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MANAGEMENT MODELS IN ORGANISATIONS FOR ADULT EDUCATION³

One of the scientific fields which could and should use its knowledge to initiate positive changes in the development of adult education is education management. So, the main aim of this article is to present results of the research done in the field of management of organisations for adult education. Since organisations for adult education are specific in comparison to other education organisations, and since there is a need to professionalise management in organisations for adult education in Southeastern Europe, the main aim of the research was to discuss the relationship between management models and the external environment of the organisation. The theoretical base in studying management models in organisations for adult education was related to principles of contemporary theories of organisation and management, as well as andragogy. Within the qualitative research paradigm and case study model, we applied the techniques of document analysis and interview in the research. The sample included education organisations from two very different social and economic systems – Germany as one which is well developed, and Bosnia and Herzegovina as one which is “transitional”, which is dominant in the Southeastern Europe region. Research results “advocated” ten management models as the most important ones in the management practice of organisations for adult education, with strategic management being first. Other models which can be implemented in relation to the general and immediate external environment, are marketing management, management of organisational culture, goal-oriented management, and network management.

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Management in adult education

In the context of transition challenges, and especially democratisation and decentralisation, autonomy is growing in the field of education, which is very useful for the development of some new scientific fields that could enhance changes and the development of education. One such field is **management in education** – a concept and practice that has been intensively developed in the past few decades. Management in education is expected to make some changes in the nature and mission of education organisations, to support and to accept a new understanding of the state management of education, which is shifting from a bureaucratically led system towards work for the benefit of learners.

There are various definitions of management in the recent literature. Management is defined as (1) a scientific field aimed at producing, systematising and presenting results of scientific research on the most rational and most efficient forms of managing; (2) the practice/process of coordination and efficient use of subjective and objective resources in order to achieve certain goals; (3) a team of competent persons who lead an organisation. Management thus serves as the unique name for various constructs and processes, but there are also different meanings of the term management. Management is seen as the process of shaping the environment in which individuals, working together, efficiently achieve certain goals (Wehrich, Koontz, 1994). Management is also “the process of achieving desired results by efficient use of human and material resources” (Bedeian, Glueck, 1983).

One of the most delicate definitions of management can be found in the work of Drucker (Drucker, 1992; 2007). He says that management is about action and implementation, and it can be tested by results, so in a way we may call it a technology. Drucker also says that management deals with people, their growth and development, their values, social community and effects on it – which makes it a discipline from the field of the humanities, or a “humanistic skill”. Managers use knowledge from humanities and from social sciences in order to achieve specific results in their activities. The term *management* is quite broad, so it comes as no surprise that scientists from various disciplines are interested in it and they are trying to explain the phenomenon of management, its functions and structural elements. They only partly succeed in that, since this phenomenon

develops constantly (Alibabić, 2002). In general, one may conclude that management is a very complicated term, related to regulation functions, processes, resources, knowledge and the practice of leading. It is usually defined as the process of coordination of human and material resources in order to achieve certain goals (Staničić, 2011).

Management has moved from the military, production and economic field into all other fields of work, and management skills have become an important part of all activities, including education. It is obvious that we apply management to certain fields and name it after these fields, and that is how we got *management in education* or *education management* (as a term, practice, process, discipline, profession). Management in education refers to the implementation of characteristics and functions of management in the education field – at all levels of education activities, education systems, education organisations/institutions, education process (Alibabić, 2002).

Management in education can be defined as the coordination of human and material potentials in order to achieve goals set (explicitly and implicitly) in concepts, strategies, and projections of education. Implementation of management in education is operationalised through leading and guiding the education system and its sub-systems (Staničić, 2011). There are some authors who claim that management and education are two separate phenomena, which are not related to one another. The term *management in education* consists of two terms: *education*, which by definition should be free and autonomous and *management*, which rises from the economy and is a synonym for the “rule of money” (Pigisch, 2010). This is why some say that these two phenomena cannot be related. Also, there is a claim that management is not in accord with education values and content; that the power relationships that occur in management are not in accord with the democratic principles that are expected in education; that the work of educational organisations is different from the work of the market-oriented organisations; that the idea of the market, which is in the essence of management, is harmful for the field of education; that managers in general enjoy their power, neglecting moral principles that are important in education; that vertical responsibility among employees in schools makes them unhappy. Due to all these reasons, managers in education need to be only “the first among equals” (Everard, Morris, according to Staničić, 2011).

In spite of evident differences between education and the economic field, there is a need for management in education, since every educational organisation needs planning, organisation, coordination, development of human potentials and material resources in order to improve efficiency and provide better education activities. “A good manager makes the organisation successful and competitive, but also makes society productive and innovative, especially in these uncertain times” (Zech, 2010: 12).

Good managers, those who can respond properly to management challenges, are those who can overcome “the gap” between theory and practice, which is a certain “Gordian Knot” of management in education. It is possible to overcome it, but only by understanding and respecting relevant research findings and theory. The relevance of theory for good practice almost comes without saying. If the practitioners ignore theory then they rely only on their experience, which is certainly useful, but not enough. Managers quite often say they have “followed common sense” in decision-making. However, these pragmatic decisions are often based on implicit theories. Managers act based on their principles, formed through experience, but they could work more efficiently by accepting theory based on practice. Since management is “the pillar” of every organization (Zech 2010), it is important that managers do know theory, since only with competencies can they respond to contemporary management challenges (Alibabić, Ovesni, Miljković, 2013). The German Adult Education Association has already responded to this by offering a modular training concept “VHS Continuing education and training module series for the advanced training of management and management staff at adult education centres”⁴ which is available on the DVV website in German.⁵ Research in the field of management in education is aimed at enhancing the competencies of managers. Thus the main purpose of this article is to present results of the implementation of management models in organisations for adult education and to make these results available to the scientific public, as well as for managers in education.

⁴ VHS Weiterbildungsmangement-Modulreihe zur Fortbildung von Führungs- und Leitungskräften an Volkshochschulen.

⁵ <https://www.dvv-vhs.de/service/vhs-weiterbildungsmangement.html>, Accessed 10.01.2017

On research intention – research and its elements

Due to the specific nature of organisations for adult education and due to the need for the professionalisation of the management in adult education in Bosnia and Herzegovina (B&H) and Southeastern Europe, our research intention was to examine possibilities for the implementation, as well as the context and characteristics of the management models in organisations for adult education in two very different socio-economic systems. This research intention was oriented towards finding successful management models and their possible applicability in various contexts.

The subject of this research is management in organisations for adult education in the context of development of the organisation environment, comparatively viewed and analysed in organisations in two countries – one well-developed (Germany) and one in transition (B&H).

The results from previous research gave us some orientation in formulating our goal. There were not many previous research projects, but they concluded that management in organisations for adult education differs from management in other organisations, small companies, etc., and that it is determined by numerous factors of different origin, which are necessary to examine in more detail.



Carpentry workshop at the VHS Cham: building a canoe

Source: VHS Cham

Thus the goal was to examine possibilities for the implementation of the management models in organisations for adult education in the context of the specific external environments of educational organisations from two countries – Germany and B&H – and based on that (comparative) approach to develop a set of recommendations and guidelines for selection and implementation of management models which are appropriate for certain contexts or environments.

The results we got can contribute to a scientific view of management in adult education – overcoming the gap between the theory and practice of management, as well as contribute to the professionalisation of management of adult education in B&H and Southeastern Europe. Also, the results of this scientific research can be used not only in Germany, but also in adult education in other European countries in which we see the lack of a wider debate on the professionalisation of adult education (Nuissl, according to Pigisch, 2010).

In accordance with the established goal, general research questions were set and research variables identified.

Research question: Is the implementation of a certain management model in organisations for adult education related to the characteristics of the external environment (general and immediate) of these organisations?

Research variables

1. Dependent variables

Set of management models⁶ (normative management, strategic management, goal-oriented management, management of programme, management of process, management of knowledge, management of human resources, financial management, marketing management, sales management, quality management, project management, management of change, management of organisational culture, conflict management, time management, network management).

⁶ Set of management models (*Das ArtSet – Managementmodell*, Zech, 2010).

2. Independent variables

- a) General external environment (adult education in the educational policy of the country; conception, strategy, law, system of adult education, subsidies, international/national conflicts);
- b) Immediate external environment (characteristics of the environment of the educational organisation, demographics, economic growth, economic development, competition and population density).

Research approach, model, methods and techniques

Having in mind the nature of the research problem, the accent was on the qualitative research approach – explaining and understanding the data of objective and subjective origin, and their interrelations. This approach helped us to examine the problem/topic in-depth and in more detail, to get much relevant detailed data from direct actors in management and to get deeper, empirical answers to important questions related to management in adult education. Research was conducted using the case study model, and by “model”, we mean “approach to data collection and seeking answers to research problems” (Savićević, 1996). In this research, methods, which are in accordance to the demands of the holistic and qualitative research paradigm, were used, including description, cooperation and interpretative analysis. “Material” on characteristics of the environment has been collected through the document (content) collection technique, and data on the implementation of the management model through the interview technique (with managers of selected organisations).

The research sample was composed of the organisations for adult education and their managers (five from Germany and five from B&H). The selection of organisations for adult education was intentional, in order to include various types of organisations (VHS⁷, private education institutions, NGOs, adult education institutions).

⁷ Sample: VHS from Bavaria different in size (big, medium, small) and legal status.

Analysis of results

1. The relation between the general external environment and the implementation of the management models in organisations for adult education⁸

Studying the general external environment of organisations for adult education resulted in identifying and describing its components, which can be in relation to the implementation of management models. This is why we give a short description of the general external environment in two countries.

Germany

Education policy in Germany is mainly the task of the federal states, which have some political freedom to form policy, and this can be done in education (unlike in many other fields in which the dominance of the federal government is strong). Although on the federal level there is a State Ministry of Education and Research based in Berlin, this Ministry, through its institutions, is mainly research-oriented and has a coordination role in the policy-making of the states. There are 16 states (Länder) in Germany and the education system is decentralised, so the competencies for education, including adult education, are at the level of the state and municipalities instead of at the federal level. This research was conducted in one of these states – Bavaria. In accordance with that and in accordance to the system in which organisations for adult education work in Germany, the general immediate environment for these organisations is Bavaria, while the areas of the cities Regen, Cham, Munich, Landau an der Isar and Regensburg are the external immediate environment for these organisations.

Adult education in Bavaria is part of the unique education system and it is defined by the Law on Improvement of Adult Education (1974). It is also mentioned in the 1946 state Constitution, in which three articles mention the importance of adult education and encourage local communities to establish organisations for adult education and plan public funds for this field. The Länder ministries work together in the Standing Conference of the Ministers of Education and Cultural Affairs. Awareness of the importance

⁸ Data collected from documents, publications and online sources listed in bibliography.

of adult education is raised not only in employers and individuals, but also in local authorities. The concept of adult education of the state Ministry of Education, Culture, Science and Art is based on the idea that every individual needs to be ready to gain new knowledge and competencies and to widen his/her horizons through learning.⁹

Adult education, that is education for every individual, is seen as an opportunity and as development potential, which can contribute to development of the individual and wider community. The fact that the state as well as local communities give significant amounts of money for adult education shows that adult education is recognised as a significant development factor. However, in spite of the awareness developed on the need and the importance of adult education, the state ministry has been trying to change the law on adult education for many years.

One of the main problems with the existing law is the fact that there is an exact amount of money prescribed by law, which is mandatory for the state to invest in adult education, and it should be a percentage of the total amount for education, which is much bigger nowadays than 40 years ago. Another problem is also a different view of the role of “vocational education” and a different understanding of the tasks of adult education among officially recognised providers of adult education.

Education authorities in Bavaria, except for the fact that they are trying to adopt a new law which would be more in accordance to the current needs of society, have not made other significant improvements in the development of a strategy for adult education.¹⁰

⁹ <http://www.km.bayern.de/ministerium/erwachsenenbildung.html>, Accessed 06.12.2016

¹⁰ Vollzug des Gesetzes zur Förderung der Erwachsenenbildung, Bekanntmachung des Bayerischen Staatsministeriums für Bildung und Kultur, Wissenschaft und Kunst vom 17.02.2016, Az. VI.9-BS1710-3.2 63 im KWMBI Nr. 5/2016 (Obligation to introduce a quality management system).



German language course in the VHS Cham

Source: VHS Cham



Management in adult education course by DVV International

Source: DVV International



Learning to be a geriatric nurse at the AEC Nahla

Source: DVV International

Bavaria does not have a strategy for the development of adult education and does not have a strategy for the development of lifelong learning. Following the ideas of many authors, we included the factor of international/national conflicts as one of the components of the general immediate environment. When it comes to the general environment in Bavaria, we may say that there are no national conflicts there, but some international conflicts, mostly in Syria and Afghanistan, which do affect the work of organisations for adult education in Bavaria.

Since Bavaria is in the southeast part of Germany, the largest number of refugees come into Germany through Bavaria. Bavaria is also the most well-developed region, so thousands of refugees and potential asylum

seekers stay in Bavaria. This is a challenge for adult education in Bavaria, which will require a response from authorities in the future.

Bosnia and Herzegovina

In order to better explain the context in which organisations for adult education work in countries in transition, such as B&H, it is necessary to present the administrative organisation and competencies related to education in B&H. The state of B&H consists of two entities, the Federation of B&H (FBiH) and the Republic of Srpska (RS) and one additional administrative part, the Brčko District. FBiH and RS have their own constitutions, which need to be in accordance to the Constitution of B&H. The Federation of B&H is an entity comprised of ten cantons (which then consist of municipalities): Posavina Canton, Tuzla Canton, Zenica-Doboj Canton, Una-Sana Canton, Bosnia-Podrinje Canton Goražde, Central Bosnia Canton, Herzegovina-Neretva Canton, West Herzegovina Canton, Canton Sarajevo and Canton 10. Republic of Srpska is administratively divided into regions and regions then are divided into municipalities. Brčko is a District established by a decision of the Brčko Arbitral Tribunal for Dispute over the Inter-Entity Boundary in Brčko Area.¹¹ Education, including adult education, is under the competency of entities (RS) and cantons (FB&H) and municipalities. There is no ministry of education at the state level. The Ministry of Civil Affairs at the state level has a sector for education, which has a coordinating role and which works on programmes with the EU. It also monitors the implementation of programmes and strategic documents in the field of education (formal, non-formal and informal) and the implementation of European conventions and declarations related to education. The sector for education also develops standards in education and lifelong learning. Having in mind the importance of adult education, the Council of Ministers in B&H, on a suggestion by the Ministry of Civil Affairs, in April 2014 adopted the document *Principles and Standards in Adult Education in B&H*, which was a result of the EU project *Strengthening Capacities of Development of Human Resources in B&H*, which is based on international, European principles and standards for adult education.

¹¹ <https://peaceaccords.nd.edu/provision/international-arbitration-general-framework-agreement-peace-bosnia-and-herzegovina>

This document represents a framework in which education authorities develop and implement policies and regulations related to adult education, having in mind their constitutional and legal competencies.



VHS Cham



Source: VHS Cham Adult Education Centre Nahla
Source: DVV International

Within the same project another document has been adopted: *Strategic Platform for Development of Adult Education in the Context of Lifelong Learning in Bosnia and Herzegovina for the Period 2014-2020*. This document was adopted in October 2014. This important document is a legal framework for acting and cooperation between authorities in the field of adoption and full implementation of strategic documents related to adult education. There have been significant steps forward at the entity and cantonal levels when it comes to adoption of laws on adult education, thanks to the lobbying of different international organisations which work in B&H. The first law on adult education was adopted in 2009 in RS, and after that several cantons adopted laws: Una-Sana Canton (2013), Zenica-Doboj Canton (2014), Bosnia-Podrinje Canton Goražde (May 2015), West Herzegovina Canton (July 2015), Tuzla Canton (July 2015) and Canton Sarajevo (October 2015). Four cantons in the Federation of B&H and District Brčko still do not have laws on adult education.

In our research, three administrative units in B&H represented the external general environment: Republic of Srpska (RS), Tuzla Canton and Canton Sarajevo. The cities of Sarajevo, Banja Luka, Tuzla and Gračanica were seen as the external immediate environment for organisations for adult

education, which we had as a sample. The selection of five organisations was intentional, since, beside different types of organisations, our intention was to take into consideration diversity when it comes to one of the components related to the general environment of organisation – the legal component. As mentioned, in one of three external general environments during the time of research, the law on adult education was adopted, which incorporated adult education in the educational system. However, none of the three external general environments had any strategy for development of adult education. Although all relevant B&H documents mention the importance of the concept of lifelong learning as a basic component of the desirable model of society, awareness of the importance of adult education has still not been developed at any level of governance. There is no legal regulation, or it differs in different local administrative units, frameworks for the work of organisations for adult education differ too, and budgets for adult education are still very limited and insufficient. Political problems, national issues and political conflicts reflect on the field of adult education as well, so all attempts to adopt a general law on adult education at the state level failed. This law could have created a framework for adopting harmonised laws at the lower levels of governance and could have provided a unique system of organisation of the field of adult education based on the platform of lifelong learning.

Table 1: Components of the external general environment of the organisations for adult education

	Bavaria	Republic of Srpska	Canton Sarajevo	Tuzla Canton
System	Adult education is part of the education system	Adult education is part of the education system	Adult education is not part of the education system	Adult education is not part of the education system
Law	Yes - since 1974	Yes - since 2009	No	No
Concept	Development of the individual, and through that of society in general is the most important	Socio-economic revitalisation is the most important	Socio-economic revitalisation is the most important	Socio-economic revitalisation is the most important
Strategy	None	None	None	None
Subsidies	Available from state and local community	None, or minimal and very limited	None, or minimal and very limited	None, or minimal and very limited
International or national conflicts	Yes	Yes	Yes	Yes

In addition, it could have enabled stronger connections between social partners and could have ensured higher mobility of the labour force in the labour market. A resume of the external general environment of the organisations whose managers we interviewed is in Table 1.

By interviewing managers of the selected organisations (which work in the above-described environment), we collected information as to which management models they prefer in their managerial practice – Table 2.

As presented in Table 2, in managerial practice of the organisations from Germany, eight (out of 17 offered) models were listed, in comparison to seven in managerial practice of the organisations from B&H. These models have been rated as very important. *Strategic management, management of human resources and goal-oriented management* are three

management models which were rated as a priority by all five managers from organisations from Germany, while other models listed in the table were also rated as important by four managers.

Out of 17 models offered, managers of the organisations from B&H have listed seven as very important in their managerial practice. Two of these seven can be selected as the most important ones in the managerial practice in these organisations for adult education, that is: *strategic management* and *marketing management*. These models were rated as very important by 4 or 5 managers. When we look at these models in the context of the characteristics of the external general environment of these organisations which implement these models, we may conclude that only in some cases may there be a relation between variables researched.

Table 2: Management models that rate as very important

	MANAGEMENT MODEL IN ORGANISATIONS IN GERMANY	MANAGEMENT MODEL IN ORGANISATIONS IN BOSNIA AND HERZEGOVINA
1.	Strategic management	Strategic management
2.	Management of human resources	Marketing management
3.	Goal-oriented management	Financial management
4.	Management of programme	Management of programme
5.	Quality management	Management of human resources
6.	Financial management	Quality management
7.	Management of organisational culture	Time management
8.	Network management	

Let us mention some examples of that possible relation. Marketing management (a model which was not listed as an important one for the organisations in Germany), as well as financial management, were especially important for organisations which work in the environment without a law on adult education (or a law that has recently been adopted and has not been fully implemented yet), which do not get subsidies for their activities (these are organisations from B&H). The implementation of these models probably can attract students and financial means for the implementation of programmes. When we take into consideration the

importance of models in environments in which adult education is part of the unique educational system (Germany), management of a network model is very important, since in such an environment organisations try to be part of the network of important actors in the field of adult education. In the environment in which adult education is still “looking for its space in the educational system” (Canton Sarajevo and Tuzla Canton) this model of management is less important in the work of organisations for adult education. Concepts of adult education as characteristics of the external general environment can influence the implementation of models of management of programme and goal-oriented management. Organisations for adult education from Bavaria have rated both of these models as very important in their managerial practice, since the adequate educational programme, which serves the development of the individual, and with the aim to develop society, is a very important aspect of the work of organisations for adult education. International/national conflicts can reflect on the selection of the management models as well. In the case of organisations for adult education from Bavaria, they make significant efforts to ensure the necessary human resources and logistics in order to help thousands of migrants, first, in learning German as a foreign language. This may be the reason why managers from these organisations have said that management of human resources and management of programme were very important. These models have been rated high in organisations in B&H as well, since these organisations concluded that with adequate programmes and competent human resources national tensions can be reduced.

2. The relation between the immediate external environment and the implementation of management models in organisations for adult education¹²

By putting the implementation of management models in the context of the external environment of organisations, we have tried to see if there was a relation between the implementation of the management models and components of the external immediate environment (in cities or regions in which these organisations work), which has been explained through indicators such as: demographics, population density, economic development, economic growth and competition.

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

Bavaria

When we analyse the **demographics** of the immediate environment of the organisations for adult education in Germany, that is in Bavaria, we see that the population aged 18 to 65 is mostly in Landau an der Isar 62.5 % and Munich 67.9 %. **Population density**, as one of the indicators of the external immediate environment, can also play a significant role in the number of potential participants in adult education programmes. The lowest number of people per square kilometre is in Regen (78), while the immediate environment of Munich has 4715 inhabitants per square kilometre.

Another factor that is important in relation to the success of organisations for adult education is **economic growth and economic development**, which means the wealth of the individual. Bavaria has a GDP of 38,429.00 Euro per capita, and it is not only the most developed state in Germany, but also one of the most developed regions in Europe. Inhabitants of Regensburg, in comparison to other cities, have the highest GDP per capita, which is almost double than average, 71,567.00 Euros. The lowest GDP is in Regen, 25,899.99 Euros per capita, which is less than average for the region. Economic growth is largest in Regensburg at 4.5 %, and the smallest – even negative – is in industrially well-developed Landau an der Isar at -5 %. As the fifth component of the immediate external environment, we examined if there is **competition** in the environment. We discussed that in direct interviews with managers of the organisations for adult education.

All Bavarian organisations do have competition, but not with such a broad educational offer as in the VHS. Competition is present the most when it comes to formal vocational trainings and recreation programmes (fitness, yoga, pilates...). However, for most of their programmes the VHS do not have strong competition in their environment, since they have a powerful educational offer for very competitive prices because local communities do finance some aspects of these programmes.

Bosnia and Herzegovina

When we analyse the **demographics** of the immediate environment of the organisations for adult education in B&H as one of components of the external immediate environment, we see that the population, which is aged 18 to 65 (who are potential users of programmes for adult education), is bigger than in Bavaria. In Sarajevo it is 69.9 % and in Gračanica 71.2 %. In addition, **population density** can play a significant role in raising the numbers of potential participants in adult education programmes. The smallest number of inhabitants per square kilometre is in Banja Luka (202), while in Sarajevo that number is 2,195 inhabitants per square kilometre. In both cases, especially in the case of Sarajevo, this number is larger than average for the state, which is 75 inhabitants per square kilometre. However, **economic growth and economic development** differ significantly in B&H in comparison to Bavaria. GDP per capita in B&H is 3,508.50 Euros. In Gračanica per capita GDP is much lower than average (1,799.24 Euro), while in Sarajevo it is above average (9,732.44 Euros). The largest economic growth is in the immediate environment of organisations for adult education in Tuzla (2.7 %), while the smallest is in Sarajevo (0.7 %). As the fifth component of the external immediate environment, **competition** has been examined as well, and we saw that most of the organisations in our sample do not have competition, since most of them offer specific programmes for specific target groups and that even if there is competition, it is not constant. A resume of the characteristics of the immediate environment of these organisations is in Table 3.

Almost all managers in organisations for adult education, during interviews, have said that components of the immediate environment of their organisations are important for the implementation of management models. According to their statements, demographics have the biggest influence on the implementation of the model of management of programme, since this management model includes, among other things, analysis and a permanent following of educational needs of the immediate environment of the organisation, with the aim of providing specific educational offers to specific age groups of the population, having in mind topics, methods, time of implementation, etc. Planning programmes in organisations for adult education is not only an operative task, but it is an important strategic issue

as well, so it is once again important to say how crucial it is to implement strategic management, since 9 out of 10 (90 %) managers considered it the most important model in the managerial practice of organisations for adult education.

Table 3: Components/indicators of the external immediate environment of organisations for adult education

	Regen	Cham	Munich	Landau	Regens- burg	Sarajevo	Banja Luka	Gračanica	Tuzla
Demographics	63.4	63.8	67.9	62.5	67.3	68.1	69.9	71.2	68.1
Population density	78	83	4715	154	1921	2195	202	243	448
Economic development	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	No	Yes	Yes	Yes	Yes	No	Yes	No	No

First of all, the strategic management model is “without competition” in all organisations, which is logical, since this model is necessary in every environment (Table 2). Demographics can influence marketing management as well, and to a certain extent quality management too. Density, as a characteristic of the immediate external environment, is a factor which influences the number of participants in organisations for adult education, as well as the application of certain management models. Managers in organisations for adult education, when speaking about the importance of analysis and following the competition, said that they see that process as one of the important tasks of strategic management, a task that is important for the successful work of organisations for adult education. Competition, as one of the characteristics of the external immediate environment, is related to the implementation of the financial management model and the quality management model. Managers said that awareness of competition intensifies the implementation of these two models.

There is an obvious, and expected, discrepancy between the immediate environment (cities) from Germany and B&H when it comes to indicators

of economic growth and economic development, and even competitiveness (Table 3). Was that a factor of choice regarding the management model? One could say, with caution, that the answer to this question may be positive. A model which is dominant in Table 2 is marketing management, which got quite a high score from managers from B&H organisations and a low score from managers from Bavaria (not even among the first eight). One may conclude that in an economically developed environment, marketing management does not have the same function as in an economically undeveloped environment – in which it is indirectly oriented towards collecting financial means to support the organisation through increasing the interest of potential trainees to participate in education programmes.

Conclusion – Why and which management model?

By analysing the relationship between variables in the external environment of organisations for adult education and the implementation of management models in these organisations, we may conclude (however, with caution) that there is a relation between the characteristics/variables of the external environment of the organisations for adult education and the implementation of the management models in these organisations. Research has shown that only some components of the external and immediate environment are in relation to the implementation of the management models. Strategic management was rated the highest in all organisations, regardless of their environment, and managers said that through strategic plans the characteristics of both levels of the external environment are incorporated. Models which have been rated by managers with highest scores as the most important ones, and which can directly relate to the characteristics of the external general and immediate environment, besides **strategic management**, are:

- marketing management
- network management
- management of organisational culture
- goal-oriented management.

One of the examples of the relationship between the external environment and implementation of management models is the implementation of the marketing management model. In a financially stimulating environment,

such as in Bavaria, we do not find implementation of the marketing management model very important, while this model is very important in financially unstimulating environments, such as in B&H. In Bavaria, the Bavarian Adult Education Association invests 6-digit sums in marketing activities for its members – for adult education centres, the marketing support is understood as a central task of the association. It is obvious that an environment with well-organised systems, general or immediate, influences the implementation of the network management model. Thus, this model is important in organisations for adult education in Bavaria, while in organisations in B&H it is not considered as important. The same is with the management of organisational culture model. This model in Bavaria was marked as very important in managerial practice, most likely because it responds to strong competition, while in the B&H environment organisations do not think of this model as an important one, which can be explained by the fact that the competition-based market is still “immature” in B&H.

Image 1: Models recommended for implementation in organisations for adult education



To respond to everyday managerial challenges, to make plans for the next day or the next year, two or five years, to motivate employees, to make routine or strategic decisions, to discuss and negotiate with partners, to improve educational offers and develop an organisation and its employees is not possible by working as amateurs, without a strategy. All of these activities and processes need to be managed in a proper way, which means one needs to have adequate “tools” to be able to use them in practice. This is exactly what management models are for. They are many and more or less applicable in managerial practice of organisations for adult education, but they can be implemented depending on the characteristics of the external environment.

Which management models?

Recommendations by managers of the organisations which were in our sample are presented in Image 1. All the important models are presented, however five of them can relate to the general and immediate environment of the organisations for adult education.

Out of 17 management models, managers have recommended ten, and the following five (non-grey models in the image) are directly related to environment characteristics:

- **Strategic management** is at the top of the list, which means that its implementation is necessary in the managerial practice of organisations for adult education. During interviews managers have said that implementation of this model is directly related to environment characteristics, which means that phases of strategic management in every organisation are related concretely to the environment.
- **Goal-oriented management** is especially important for specific organisations – in an environment in which there is a clear concept of the adult education developed.
- **Marketing management** is especially applicable in organisations from a financially unstimulating environment, in which neither state nor local community participates in financing.
- **Management of organisational culture** is especially important in organisations, which try to respond to the challenge of competition, since these organisations see strong organisational culture as a competitive advantage.

- **Network management** is very important in organisations which work in the organised educational system (organised educational market), and it helps them to position themselves well in it.

All the answers listed to questions of **why** and **which** management models to implement are based on research findings and as such can be used as guidelines for the managerial practice of organisations, which work in various organisational contexts, that is environments.

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