



The Instinctive Management

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Editorial

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Editorial

Countries of the world as a whole seek to build their educational system within foundations and principles that guarantee them success and achieve goals in a step towards achieving the highest levels of quality and superior quality in various fields and at all levels. All world leaders are interested in education as it is considered the most effective tool, capable of building the foundations of societies and advancing them, and improving the capabilities and capacities of their children. Therefore, the only guarantee for the advancement of education is to provide a number of social dimensions that join together to form a prudent leadership that eventually takes into account all workers in the various administrative levels. These dimensions should be positive and dynamic, be able to ensure the progress of academic work in a balanced manner, and enable the educational-learning process to achieve its: vision, mission, values, and goals, in order for educational institutions to be able to carry out their duties and responsibilities towards society, as well as students who make up the selected elite from all layers of that society. All this requires the various educational leaders to strive to ensure the stability of the teaching-learning environment, so that it constitutes a real incubator of science and knowledge, and is able to provide society with elite students in all its institutions: economic, social and educational, in a way that contributes to raising their level and advancing their services.

Therefore, it is important to ensure a distinguished level of educational leadership in our educational institutions, which are witnessing a state of low degree of communication between workers and their educational administration and a weak level of their involvement in decision-making, in addition to the absence of some rewards that contribute to raising the level of psychological and morale among

workers. These might include studying the conditions and the psychological and material variables that play a prominent role in reshaping the structure of the educational organization with all its contents of: values, principles, trends, and inclinations, in which the individual works in a way that guarantees the proper investment of the available resources, and in a way that leads to the successful achievement of the goals of the organization. Consequently, it was necessary that instinctive management should be activated in order to improve the system of values, trends, and material aspects prevailing in organizations, and the extent of their impact on the psychological and sociological aspects of workers within a single organization.

Numerous studies and research confirm that the importance of recognizing the nature of instinctive management in any institution with its various dimensions emerges in seeking to adopt procedures and practices that raise the level of positive aspects, correct negative aspects, and try to mitigate their impact, in addition to improving the psychological health and morale of its employees. This guarantees a state of satisfaction, work instinct, and striving to fulfill duties to the fullest, in addition to satisfying a number of individual and collective needs and desires.

As such, instinctive management provides dynamic aspects of work, and move them from the fixed static state to the flexible dynamic state, while having the predominance of participatory among workers within a state of positivity and organizational health in mind. This occurs in a way that achieves renewal and continuous development, and guarantees a wide area of investment of the capabilities and skills available to improve employees, qualifying them, and upgrading their skills.

Instinctive management is hard work and has a clear challenge, as it requires the use of many skills and techniques for success, and sometimes requires administrators to use different techniques to gain professional credibility or even to adopt characteristics consistent with the required tasks, in addition to thinking about experience and adopting tacit knowledge. Therefore, all factors motivate more feelings of readiness for leadership, and that they have the ability to maintain passion and strength in the leadership life. When the leadership work is integrated, the leader tends to: intellectual work, emotional intelligence, relational skills and insight, and a great deal of strength of character.

Therefore, instinctive management is nothing but a set of characteristics that characterize the dominant administration, which develops through its practice of leadership work based on instinctive values and work to acquire them over time, through which it can influence subordinate individuals by directing them to the right path that will serve organization and subordinates, and achieves the desired goals in a distinctive way in the way through which the administrator can prove his worth in the surrounding community.

Instinctive management aims to take appropriate decisions that serve the goals of the organization with the least possible efforts and costs and the highest levels of cooperation and intimacy through strong and effective investment in the organization's employees, as they are the foundation, spirit, and mind of the organization through which they interact.

In order to achieve the objectives of the organization, it is necessary to enable the educational administrator to play a distinguished role in sustainable development by giving him the real role in the organization in which he works, in addition to working to raise the level of workers through: training, support, development, realizing their needs, and developing their experience level. Also, this happens by improving the value of performance by evaluating workers

in a manner characterized by: intimacy, affection, motivation, and clarifying the tasks that workers must carry out perfectly.

Also, the organization must work to establish a number of elements that contribute effectively to activating instinctive management in the departments and sections operating in the organization by building the ability to work long hours, establishing a state of independence and freedom, and working to build a work system that is characterized by: dynamism, flexibility, the ability to take initiative, make decisions, take control, and work to possess: foreseeing, strength of perception, sound expectation, stamina, and composure.

However, we find many factors that affect instinctive management, such as: the culture of the organization, the organizational structure, the level of distributive, procedural, interactive, and evaluative justice prevailing in the organization, as well as the level of control and practice, work coordination and the degree of harmony between workers on the one hand, and management on the other hand. Moreover, there are factors such as the ability to motivate, appreciate efforts, value superior achievement, and good formal and informal relations between workers.

Based on the foregoing, the instinctive management aims to rearrange the educational institution in all its dimensions, and to overcome the dilemmas that may stand in its way in a way that guarantees a state of work instinct and demand for it. This provides a calm work environment that is characterized by stability for individuals and the institution, and in a manner that efficiently achieves: The institution's vision, mission, and effective goals, as the individuals working under this leadership feel their importance at work, and in a way that contributes to the development of their capabilities and the spirit of honest competition among them in order to reach the successful achievement of educational goals. All of this happens within a framework of mutual trust between them and: management of the institution, affection, intimacy, instinct work, and sincerity in performing it to the fullest.

