models of management, we noticed that nine managers of organizations for adult education with “enough” or “a lot” of management experience clearly confirmed the importance of applying certain operational models of management in their management practice. While a number of operational models by these managers were rated as “very important” (which has already been discussed in the first research assignment), the other number of models were evaluated as “less” or “least” important operational models of management in practice. The same managers evaluated some models as models which they do not use in their management practice at all. A clear difference, necessity for application and ranking of models by their importance was certainly provoked by management experience of these managers and long-term application of certain models in their management practice. Unlike them, a manager with a “little” of management experience pointed out that all 17 operational management models he applies in his practice, and that all 17 models are very important in the management practice of organizations for adult education. The above statement may be debatable, and the attitude of this manager has to be taken with doubt, because the application of all operational models of management at the same time is in practice almost impossible. On the other hand, the analysis of the overall findings of the research leads us clearly to conclusion that there is a big difference between the importance of the application of strategic management (as of the most important operational model) and change management (which is rated as the least important operational model of management in the management practice of organizations for adult education).

By analysing the application of conceptual models and the management experience of managers, as the components of their professional profile, we were able to conclude that there is a direct correlation between these components and the application of the collegial and cultural models. Conceptual models were usually applied by managers with a lot of management experience.

Attitudes towards Management and Managerism

The attitudes of managers with regard to management and managerism, as the third component of the professional profile of managers, we evaluated based on the overall impression that we got during interviews with managers of organizations for adult education. In general, it can be concluded that managers have a positive attitude towards the management (which they do not see as negative or pejorative, which could be described as “managerism”) and a clear vision of themselves as managers, which supports our earlier claims that managers/directors of organizations for adult education have more positive attitudes towards their managerial role than directors of formal educational institutions. Findings related to their attitudes - attitudes towards management as a component of professional profile of managers of organizations for adult education we sublimated in Table 33. The views of managers have helped us to analyse and determine the possible correlations between these components and the application of conceptual and operational models of management in organizations for adult education. For the purpose of the analysis, the views of managers regarding management we have grouped into four categories: “negative” attitude, “neutral” attitude, “moderately positive” and “very positive” attitude.

Table 33: Attitude towards management as a component of the professional profile of manager in the organizations for adult education and the application of the management models

Organization for adult education	Attitude towards management	MODELS
VHS Regen	Manager has a very positive attitude towards management and positive awareness of the application of knowledge from the field of management in the field of education.	Collegial – Cultural – Formal Strategic management Management of goal Management of process Human resources management Quality management Time management Network management

VHS Cham	Manager has a very positive attitude towards management and positive awareness of the application of knowledge from the field of management in the field of education.	Collegial – Cultural <hr/> Strategic management Management of goal Management of program Human resources management Financial management Marketing management Sales management Quality management Project management Management of organizational culture Conflict management Network management
VHS Munich	Manager has a very positive attitude towards management and positive awareness of the application of knowledge from the field of management in the field of education.	Collegial – Cultural <hr/> Strategic management Management of goal Management of program Human resources management Financial management Marketing management Sales management Quality management Project management Management of organizational culture Conflict management Network management
VHS Landau	Manager has a very positive attitude towards management and positive awareness of the application of knowledge from the field of management in the field of education.	Collegial – Cultural <hr/> Strategic management Management of goal Management of program Management of process Knowledge management Human resources management Financial management Sales management Quality management Management of change Management of organizational culture Conflict management Time management

VHS Regensburg	Manager has a very positive attitude towards management and positive awareness of the application of knowledge from the field of management in the field of education.	Collegial – Cultural – Formal <hr/> Strategic management Management of goal Management of program Knowledge management Human resources management Financial management Marketing management Management of organizational culture Time management Network management
Center for Research and Education „Nahla“ Sarajevo	Manager has a very positive attitude towards management and positive awareness of the application of knowledge from the field of management in the field of education.	Collegial – Cultural <hr/> Financial management Marketing management Time management
Institution for Adult Education „SEC“ Banja Luka	Manager has a moderately positive attitude towards management and positive awareness of the application of knowledge from the field of management in the field of education.	Formal – Cultural <hr/> Normative management Strategic management Management of goal Management of program Management of process Knowledge management Human resources management Financial management Marketing management Sales management Quality management Project management Management of change Management of organizational culture Conflict management Time management Network management
„Center for Adult Education“ Gračanica	Manager has a moderately positive attitude towards management and positive awareness of the application of knowledge from the field of management in the field of education.	Formal – Cultural <hr/> Strategic management Management of goal Knowledge management Human resources management Marketing management Time management

„Center for Business Education” Sarajevo	Manager has a very positive attitude towards management and positive awareness of the application of knowledge from the field of management in the field of education.	Subjective – Formal Strategic management Management of program Marketing management Quality management Management of organizational culture Conflict management
„Amica Educa” Tuzla	Manager has a very positive attitude towards management and positive awareness of the application of knowledge from the field of management in the field of education.	Collegial – Cultural Normative management Strategic management Management of program Human resources management Financial management Quality management Project management Network management

After we analysed correlation between this component and the application of management models, we can confirm our earlier statements about the very positive attitude towards the management. This can be substantiated by the fact that none of the managers of organizations for adult education, which formed our sample, had “negative” or “neutral” attitude towards this component. Eight managers expressed “very positive” attitude, while two managers expressed “moderately positive” attitude towards management. The reason for the “moderately positive” attitude may reside in the fact that in the case of manager from Gračanica, who is manager who has 23 years of managerial experience at the position of high school principal, i.e. public institution of formal education (in which there is little space for the application of management models), while in the case of manager from Banja Luka one of the reasons could be lack of management experience. These two managers with “moderately positive” attitude towards management in their management practice applied formal - cultural conceptual model of management, in contrast to other managers, who dominantly use collegial - cultural conceptual model of management.

On the other hand, analysis of the attitudes of managers towards management (which they could look in the “derogatory” terms as the

managerism - as unnatural transplant of management procedures from production and business to the field of education, but they did not do that) and evident application of numerous operational models of management in management practice, once again confirms “very positive” attitude of managers, and high awareness that a lot of knowledge from the management can be applied in education.

In addition to talks with the managers of these organizations, by interviewing we examined attitudes of employees towards the management of the organization in which they work, which indirectly leads us to a professional profile of managers, and the opinions of employees on the professional profile of managers. When examining the attitudes of employees towards management in organizations for adult education we were not able to find statistically significant correlation between the organization (city) and attitudes towards management. However, despite this, there are interviewees who have “negative” attitude towards management (see Table 34).

Table 34: Attitudes of employees towards the management of organization with regard to organization/city

City/org. Attitudes	Munich	Cham	Regen	Landau	Regensburg	Sarajevo (N)	Banja Luka	Gračanica	Sarajevo (C)	Tuzla	TOTAL
Negative	0	0	0	0	0	0	2 (100%)	0	0	0	2
Neutral	2 (25%)	1 (12.5%)	0	1 (12.5%)	0	0	2 (25%)	0	0	2 (25%)	8
Positive	8 (11%)	9 (12.3%)	9 (12.3%)	4 (5.5%)	7 (9.6%)	8 (11%)	6 (8.2%)	8 (11%)	7 (9.6%)	7 (9.6%)	73
Extremely positive	0	0	1 (5.9%)	5 (29.4%)	3 (17.6%)	2 (11.8%)	0	2 (11.8%)	3 (17.6%)	1 (5.9%)	17
TOTAL	10	10	10	10	10	10	10	10	10	10	100

There is an equal number of respondents who have a “neutral” attitude in both countries. Respondents are fairly uniform also in the category of those who have “positive” and “very positive” attitude. If we look at the arithmetic means in Table 35, we can conclude that respondents from both countries were very consistent in their attitudes towards the management of managers in organizations for adult education (there are the same values of arithmetic means). The most positive attitude towards the management of managers have employees in the Adult Education Centre (VHS) Landau, while the least positive attitude have employees in Institution for Adult Education “SEC” from Banja Luka.

Table 35: Attitudes of employees towards the management of organizations for adult education – arithmetic means

City	Regen	Cham	Munich	Landau	Regensburg	Sarajevo (N)	Banja Luka	Gračanica	Sarajevo (C)	Tuzla
Attitude regarding the management (AM)	4.1	3.9	3.8	4.4	4.3	4.2	3.4	4.2	4.3	3.9
Total	4.1					4.0				

If we separate from the Table 35 the highest (Landau) and the lowest (Banja Luka) arithmetic mean and compare it with the statements of managers of these organizations on the possession and importance of managerial competencies (Table 30), we can see that the same competencies are in both cases, only differently ranked by relevance. In both organizations managers have put the personal competence in the first place, while the Landau manager ranked the developmental and professional as second and third, and Banja Luka manager ranked social and professional in the second and third place. Thus, employees whose manager more values developmental than professional and social competence are more satisfied with management. If the highest and lowest mean of the attitude towards the management we connect with conceptual models applied, we note that employees in the organization, which applies collegial and cultural model are satisfied with management ($M = 4.4$), while the less happy are those employees whose manager applies formal and cultural model ($M = 3.4$).

3.3.1. Resume of the Third Research Task

By analysing the correlations between the components of the professional profile of managers and the application of conceptual and operational models of management in organizations for adult education, we can conclude that there is a correlation between the professional profile of managers of organizations for adult education and the application of the conceptual and operational models of management in these organizations.

Research has shown that the competence of managers, as well as the level of importance of competencies for managers, differ in relation to the applied conceptual models of management. Personal competencies

are more pronounced in managers who apply collegial and cultural model of management, which is fully in line with the nature of these models of conceptual management. Professional and developmental competencies are gaining in importance by bigger application of formal model, while manager who applied subjective - formal model sees the greatest importance in possession of personal and social competence.

After analysing the second component, we can conclude that managers of organizations for adult education with “enough” or “a lot” of management experience clearly see the need for the application, or the importance of applying certain operational models of management in their management practice, as opposed to managers with “little” of management experience. Managerial experience of managers and long-time application of certain models in their management practice certainly contributed to the clear differentiation, to the necessity for application and ranking of models by their importance. In addition, we should say that there is a direct correlation between the component of managerial experience and the application of collegial and cultural models. These conceptual models are usually applied by managers with “a lot of” managerial experience.

After analysing the correlation between attitudes towards management and managerism, as the third component of a professional profile of managers, with the application of models of management, we can confirm that managers of organizations for adult education have a very positive attitude towards management, which means that in education management they do not see the managerism-features (management with a negative connotation). None of managers had “negative” or “neutral” attitude towards this component. Eight managers expressed the “very positive” attitude, while two managers expressed “moderately positive” attitude towards management. Managers with a “moderately positive” attitude in their management practice applied formal - cultural conceptual model of management, in contrast to other managers, who dominantly use collegial - cultural conceptual model of management. In addition, analysis of the attitudes towards management and evident application of numerous operational models, once again confirms us the “very positive” attitude of managers, and high awareness that many skills from management can and should be applied in adult education.

When searching for establishing correlations between the variable of professional profile of managers and the application of management models, we examined the attitudes of employees to the management of the organizations in which they are employed.

Respondents were fairly balanced and have generally “positive” attitude towards management of their organizations, which indirectly means that they have a positive opinion about the competence of their leaders/managers.

3.4. Application of Conceptual and Operational Models of Management in the Light of Business Components of Organizations for Adult Education

“Investment in yourself is your very best investment.”

Dževad Duraković

The fourth research task was related to the establishment of correlations between the business of organizations for adult education and the application of models of management (the correlation between the dependent variables of the research). As the components/indicators of success of business of organizations in the education market, we have examined the following: *number of participants, models of financing, satisfaction of participants, and profitability of the organizations for adult education.*

Number of participants

The number of participants in organizations for adult education depends on many factors and it is often determined by demographics, population density, and size of organization, financial resources, and the attractiveness of programs. In order to determine the possible correlation between the components of the business of organization for adult education and the application of management models, in Table 36 we sublimated data on the number of participants at the annual level for each of the organizations on one hand, and models of management which are applied and which managers consider very important in their management practice, on the other hand. If we look at Table 36,

we can conclude that the organizations (which formed the sample) are very heterogeneous, when it comes to the number of participants. Having in mind this component, organizations for adult education were classified into three groups: organizations with up to 1,000 participants per year (Banja Luka, Gračanica, Tuzla), organizations with the number of participants 1,000-15,000 (Regen, Landau, Sarajevo “Nahla”, Sarajevo “CPU”) and organizations with over 15,000 participants (Cham, Munich, Regensburg).

Table 36: Number of participants as a component of business of organizations for adult education and the application of management models

Organization for adult education	Number of participants	MODELS
VHS Regen	12,000 participants	Collegial – Cultural – Formal <hr/> Strategic man. Man. of goal Man. of process Human resources man. Quality man. Time man. Network man.
VHS Cham	20,000 participants	Collegial – Cultural <hr/> Strategic man. Man. of goal Man. of program Human resources man. Financial man. Marketing man. Sales man. Quality man. Project man. Man. of org. culture Conflict man. Network man.

VHS Munich	245,000 participants	Collegial – Cultural <hr/> Strategic man. Man. of goal Man. of program Human resources man. Financial man. Marketing man. Sales man. Quality man. Project man. Man. of org. culture Conflict man. Network man.
VHS Landau	4,500 participants	Collegial – Cultural <hr/> Strategic man. Man. of goal Man. of program Man. of process Knowledge man. Human resources man. Financial man. Sales man. Quality man. Man. of change Man. of org. culture Conflict man. Time man.
VHS Regensburg	30,000 participants	Collegial – Cultural – Formal <hr/> Strategic man. - Man. of goal - Man. of program - Knowledge man. - Human resources man. - Financial man. - Marketing man. - Man. of org. culture - Time man. - Network man.
Center for Research and Education „Nahla” Sarajevo	6,000 participants	Collegial – Cultural <hr/> Financial management Marketing management Time management

Institution for Adult Education „SEC” Banja Luka	412 participants	Formal – Cultural Normative man. - Strategic man. - Man. of goal - Man. of program - Man. of process - Knowledge man. - Human resources man. - Financial man. - Marketing man. - Sales man. - Quality man. - Project man. - Man. of change - Man. of org. culture - Conflict man. - Time man. - Network man.
„Center for Adult Education” Gračanica	1,000 participants	Formal – Cultural Strategic man. - Man. of goal - Knowledge man. - Human resources man. - Marketing man. - Time man.
„Center for Business Education” Sarajevo	1,300 participants	Subjective - Formal Strategic man. - Man. of program - Marketing man. - Quality man. - Man. of org. culture - Conflict man.
„Amica Educa” Tuzla	860 participants	Collegial - Cultural Normative man. - Strategic man. - Man. of program - Human resources man. - Financial man. - Quality man. - Project man. - Network man.

When we analyse data in Table 36, we can conclude that the number of participants reflects on the application of the operational models of management in the management practice of managers. By discussing correlation between this component and the application of management model, we found that managers of organizations for adult education with a smaller number of participants (up to 1,000 participants) in their management practice applied a small number of the same operational models, while the number of the same models that are applied in practice, increased in management practice as we moved towards organizations with a large number of participants (over 15,000

participants). For managers of organizations with fewer participants two (common) operational models were considered as very important and used in management practice, namely: strategic management and human resources management. On the other hand, number of the same (common) applied operational models in management practice of managers of organizations with a large number of participants is much higher, since they all use: strategic management, management of goal, program management, human resources management, financial management, marketing management, management of organizational culture and management of network. It seems that the understanding and explanation of these correlations is logical, because it is expected that organizations with fewer participants tend to increase that number by the use of strategic management with the support of competent personnel, and application of human resources management. Discussing correlation between the components of an organization's operations and application of conceptual models of management, we concluded that it was not possible to say there was a direct correlation between them.

Models of financing of organizations for adult education

Models of financing of organizations for adult education are affected by numerous factors. Model of financing can have a direct impact on the very work of these organizations, but our research has shown that some organizations (for example, organizations established by the public administration) are in a much more favourable position than other types of organizations for adult education. Also, research has shown that even in developed countries (Germany) the share of state and local communities in the financing of adult education has decreased significantly in recent time. While in the case of organizations for adult education from Bosnia and Herzegovina state and the local community share in the financing was and still is almost negligible, share of state and local communities in the funding of adult education in Germany is also smaller and smaller with time. If we look at Table 37, we can notice that the participation of individuals in the funding of adult education nowadays is much higher compared to the traditional way of financing when "Model - 3/3" (1/3 state, 1/3 local community and 1/3 participants) was used. When we analyse what managers from Germany said about financing, we can conclude that the proportion of individuals (participants) in the funding of these organizations nowadays is twice as

big and it is, on average 65% of the total budget of the organization for adult education, while the remaining 35% of funds is provided from the state budget, local communities, and through various project activities. In Table 37 we present models of funding of organizations for adult education, as one of the components of business of organizations, which have helped us to look for a possible correlation between this component and the application of models of management in these organizations. Having in mind the financing, we divided organization into two groups (for the purpose of this research), namely to: organizations in which a significant portion of the budget is provided from public funds (6 organization of our sample) and organizations whose funding does not involve state or the local community (4 organization of our sample) and which are mainly focused on project activities and providing financial resources from participants, that is through funding from companies that use their education services.

Table 37: Models of financing as a component of business of organizations for adult education and the application of management models

Organization for adult education	Model of financing of organisation for adult education	MODELS
VHS Regen	Local community, State and projects (30%) + participants (70%)	Collegial – Cultural – Formal <hr/> Strategic management Management of goal Management of process Human resources management Quality management Time management Network management
VHS Cham	Local community and State (15%) + projects and participants (85%)	Collegial – Cultural <hr/> Strategic management Management of goal Management of program Human resources management Financial management Marketing management Sales management Quality management Project management Management of organizational culture Conflict management Network management

VHS Munich	Local community (45%), State (10%), projects (5%) + participants (40%)	Collegial – Cultural <hr/> Strategic management Management of goal Management of program Human resources management Financial management Marketing management Sales management Quality management Project management Management of organizational culture Conflict management Network management
VHS Landau	Local community (28%), State (7%) + projects and participants (65%)	Collegial – Cultural <hr/> Strategic management Management of goal Management of program Management of process Knowledge management Human resources management Financial management Sales management Quality management Management of change Management of organizational culture Conflict management Time management
VHS Regensburg	Local community, State and projects (35%) + participants (65%)	Collegial – Cultural – Formal <hr/> Strategic management Management of goal Management of program Knowledge management Human resources management Financial management Marketing management Management of organizational culture Time management Network management
Center for Research and Education „Nahla“ Sarajevo	Permanent foreign donors (30%), projects (25%) + participants (45%)	Collegial – Cultural <hr/> Financial management Marketing management Time management

Institution for Education of Adults „SEC“ Banja Luka	Projects (80%) + own incomes and participants (20%)	Formal – Cultural <hr/> Normative management Strategic management Management of goal Management of program Management of process Knowledge management Human resources management Financial management Marketing management Sales management Quality management Project management Management of change Management of organizational culture Conflict management Time management Network management
„Center for Adult Education“ Gračanica	Business sector (25%) + participants (75%)	Formal – Cultural <hr/> Strategic management Management of goal Knowledge management Human resources management Marketing management Time management
„Center for Business Education“ Sarajevo	Business sector (30%) + participants (70%)	Subjective – Formal <hr/> Strategic management Management of program Marketing management Quality management Management of organizational culture Conflict management
„Amica Educa“ Tuzla	Projects (75%), city, canton, State (15%) + participants (10%)	Collegial – Cultural <hr/> Normative management Strategic management Management of program Human resources management Financial management Quality management Project management Network management

By analysing the method of financing as a component of business of organizations for adult education, and the correlation between this component and the application of the operational models of management, we noticed a number of contradictions with regard to these very important components of a successful business of organization and implementation of models of management. Out of four managers from organizations which, among other things, provide their funding through various projects, only one manager believes that the project management is very important in management practice for such type of organizations. Also, only two managers of organizations considered financial management as very important (Banja Luka, Sarajevo "Nahla"). The only operational model of management which is considered as very important by all four managers of these organizations, and which is the only common in their management practice, is a model of marketing management, which is fully in accordance with their need for marketing activities, in order to ensure a sufficient number of participants for their educational programs, and to provide the necessary funding for their work. On the other hand, six managers of organizations in which a significant portion of the budget is provided from public funds (state, canton, community) have identical attitude and find two models of management: strategic management and human resources management very important. Five managers of these organizations have also the same opinion on the application of the following five operational models of management (that are considered very important and used in their management practice): financial management, quality management, network management, management of goal and management of program.

When discussing correlation between the components of an organization's operations and the application of conceptual models of management in the management practices of organizations for adult education, we were not able to conclude that there is a direct correlation between them.

Satisfaction of Participants

Our research has shown that the satisfaction of participants, as an essential component of business of organizations for adult education, receives very much attention. This observation is supported by the fact

that all organizations strive for satisfied participants, which certainly is an indispensable part of quality management, which was in our research assessed as an important operational model of management in the management practice by seven managers. The attitude of managers on this component, as well as the way in which they measure the satisfaction of participants in their organizations, is presented in the Table 38, which has helped us to analyse and determine the possible correlation between the variables - the application of conceptual and operational models of management in organizations and the satisfaction of participants.

Table 38: Satisfaction of participants as a component of business of organizations for adult education and the application of management models

Organization for adult education	Satisfaction of participants in organizations for adult education	MODELS
VHS Regen	Managersays thatmost ofparticipants are very satisfied. Satisfaction is measured by evaluation forms, direct discussion with participants, non-formal exchange of impressions, number of complains.	Collegial – Cultural – Formal <hr/> Strategic management Management of goal Management of process Human resources management Quality management Time management Network management
VHS Cham	Manager says that most of participants are very satisfied. There is a certain number of participants who are mostly unsatisfied when some programs are cancelled. Satisfaction is measured by evaluation forms and direct discussion with participants.	Collegial – Cultural <hr/> Strategic management Management of goal Management of program Human resources management Financial management Marketing management Sales management Quality management Project management Management of organizational culture Conflict management Network management

VHS Munich	Manager says that he is very content with the feedback which organization receives from participants. Having in mind that this is school with very high number of participants, statistics show that most of them are satisfied. Satisfaction is measured by evaluation forms and direct discussion with participants.	Collegial – Cultural <hr/> Strategic management Management of goal Management of program Human resources management Financial management Marketing management Sales management Quality management Project management Management of organizational culture Conflict management Network management
VHS Landau	Manager of this organization said that 90% of participants is satisfied with learning process in this organization. Evaluation forms are used to measure satisfaction of participants.	Collegial – Cultural <hr/> Strategic management Management of goal Management of program Management of process Knowledge management Human resources management Financial management Sales management Quality management Management of change Management of organizational culture Conflict management Time management
VHS Regensburg	Most of participants in this organization say that they are very satisfied. Satisfaction is measured by evaluation forms, direct discussions with participants, target evaluations, and using online forms on the website of the organization.	Collegial – Cultural – Formal <hr/> Strategic management Management of goal Management of program Knowledge management Human resources management Financial management Marketing management Management of organizational culture Time management Network management
Center for Research and Education „Nahla” Sarajevo	Manager says that majority of participants is satisfied. Written and oral evaluations are used for measuring satisfaction of participants.	Collegial – Cultural <hr/> Financial management Marketing management Time management

Institution for Adult Education „SEC” Banja Luka	<p>Manager says that majority of participants is very satisfied with treatment and process. Manager says that evaluations have shown average grade 4.8 (5 being maximum). Written evaluation is used.</p>	<p>Formal – Cultural</p> <hr/> <p>Normative management Strategic management Management of goal Management of program Management of process Knowledge management Human resources management Financial management Marketing management Sales management Quality management Project management Management of change Management of organizational culture Conflict management Time management Network management</p>
„Center for Adult Education” Gračanica	<p>Majority of participants are satisfied. Oral evaluation is used.</p>	<p>Formal – Cultural</p> <hr/> <p>Strategic management Management of goal Knowledge management Human resources management Marketing management Time management</p>
„Center for Business Education” Sarajevo	<p>Manager says that majority of participants is very satisfied with process, treatment and achievements. Written (online) and oral evaluation is used.</p>	<p>Subjective – Formal</p> <hr/> <p>Strategic management Management of program Marketing management Quality management Management of organizational culture Conflict management</p>
„Amica Educa” Tuzla	<p>Manager says that most participants are satisfied with the program. Satisfaction is permanently measured by written and oral evaluations.</p>	<p>Collegial – Cultural</p> <hr/> <p>Normative management Strategic management Management of program Human resources management Financial management Quality management Project management Network management</p>

By analysing the relation between the components of satisfaction of participants and application of management models, we can confirm our previous statement that, in all organizations, participants, their needs and satisfaction of the participants, are in the centre of attention, and that the insisting on the application of the model of quality management certainly helps in achieving these goals. A diverse number of methods that are used to measure the satisfaction of participants, and a variety of factors and indicators that can be used to measure the satisfaction of participants and the development of quality, is evident in all organizations in which the operational models of management are considered as very important in the management practice. In contrast, through the analysis we were able to see that the number and types of methods to measure the satisfaction of participants are much smaller in organizations whose managers do not find model of quality management as very important in their management practice.

Profitability of Organization

During the discussions with managers we have come to conclusion that the profitability of the organization as a component of the organization for adult education is highly questionable and in their opinion, very difficult measurable indicator of operations of these organizations. Four out of ten managers did not have any kind of opinion on this component, while a number of them have seen the profitability as a “profit”, which can be used to subsidize less “profitable” programs, such as some programs in the field of general adult education. Having in mind the fact that most of our sample was consisted of non-profit organizations for adult education (8 organizations), this attitude is entirely in line with the nature of these types of organizations. Overall, from the similar views of managers of organizations for adult education, we can conclude that the profitability as a component of the business is seen as the fact that the organization “survived” in the environment. Due to the lack of additional financial resources, this leaves very little space for the use of management of changes as the operational model of management, which involves the management of current processes in order to enhance the organization and its business success. The results have shown that the management of change model (out of the all 17 operational management models) was estimated as the least important in management practice of all organizations. In the context of the research findings, it can be assumed

that the samples consisted mainly of organizations with insufficient financial resources, which is a significant barrier to the implementation of management of change.

3.4.1. Resume of the Fourth Research Task

After analysing the correlation between the components of the business/work of organization for adult education and the application of conceptual and operational models of management, we can conclude that the application of operational management models is related to the work of the analysed organizations. By explaining relations between the number of participants as one of the components of the organization's work and the application of management models, we learned that managers of organizations for adult education with a smaller number of participants (up to 1,000) applied a small number of the same (common) operational models in their management practice, while the number of the same (common) models applied in management practice grew as we went to organizations with a large number of participants (over 15,000 participants). In addition to the model of strategic management and human resources management, also the application of management of goal, program management, financial management, marketing management, management of organizational culture and network management is in correlation with this component of work of organizations with a large number of participants.

By analysing the satisfaction of participants as the next component of an organization's operations, we have concluded that the application of the model of quality management plays a significant role in achieving a higher level of satisfaction of the participants. In organizations whose managers in their management practice consider this model of operational management very important, a much larger number of methods is used to measure the satisfaction of participants in comparison to organizations whose managers do not consider this management model as very important.

Component of profitability in our study has proven to be a highly questionable and, by the opinion of managers, hardly measurable indicator of business performance of these organizations. From the statements of the majority of managers we can conclude that the profitability as a component of business is seen as the fact that the

organization “managed to survive and perform” in the environment. Due to the lack of additional financial resources, this leaves very little space for the use of management of change as the operational model of management, which involves the management of current processes in order to enhance the organization and its business success.

3.5. Recommendations and Guidelines for Selection and Application of Adequate Conceptual and Operational Models of Management for a Specific Organizational Context

“Improvement of individual competencies improves us as professionals, and for that we need continuous readiness to dedicate some spare/free time to ourselves.”

Selma Aličić

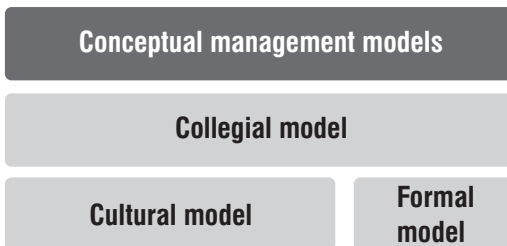
Plenty of results presented, analysed and discussed in this research study, in addition to being scientifically inspiring (for potential research), may have the strength of recommendations in directing and implementing management activities in organizations for adult education. Expecting “strong” results in the methodological design of the study, we have set the fifth task, which the design was related to recommendations and guidelines for the selection and application of appropriate conceptual and operational management models for a particular organizational context. A number of recommendations have arisen from the results which we got, and those may represent a kind of guidelines for the selection and application of management models. The research results have offered recommendations (guidelines) through answering the questions why to apply management models and which models to apply in management practice of organization for adult education.

Why Conceptual Models and Which Conceptual Models?

Why? The success in management cannot be based only on the “control” experience. Management challenges can be addressed only by those who are willing to overcome the “gap” between theory and practice. There is no need to especially explain relevance of the theory of good practice. If practitioners avoid (ignore) the theory, then they have only experience

as a guide in their actions, which it certainly is not enough, although it may be useful. The theory provides “mental models” and helps to understand the nature of the practice and evaluation of its effects. Theories of management, or in other words, the theoretical/conceptual models of management are the basis for the application of certain types of management or operational models of management.

Which conceptual models? Out of the six conceptual models of management (which are in the literature called “management theories”), significant and applicable in management practice of organizations for adult education are: collegial, cultural and formal, as well as their adequate combination, and they can be a scientific basis and support for successful addressing management tasks and problems in practice (see Scheme 12). All three models are applicable in organizations for adult education, which achieve their mission and objectives in any external environment (general and immediate), regardless of their characteristics. However, the selection and application of conceptual models can be determined by the characteristics of the internal environment, and the characteristics of the organization itself. Due to the fact that the type of organization has an impact on the application of the conceptual models of management, it is recommended that the management practice of organizations for adult education, particularly socially responsible organizations and non-governmental organizations involved in adult education, applies collegial and cultural model. Although formal and, to a lesser extent, a subjective model dominate in the management practices of private centres for adult education, and public institutions, it is recommended that, given the nature of organizations such as the organizations for adult education, “formalism” in them is reduced to a minimum. Component of managerial experience is also correlated with the application of the collegial and cultural models. The said conceptual models are usually applied by managers with “a lot of” experience in management.



Scheme 12: Conceptual models which are recommended for application in organizations for adult education

Why Operational Models and Which Operational Models?

Why? To respond to the daily management challenges, to plan for tomorrow or for a year or two or five, to encourage employees to make routine or strategic decisions, to talk and negotiate with partners, to improve the educational offer and to develop the organization and employees... is not possible if a person is an amateur. All these activities and processes need to be properly managed, which means - to have an adequate “tools”, to be able to use them in practice. This is exactly why we need operational management models. They are numerous, and in the management practice of organizations for adult education more or less applicable, but still we can say that they are applicable depending on the characteristics of the organization’s environment.

*Which operational models?*²⁰ Recommendations by managers of organizations, which were part of our sample, are presented in the Table 39 and Scheme 13. Out of 17 operational models, managers recommended those which they applied successfully so far, depending on characteristics of organizations’ environment.

Table 39: Operational models ranked by their importance of application in organizations for adult education

Operational models	Germany	B&H	Total	Ranking
Normative management	14	15	29	XIV
Strategic management	25	23	48	I
Management of goal	25	16	41	V
Management of program	23	18	42	IV
Management of process	15	14	29	XIV
Knowledge management	17	17	34	XII
Human resources management	25	21	46	II
Financial management	23	21	44	III
Marketing management	19	20	39	VIII
Sales management	21	8	29	XIV
Quality management	23	18	41	V
Project management	20	17	37	XI
<i>Management of change</i>	13	15	28	XVII
Management of organizational culture	23	15	38	IX
Conflict management	19	13	32	XIII
Time management	21	19	40	VII
Network management	21	17	38	IX

²⁰ Researcher has valued every model based on assessment of manager. Models rated as very important were rated as 5, important as 3, less important as 1 and non-applied as 0. After calculating results we created this list.

- *Model of strategic management* is the highest ranked, which means that its application is necessary in management practice of organizations for adult education. There was no special correlation between some of the characteristics of the organization's environment, which means that it is equally important for all organizations.
- *Model of human resources management* is also highly rated model. By this research we found the correlation of this model with the competence and training of personnel, as expected. Giving importance and attention to competence and training, is "institutionalized" (essentially and organizationally solved) through the management of human resources.
- *Model of financial management* is particularly important for certain types of organizations - non-governmental organizations as well as organizations operating in financial non-stimulating environments.
- *Model of management of program* is particularly significant, and effective, in larger organizations for adult education.



Scheme 13: Operational models which are recommended for application in organizations for adult education

- *Model of quality management* is one of the highly rated models in organizations which work in particular on ensuring and measuring the satisfaction of their participants and use a variety of means for this purpose. The study found a correlation between the satisfaction of participants and the application of this model.

- *Model of management of goal* is assessed as particularly important for larger organizations for adult education.
- *Model of time management* plays a significant role especially in smaller organizations, which use it in order to more efficiently engage human resources.
- *Model of marketing management* is especially applicable in organisations from non-stimulating environment, in organizations where financing is not provided by the state or by the local community.
- *Model of management of organizational culture* is assessed as particularly important in organizations that seek answers to the challenge of competition, because a strong organizational culture is seen as a competitive advantage.
- *Model of network management* is very important in organizations that operate in the organized education system (regulated educational market), which use it to obtain the very best position in it.

Answers to the questions why and which models should be used are based on the research findings, and as such can act as guidelines in the management practices of organizations operating in a variety of organizational contexts and environments.

“In our environment it is important to tell people: you should understand that it is never too late for education, that there is always a road and a solution, because the roads through which you go without education are ultimately always meaningless.”

Sead Korjenić

Conclusion Remarks

Researcher's attention in this study was oriented towards management in the organization (or institutions) for adult education. Theoretical postulate in discussion on management models in the organization for adult education was based on principles of contemporary theories – system theory, contingency theory, management in social activities theory; principles of andragogy on which system of adult education as “educational market” and professional enhancing of management in education is based.

Within the methodological design and based on empirical (qualitative and quantitative) research, a numerous findings have been collected, and numerous conclusions made. For the purpose of this study, we will list some of them, the most important ones.

When we analyse correlations between characteristics/variables of external environment of organizations for adult education and application of conceptual and operational models of management in managing these organizations, we may conclude that there is a correlation between characteristics/variables of the external environment and application of operational management models in their managerial practice, but there is no such correlation with the application of conceptual management models. Conceptual models, which are applied in work of organizations for adult education, are mainly: collegial, cultural and formal model. However, we were not able to directly correlate components of external general environment with the application of certain conceptual models, because even in the case of the same general external environment (Bavaria), various models are applied, while in case of B&H, in two different general external environments (RS and Canton Sarajevo) similar models are applied and in the same environment (Canton Sarajevo) various conceptual models are applied. In the context of some previous researches, there have been some indications that the application of

conceptual management models in organizations for adult education is more related to characteristics of internal environment and to profile of manager of the organization for adult education.

Research has shown that external general and immediate environment have influence on the application of operational management models. Models, which have been classified as the most important in managerial practice (by managers of organizations for adult education) and which we can correlate with characteristics of external general and immediate environment are: marketing management, network management and management of organizational culture. Application of the marketing management could serve as an excellent example of the correlation between the external environment and operational models. In a financially stimulative environment, such as the one in Bavaria, marketing management is not important, while in financially unstimulative environments, such as ones in Bosnia and Herzegovina, application of this model is very important. It is more than obvious that environment, with its systems that are well organized, has an impact on the importance of application of the network management model. Thus, the importance of the application of this model is evident in organizations for adult education in Bavaria, while in organizations in Bosnia and Herzegovina this model is not considered as the important one. The same can be said for the importance of applying the model of management of organizational culture. This model is in the State of Bavaria assessed as highly significant in the management practices, most likely to respond to intense competition, while for organizations in the Bosnian environment, this model does not attach special significance, which can be explained by the unwillingness of the competitive market, which in the case of Bosnia and Herzegovina still "immature". Model of strategic management is evaluated as the most important in all environments, while the model of quality management is evaluated as a model with the most difficulties in its application, also in all environments. One can therefore conclude that the empirical support for the first hypothesis was partial, which means that the first hypothesis, which was - There is a correlation between characteristics/variables of external environment of organizations for adult education and the application of conceptual and operational management models in the organizations - is partly confirmed.

In the second research task second hypothesis has been tested - *The application of management models in the organizations is in correlation with the internal characteristics of organizations for adult education.* Analysis and interpretation of the findings and the consequent following conclusions indicated that said hypothesis, was also partially confirmed:

- There was no correlation between the management model and “formulation” of vision and mission of the organizations from Germany. However, one can correlate an application of formal - cultural models in organizations in B&H (Banja Luka and Gračanica) and emphasis on “formalities” in the vision of these organizations through the recognition of the institution, as well as an emphasis of formal and informal educational forms in the context of the mission of these organizations.
- There was no clear correlation between the application of management model and the goals of the organization.
- The correlation, which is explicitly and implicitly clear in the context of the findings, is the correlation between the size of the organization and implementation of three models - the strategic management, management of goal and management of program. Larger organizations (all from Germany) apply all three models. Model of time management in smaller organizations has an important role in their management practice.
- Type of organization has an impact on the application of the conceptual models of management. While in the management practice of non-governmental organizations involved in adult education, they exclusively apply collegial and cultural model; formal and, to a lesser extent, a subjective model dominates in the management practices of private adult education centres, or in the management practice of adult education institutions established by project activities of international organizations and which are still indirectly managed by the projects. The organizational structure and the type of organization correlate with the application of a model of financial management in organizations for adult education. In other words, it is inevitable to spot the importance of its application in organizations such as non-governmental sector.

- There was no correlation between the program orientation of the organization as contingency factors and the application of the management model.
- There was not enough relevant information on which one may confirm the existence of correlation between the possession of certificates of quality standards and the application of certain models of management.
- Continuous work on the image and its importance can be estimated as the cause or consequence (relation) of the application of collegial - cultural model, a one-sided view on the image (as a matter of an individual) as a cause or a consequence (relation) of the application of formal and subjective model. In organizations that creation of the image only see as marketing, as expected dominated, of course, the importance of applying the model of marketing management. In the context of the results it can be concluded that the opinions of managers and employees on the work on the image of the organization agrees, which is a valuable information that reinforces the importance of correlation found between the work on the image of the organization (based on the analysis of qualitative data) and the application of specific models of management.
- There is a correlation between managers' opinion on competencies and capacity building and application of management model. This correlation can be understood, and explained by the fact that all of those who emphasize the importance of staff competence and their training (which they encourage intensively) model of human resources management see as very important and therefore apply it (eight organizations). Organizations that do not invest in the development of their staff, because they consider it an obligation of the individual, the model of human resources management do not see as the one of special significance.
- There was no clear correlation between the model of management and interpersonal relationships in the organization.
- There was no significant correlation between satisfaction with work (expressed through the opinions of managers and employees) and the application of management model.

Searching for the empirical support for the third research hypothesis, we analysed the correlation between the components of the professional profile of managers and application of conceptual and operational models of management in organizations for adult education and concluded that there is a correlation between the professional profile of managers in organizations for adult education and the application of the both conceptual and operational models of management in these organizations.

Research has shown that the competencies of managers, as well as the level of importance of competencies that is highlighted by managers, differ in relation to the applied conceptual model of management. Personal competencies are more pronounced in managers who apply collegial and cultural model of management, which is fully in line with the nature of these two conceptual models of management. Education and development competencies are gaining in importance by the extensive use of formal model, while manager who applies subjective - formal model sees the possession of personal and social competence as the most important one.

By analysing the second component, we can conclude that the managers of organizations for adult education with “enough” or “a lot” of management experience clearly declared their vision of the application and the importance of applying certain operational model of management in their management practice, as opposed to managers with “little” of management experience. Clear differences, the necessity for application and ranking of the model certainly were caused by the management experience of these managers and long-time application of certain models in their management practice. In addition, we should add that there is a direct correlation between components of management experience and applying collegial and cultural models. The said conceptual models in their practice usually apply managers with “a lot of” management experience.

By analysing the correlation between attitudes towards management and managerism (as the third component of professional profile of managers) and the application of the model of management, we can confirm that the managers of organizations for adult education have a very positive attitude towards management, which means that they do not see educational management through the prism of managerism.

None of managers had “negative” or “neutral” attitude towards this component. Eight managers had “very positive” attitude, while two managers expressed “moderately positive” attitude towards management. Managers with a “moderately positive” attitude in their management practice applied formal - cultural conceptual model of management, in contrast to other managers, for which the application is mainly dominated by the collegial - cultural conceptual model of management. In addition, analysis of the relation towards the management and evident application of numerous operational models once again confirms the “very positive” attitude of managers, and high awareness that many skills in management are applicable in education as well.

Searching for establishing correlation between variables of professional profile of managers and application of management model, we examined the attitudes of employees towards the management of the organization in which they are employed. Respondents were fairly balanced and have generally “positive” attitude towards management in their organizations, which indirectly means that they have a positive opinion about the competencies of their managers.

By analysing the correlation between the components of the business organization for adult education and application of conceptual and operational models of management, we obtained information for the discussion of the fourth research hypothesis and in this context we concluded that the application of operational management models is in correlation with the operations of the analysed organizations. By establishing the correlation between the number of participants as one of the components of the organization’s business and application of the management model, we found that managers of organizations for adult education with a smaller number of participants (up to 1,000 participants) in their management practice applied a small number of the same (common) operational models, while the number of the same (common) models applied in management practice of organizations for adult education increased as we went to organizations with a large number of participants (over 15,000 participants). In addition to the model of strategic management and human resources management in correlation with this component of business, organizations with a large number of participants may lead to the application of management of goal, program management, financial management, marketing

management, management of organizational culture and network management.

Research has shown that the application of the model of marketing management is crucial in the management practice of organizations for adult education in which financing does include neither the state nor the local community. In addition, it can be concluded that participants play an increasing role in the funding of organizations for adult education. Participation in the financing of these organizations by the participants is higher in developed countries (Germany), where participation of state and local communities in the financing of adult education is decreased.

By analysing the satisfaction of the participants as one of the components of the organization's business, we have concluded that the application of the model of quality management plays a significant role in achieving a higher level of satisfaction of the participants. In organizations whose managers in their management practice this model of operational management consider as very important, a much larger number of methods is used to measure the satisfaction of participants than in organizations whose managers do not see this management model as the important.

Component of profitability in our study proved to be a highly questionable and by the opinion of managers hardly measurable indicator of business performance of these organizations. From the identical responses of most managers we can conclude that the profitability of the business as a component is seen as the fact that the organizations "managed to survive and still persists" in their environment, which, accordingly, due to the lack of additional financial resources leaves very little space for the application of management model of change as the operational model of management, which includes management of processes for the enhancement of the organization and its business performance.

The research findings and conclusions drawn from them are partial empirical support for the general hypothesis of this research. Although partially confirmed, the general research hypothesis was relevant for us in guiding us in the search for results that were scientific platform for designing recommendations and guidelines for the selection and application of appropriate conceptual and operational management model for a particular organizational context. On this platform, a

number of recommendations for management practices were designed, in the form of guidelines for the selection and application of appropriate management models.

We should emphasize the recommendation focused on the necessity of applying adequate conceptual model as a theory providing “mental models” and help to understand the nature of practice and assess its effects. Theories of management, or in other words, the theoretical/conceptual models of management are the basis for the application of certain forms or types of management or operational management models. The research results have “promoted” three conceptual models (*collegial, cultural and formal*) and ten operational models of management as particularly important in the management practice of organizations for adult education, among which *strategic management and human resources management* are the dominant ones.

Summary

One of the scientific fields which can use its scientific knowledge to initiate positive changes and development of education is educational management – as concept and as practice it has been intensified in the past several decades. Affirmation of educational management goes parallel with its derogation. Critics of educational management base their criticism mainly on incompatibility of the nature and essence of management (which is economically and business oriented) and centralized education policy, which is aimed strictly at the system of formal/school-oriented education and in which the school is strictly controlled institution with almost none possibility of innovative leadership and management. However, (sub)system of adult education is a sort of “educational market” which needs to be managed by using scientifically-based models and forms. Every organization/institution within the adult education system aspires to position itself adequately and to work innovatively, in order to implement its vision and mission by using adequate management “tools” and models among other things. Since organizations for adult education have their specifics, and since there is a growing need to professionalize management in adult education in the Balkan region countries, our research goal was to give consideration to the possibility for application, that is, to discuss context and characteristics of management models in organizations for adult education in two very diverse social and economic systems – one, developed, such as Germany and one highly “transitional” which is quite dominant in the Balkans region and prominently represented by Bosnia and Herzegovina. As such, our research goal was oriented towards finding successful management models and their possible applicability in various (different) contexts.

Theoretical postulates in scrutinizing management models in organization for adult education used principles of contemporary organizational theories – system theory, contingency theory, theory of management in social activities, as well as principles of andragogy

as science, which are essential for development of adult education system as an “educational market” and for professional enhancement of managers in education.

Research was led by the general hypothesis: *Management in the organizations for adult education differs, due to the characteristics of their external (direct and indirect) environment and internal (characteristics of organizations and managers) environment.* Research was implemented within holistic, creative research paradigm, using case study model, comparative method, descriptive method and method of interpretative analysis, and with the aim to achieve methodological triangulation, quantitative methods and techniques were used as well. Ten organizations for adult education constituted the sample and we did an interview with their managers as well as questionnaire based survey with 100 employees there.

Plenitude of results which have been presented, analysed and discussed in this research-based study, apart from offering scientific inspiration, can also be used as recommendations.

Research findings and conclusions based on them offer partial empirical support to the general hypothesis. Although it has been partly confirmed, general research hypothesis offered relevant guidelines for searching for results which can be scientific platform for projecting recommendations and guidelines for selection and application of adequate conceptual and operational models of management for specific organization context. Based on this platform, numerous recommendations for management practice, that is, guidelines for selection and application of adequate management models were given. Recommendation for necessity of application of adequate conceptual models as certain form of theories which provide “mental models” and help to better understand the nature of practice and to appraise its effects seems quite important in this context.

Theories of management, or put in other words: theoretical/conceptual models of management represent the base for application of certain kinds or types of management or operational models of management. Results of this research “have promoted” three conceptual models (collegial, cultural and formal) and ten operational models, as especially important in the managerial practice of organizations for adult education (strategic management and human resources management being the leading ones among others).

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Author's Biography



Emir Avdagić was born in 1974 in Freiburg (Freiburg im Breisgau), Germany. He graduated in 2003 at the Faculty of Philosophy, University of Sarajevo, Department of German Language and Literature. In 2005 he enrolled in two-years Master program in the field of adult education at the University of Kaiserslautern in Germany. He completed master studies by defending master thesis in 2007. Ph.D. studies, in the field of andragogy, at the Department of Pedagogy and Andragogy, Emir Avdagić started in 2011 and completed them by defending Ph.D. thesis with the title "Management in organizations for adult education –

conceptual and operational models" in April 2016. He is employed in the Institute for International Cooperation of the German Adult Education Association - DVV International Country Office Bosnia and Herzegovina - at the position of director, responsible for managing the project "Adult Education in South Eastern Europe", including lobbying and promoting legal framework for adult education, consulting and professional monitoring of partner organizations during the implementation of joint activities. He is a member of the editorial board of journal "Obrazovanje odraslih - Adult Education" (in the period 2009-2011 he was an editor in chief), the only journal in B&H which scientifically discusses problems of adult education and learning. He participates in the implementation of numerous projects aimed at enhancing and development of adult education in B&H and in the region, and he also participated in numerous scientific conferences, mainly international, where he presented his scientific work.

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Study of Emir Avdagić, Ph.D., is a thematically and methodologically original contribution to andragogical research. The author managed to respond to challenges of less researched phenomena in andragogy, and decided to take the inter-disciplinary approach in studying management in organizations for adult education. He has shown his excellent research qualities – excellent knowledge of relevant literature, openness to and sensibility for inter-disciplinary approach, methodological maturity and research courage, interpretative critical thought and creativity, certainty, but also carefulness in conclusions. The Study offers answers to many questions from the field of management in organizations for adult education, which need to be exposed to the critical sight of readers, scientific and general public – thus, I recommend it for publishing with great pleasure.

Prof. Šefika Alibabić, Ph.D.

The Study written by Emir Avdagić, Ph.D. presents the results of research related to possibility of application of conceptual and operational models of management in organizations for adult education in two very different countries – Germany and Bosnia and Herzegovina. The specific value of this Study is reflected in its scientific interpretative discourse and, based on that, recommendations for the selection of adequate models of management in specific organizational context. It is expected that this Study shall become an inspiration for a scientific and research public, a road-map to managers in educational organizations and a support to professional development of managers in the field of education. So, it will certainly be used by researchers of management in education, students and practitioners – directors of educational organizations, who see themselves partly or completely as managers.

Prof. Miomir Despotović, Ph.D.

In his carefully designed Study, Avdagić discusses the phenomenon of management in adult education, using very precise and well-structured research and writing style. He speaks to his readers with smooth sentences and observations, but his methodological approach to research phenomenon is detailed and clear, so his whole research design invites us to new application of such research model. Respecting statistical, structural elements of organizations for adult education in two countries and ten cities, as well as their business dynamic, Avdagić offers numerous data, from which one can take valuable information if he/she wants to try to take managerial role. Author has made a clear difference between general educational institutions and institutions for adult education, having in mind that vision, mission and goals of organization are important elements, which influence a selection of management models. Qualitative approach to data analysis, supported by descriptive statistics, shows a personal interpretative discourse. However, the biggest value of this Study is an openness towards potential reader, who can follow the steps of the author and use his/her own interpretative analysis in thinking and searching for his/her own “truth”.

Prof. Mirjana Mavrak, Ph.D.

