

VALUES AND PROFESSIONAL ETHICS IN THE LEADERSHIP MANAGEMENT OF DIRECTORS OF EDUCATIONAL ORGANIZATIONS

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Abstract

This document aims to identify the factors of the ethical formation of directors in educational organizations by analyzing the practices and kind of values promoted in the moral issue's decision during their managerial work.

The educational research has found that there is a close relationship between an efficient management and the manager's leadership. An organization lingers through time due to the ethical principles scheme it has for the development of its management and leadership. Leadership does not only comprise technical and political competencies, but also ethical ones.

The approach of this work is the one of the analysis of the challenges found in the crucial actions in the managers' decision-making process, and how these moral situations affect the quality of the managers' work. This research uses the qualitative methodology, which includes case studies, interviews of experts and former directors, and the analysis and interpretation of ethical factors involved in the solution of moral conflicts.

Some moral dilemmas or conflicts found are: Loyalty to the institution or the boss, following up the norm or the personal interests, loyalty to the institutional mission or to the political group, co-workers selection, fair treatment for the different stakeholders of the educational community, and other training elements for facing such conflicts, as: Development of moral convictions, accountability and co-accountability, learning from other leaders and voices and communication establishment.

Keywords: Educational Leadership, Ethical Formation, Ethical Management, Ethical Training of Directors, Moral Dilemmas.

About this work

This work consists of five sections, to know: in the first one, "Benchmark, context and background of values, training and professional ethics of directors of educational organizations" is shown the general context and the background of the problem, as well as the main studies carried out in Mexico; in the second section a brief theoretical framework about ethical training and leadership is shown through the review of some authors who have studied the subject matter; in the third section, the methodology -this is an exploratory, qualitative research - and the field work are described; in the fourth section the main findings regarding ethical challenges in the director's management of moral conflicts resolution are shown; and, finally, in the fifth section, some categories which emerge from the qualitative analysis, such as the critical moral conflicts that are more common in the director's work, the decision making criteria in the management, necessary values, relevant experiences and recommendations on the ethical training of directors, are shown as conclusions.

It is worthy to mention that the research in process carries out the codification and construction of hermeneutical units, which allows explaining the underlying concept map in the identification of ethical factors in the resolution of moral conflicts of the leadership in the educational organizations.

Context and background of values, training and professional ethics

The moral conflict starts in the individual when s/he experiments difficulty to define the way s/he should behave in a certain situation where conflicting interests, values or points of view lead to diverse behaviors which require making decisions so to safeguard that which is deemed to be more important.

The concern on the Mexican education values was, for the first time, addressed in the International Forum on Education and Values, which was sponsored by the UNESCO and held in Mexico City in 1994. Several experts and scholars attended to this forum.

In Mexico, the most advanced research on values, with field sources, is the one of Latapí, who in his work "The Debate on The Mexican School Values" includes five definitions of the value concept, i.e. as appraisal judgment, as affective predisposition, as cause of action, as an instinct dynamic assimilated in the personality or as a behavior norm (Latapí, 2003).

In the moral or ethical dilemmas, the nature of the situation of conflict that questions the personal decision and behavior does not only have moral implications, but also expresses itself as a quandary, in such a way that the possible alternatives are mutually exclusive (Fierro, 2006).

The values are an inner power that defines and characterizes the individuals, as well as provides identity to and unites human groups. The values have guided the mankind creations and the heroic actions of peoples, human groups or some individuals; and affect the inner self of the individuals, represented by its conscience, and by its moral, individual and social accountability sense (Álvarez, 2008).

This research explores the factors of ethical training and its influence on the development of educational management by promoting values, because it is deemed that a performance that is coherent with ethical principles will redound to the benefit of the institution. The benchmark we present here holds that idea.

Theoretical framework on ethics and leadership

Although the bibliography on values and ethics is extensive, for purposes of this work we will focus in three theoretical pillars: The model for developing management skills of Cameron and Whetten (2005), the four training dimensions of Teresa Yurén (2005) and the theory of Paul T. Begley (1999) on the values in the educational management.

The model for developing management skills of Cameron and Whetten proposes three education pillars, i.e.: Self-awareness, interpersonal relationships and intergroup relationships. The first pillar is where the ethical training of the school directors is located. Four core aspects of self-awareness are related to each other, i.e.: Values, attitudes, learning styles and interpersonal relationships. In their proposal for training directors, the authors suggest as the main pillar the self-awareness, which implies to learn from him/herself, his/her personal values and the director's self-regulation (Cameron y Whetten, 2005).

These authors take up again the work of Kohlberg, who classifies the moral judgment according to the three levels of the development stages, i.e.: Preconventional or self-centered level, conventional or conformity level, and post-conventional or principled level. In the post-conventional or principled level, the moral value lies in the commitment to freely choose standards, rights and obligations. (Kohlberg in Papalia, 1992).

On the other hand, the four dimensions of training (conceptual, procedural, ethical or socio-moral, and self-care) proposed by Yurén emphasize, in the ethical or in the socio-moral dimension, the knowledge that the directors should have for developing an ethical management. An experience is educational when what was lived and thought can break the balance between experiences and identifications. So, the professional *ethos* is the set of elements such as internalized ethics, motivation and self-care, in the form of self-regulation and ideals sought by the individual, in relation to the problems of the professional field and to the activities oriented towards the practice of the profession (Yurén, 2005).

The difference between ethics and moral is that the moral laws protect the institution, while the individual who is applying those does it in a critical manner: not only following the institutional moral law, but according to its inner moral law. This inner moral law is nothing else but the ethics. In other words, moral is the set of norms that the society establishes, while ethics is the personal way the individuals apply such norms from their inner selves, values and free will (Rivero, 2004).

The Begley's theory regarding the values in the educational management places the concentric categories of self, motives, values, behaviors and actions into a terminological syntax of values (Begley, 1999).

Lucia Garay in Argentina, has generated a program with a methodology called "*bond clinic*", where he mainly works with directors in order to analyze the type of bond (relationship or union) struck up by them with knowledge, work, other individuals and, finally, law, norms and institutions. When critically analyzed, Garay's methodology can show the value scheme and the ethical training used by the directors at his/her job (Garay, 2008).

A qualitative and exploratory research

The question we care about is which are the values and professional ethics of directors during their educational management when they solve critical moral conflicts?

In order a moral conflict to be critical, it is necessary the manager's decision making, knowledge or behavior be questioned.

The question mentioned herein above has give rise to other questions, such as: Which moral dilemmas do the directors face during their educational management? How do they solve them? Which values do the directors promote by solving the problems? Which results are obtained? Which actions are important for the ethical training and performance during the educational management?

Then, with a qualitative exploratory research, we tried to understand the phenomenon of value or ethical training in the managerial functions, from the experience of stakeholders such as the directors of schools, the directors of public schools of primary education, and experts in the field of ethical training and educational management.

So, interviews with former public schools directors -who have administrative experience ranging from nine to fifteen years-, were carried out in the first stage of this work.

In the second part the research includes in-depth interviews with educational research experts in the areas of professional management, leadership and education and who have more than twenty years of experience in the management research field.

In the third part, moral conflict experiences were reviewed with 25 directors acting in the public sector. These directors, through short narratives, show the problems in the leadership management and tell us about a critical event and provide a general context, the problems development, possible solutions, and final decisions.

It is important to mention that the sample used for this investigation was selected according to the recommendations of the case method.

The tools used for identifying the factors that have an influence on solving the director's moral conflicts, and asked to former directors, included the following questions:

1. How did you reach the director position?
2. Which are the main difficulties you dealt with during your management?
3. Which are the main moral dilemmas you faced as director?
4. How did you solve them and which results did you obtained with your decision?
5. Mention a negative experience, related to ethical aspects, that you lived during your management.
6. Which are the most important values you think are necessary for the work as a director?

On the other hand, the questions asked to management, leadership and directors' training experts were the following:

1. Which are the main moral dilemmas or crucial aspects that you consider a director might face during its managerial work?
2. Which elements do you think are important for training the directors in order to face such dilemmas?
3. Mention a relevant experience related to moral dilemmas faced by the directors during their work.
4. Which are the values that, hierarchically, must be part of any work?
5. Which actions or strategies do you think are important for the future training and ethical performance in the educational management?

Finally, the questions asked to the acting managers were the following:

1. Tell us about a crucial moral incident that you faced and where your authority, knowledge or behavior was questioned.
2. In such incident, what solution options did you have and which one did you choose?

After transcribing the interviews of experts and former directors, the case research methodology and the qualitative analysis of Atlas TI were used for analyzing and interpreting the ethical factors involved in the solution of moral conflicts.

With the information obtained from the acting directors, the types of problems were compared with the possible solutions. As a result, a typology of conflicts was created and it was observed that the decisions made by the director do have an impact on the educational organizations.

Main findings: Ethical challenges for the resolution of moral conflicts in the managerial work

From the analysis of the interviews made, it was possible to discern the challenges faced by the managers for the resolution of crucial issues during their professional practice, as well as to determine how these challenges affect the professional educational work.

It is important to take into consideration that, if the manager does not have prior professional ethics, it is probable that s/he acquires it in the course of his/her duties; although, it is always possible to appeal to the manager's conscience in order to create an ethical sense during the managerial work.

With the evaluation and processing of the interviews done to former directors, were found the following analytical categories related to the factors of ethical training that have an influence on the managerial work: Difficulties during their work, negative experiences or obstacles and positive experiences, critical incidents and moral dilemmas faced, and values which are necessary for carrying out their managerial work.

They also mentioned other elements which are more related to skills than to values, such as to be able to negotiate and leadership. Although it is true that negotiation and leadership play an important role in the values and that they are linked to the necessities and their hierarchy, the directors only mentioned one element related to hiring the most adequate candidate.

In the tables 1 and 2 are synthesized the contributions of former directors regarding management and solution of dilemmas.

Regarding the interviews made to the management experts, some of the results have been reorganized and gathered in the following categories: Most common moral dilemmas, elements to face such dilemmas (understanding dilemma not only as a predicament but also as a critical incident in which the manager's decision, knowledge or behavior was questioned), decision criteria during the managerial work, meaningful experiences, values which are necessary for the directive work and recommendations for strategies of education.

Some data of the interviews with the experts is presented in the tables 3 to 8. This data is sorted into categories, which show some of the moral conflicts or dilemmas faced by the directors during their work.

Likewise, the main values which are necessary for developing a managerial work based on values are shown, and some proposals for the ethical training of managers are laid down. Such proposals do not only imply a technical knowledge, but also (as Lickona says) imply to recognize, wish and do well (Lickona, 1995).

Table 1. Factors that impact the ethical management of directors

Factors / Years the director has in his/her position	Difficulties during their work	Negative experiences (obstacles)
9 years	<ul style="list-style-type: none"> * Lack of willingness and commitment from their co-workers. * Lack of personnel. * Lack of support from the authorities for creating infrastructure. * Lack of personal quality in their manners (arrogance) 	<ul style="list-style-type: none"> * Abuse of authority from their immediate boss. * Lack of flexibility of the norms. * Lack of freedom to manage and request resources from the parents. * Denial of conflict situations. * Backing up of corrupt co-workers.
15 years	<ul style="list-style-type: none"> * Technical-pedagogical difficulties (work with underprivileged students). * Regarding the lack of support from the system to have infrastructure or administrative problems (85%) 	<ul style="list-style-type: none"> * Use of past speeches in detriment of the speaker.

Table 2. Most frequent dilemmas and necessary values

Dilemmas and values / Years the director has in his/her position	Moral dilemmas faced	Necessary values
9 years	<ul style="list-style-type: none"> * Apply the norm on a co-worker who didn't comply with it. * Create political alliances with the personnel. * Corrupt personnel and mistreatment of students. 	<ul style="list-style-type: none"> * Honesty, justice, respect, commitment, leadership, tolerance, love, freedom. * Select directors with a determined psychological profile.

<p>14 years</p>	<p>* Who backs up the director?</p>	<p>* Responsibility, credibility, humbleness. * Practice what one preaches.</p>
<p>15 years</p>	<p>* Conciliate the school’s interests with the ones of the parents after a prior authoritarian leadership. * Management problems with the authorities, co-workers and parents.</p>	<p>* Coherence * Set the example * Union * Credibility Be able to negotiate.</p>

Some of the main training strategies are stressed in the tables, such as having training programs backed up by the analysis of management cases, negotiate management internships, changing the education priorities and recover professionalization above the work-related politics career, proposing reflexive lines of education and development of the individual, carrying out conflict analysis and using tools to establish a dialog and resolve problems, as well as promoting new systems for hiring and appointing managers that more centered in the individual’s high moral values and technical and management skills.

Next, the moral dilemmas -seen from the point of view of experts- are shown in the table 3. The information has been sorted into personal relationships, teaching performance, regulatory schemes and administrative issues.

Table 3. Main moral dilemmas identified by the experts

<p>Moral Dilemmas / Experts</p>	<p>Personal relationships and loyalty</p>	<p>Teaching performance</p>	<p>Regulatory schemes</p>	<p>Administrative issues</p>
<p>Expert 1</p>	<p>Loyalty to the institution, the policies or the academics.</p>	<p>Select co-workers. Reward the person who hire him/her or his/her friends.</p>	<p>Predominance of old regulations, personal interest or the institutional mission. Comply with the norm, but bribing.</p>	
<p>Expert 2</p>	<p>Whom does it protect to? Conciliate the interests of different stakeholders. Personal issues.</p>	<p>Management of children with special educational needs.</p>	<p>Intervene or not.</p>	<p>What is his work? Solve situations or obtain resources?</p>

				Management of official documents.
Expert 3	Conflicting relationships between co-workers and supervisors. How to talk with the teachers so to tell them how to improve their performance.	Organize, train y give performance results to the teachers.		Prioritize administrative issues above other important issues.
Expert 4	Conciliate the educational organization demands with the ones of the individuals. The challenge of dealing with the position’s power and the authority’s power.		Have a double interpretation of the norm and its practice.	

The table 4 shows the decision making criteria in management, which are sorted into: knowledge of self and others, training and actions, and regulatory schemes.

Herein below are shown the elements needed to face dilemmas, sorted in the categories of ethics, support, environment, communication and regulatory schemes (table 5)

Next, in the table 6 are shown the positive and negative experiences which are relevant for ethical training, according to the experts.

In the table 7 is shown a synthesis of the values which are necessary for carrying out the directive function and for managing the educational institutions.

Finally, in the table 8 are shown some important recommendations regarding the training strategies. Such recommendations arise from the interviews made to the management and managers’ training experts. These experts emphasize the selection of the director; other experts emphasize the analysis ability of the director, but all agree that there should be several training lines.

Table 4. Decision making criteria in the ethical management

Criteria	Knowledge of self and others	Training and actions	Regulatory schemes
Experts			
Expert 1	a) The director knows him/herself and others. b) Know who is who in the institution and what they can offer.		

Expert 2	a) Reflexivity b) Analytical, critical, and judgmental skills.	Training of the individual.	
Expert 3	a) The individual comes first. b) The “directors’ culture”		The list of local principles or expectations.
Expert 4	The pedagogical function with regard to other institutional stakeholders.	Manage, administer and take decisions.	Comply with the law with a fair management.

Now, in the tables 9 to 13 are shown some of the most representative problems that the acting managers face, told by them and synthesized. Also, the results, strategies used, the underlying values, and a consequence analysis are included in the tables.

In the table 9 are shown the problems regarding the managers’ relationship with the authority, where the managers’ power is overcoming by unionism, corruption and the unjust use of power.

The table 10 shows some incidents of the manager with the supervisor, where authoritarianism and inflexibility in the norm hamper the managerial work and the communication.

Table 5. Elements for facing the dilemmas during the decision taking of the director

Elements / Experts	Ethics	Support	Environment & communication	Regulatory schemes
Expert 1	High moral values. Accountability and co-accountability	Listen to other intelligent leaders	Communication skills	To bear in mind the institutional mission. Free-space policy. Do not rig the consensus.
Expert 2	Co-accountability	Team work	Real conversations. Understand the other. Conflict analysis.	
Expert 3	Acknowledge there are moral issues.	Create a supportive environment for the director. Consult other individuals.	Define key issues and ensure a respectful understanding.	To be consistent with the laws and regulations. Examine their reasons when taking action.
Expert 4		Share management experiences with colleagues.	Analyze the bonds the director starts: with the knowledge, with the task and with other individuals.	Be thorough and egalitarian when applying the regulations.

Other aspects to take into consideration are the critical incidents that take place between directors and the educational organization stakeholders, i.e., teachers and students. The manager needs to conciliate the interests of each and all stakeholders and find the main solution strategy in the decision-making tasks, as shown in table 11.

In the table 12 is shown the lack of recognition suffered by the director from the parents. It is pivotal to convince the parents of the importance of the director, which can only be done if the director gains the respect and recognition of his/her authority by working for and committing with the mission of the institution.

Other problems in the ethical management are related to issues of informality in the way the directors obtain the position, as shown in the table 13.

Table 6. Meaningful negative and positive experiences for ethical training

Elements / experts	Positive	Negative
Expert 1	Backs up co-workers. Delegate tasks to individuals with high moral values. Take into consideration the student, academic, and social leadership.	Delegate and let the co-worker die alone. Obtain the position without having prior training in educational management. Do not care about the institutional mission. See the details but forget the big picture.
Expert 2	The day to day of the school and each one of its stakeholders (children, parents, personnel).	Care of administrative, political and/or labor issues and not of pedagogical issues. Have an individualist vision of the work.
Expert 3	Training can change the values of the individual.	When the teacher is mistreating the students and the director has to talk to the teacher about it. The excessive pressure caused by people lying.
Expert 4	Feminization of the director’s roll.	Try to obtain authority by being overbearing. The directors do not really know the people they have to lead.

Table 7. Values that are necessary for having an ethical management

Expert 1	Expert 2	Expert 3	Expert 4
The values are set according to the mission of the institution. High moral values and technical skills.	Accountability: as the ability to back up others. Respect: for the cultural diversity of each stakeholder.	Respect and justice. Have, from Kohlberg’s proposal,	Commits himself as a life teacher. Democracy and justice in his/her performance as director.

Relationship and communication skills. Obtain resources. Promote and boost the community.	Fairness: as the different attention given to those who are vulnerable in order to compensate differences. Solidarity.	high moral values.	Pedagogical value.
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Table 8. Strategies for the ethical training of directors of educational organizations.

Strategies	Selection	Analysis	Training
Expert 1	Promote other systems for the selection and appointment of directors, so to ensure that they have high moral values and technical and management skills.		Have training programs backed up by the analysis of management cases.
Expert 2	Review the selection systems.	Turn the eyes towards the historical, social and cultural environment where the director lives.	Change the educational priorities and recover the professionalization instead the work-related politics careers. Face the educational problems in a multilateral manner. Propose training and developing lines on conflict analysis and use of tools to establish communication.
Expert 3		Talk about ethical issues as the first step to develop ethics.	Evaluate the director during his first year in the position and analyze which are the most important moral challenges.
Expert 4	Know the interests and reasons that lead to the director’s position.	Analyze the links with the directive work.	Propose the individual have training in diagnostic research, institutional theories and understanding others.

Table 9. Critical incidents that are related to corporativism and ethical management

Moral dilemmas	Description	Strategies	Impact on the ethical management
Between political loyalty and pedagogic loyalty	Clash between unions. Arbitrary entry to the facilities.	Hiring ethical individuals, respect for the autonomy,	The director cannot carry out an ethical negotiation with the authorities and s/he is overtaken by the unions.

	Decreased personal relationships. Corporativisim.	compliance with the transparency law, answer official letters.	
Protectionism and corruption.	There is a person in the organization that is protected by a union officer (relative). Nepotism.	The actions are not carried out due to old regulations and to the brother's nepotism. Swaps so to preserve the human resources in the institution.	The director is overcome by people who use their power in an inadequate manner, so the director has to accept the situation. There is not a real solution because the problem was transferred to another institution. Lack of justice and fairness.

Table 10. Critical incidents that are related to corporativisim and ethical management

Moral dilemmas	Description	Strategies	Impact on the ethical management
Authoritarianism from the supervisor.	The supervisor is imposing on the director a project that now is obsolete for the current situation of the educational institution.	In order to obtain solutions, the problem was commented with the decision-making body. The decisions taken were argued.	The director gets verbal sanctions from the supervisor; nevertheless, they could work together when the director based his actions on the organization's diagnosis.
Authoritarianism from the supervisor: lack of flexibility in the regulations.	The director's behavior was exposed in front of other stakeholders in the educational organization.	A document with the obligations of the director was handed to him.	The educational work was undermined, feelings were involved and the communication was broken.

Table 11. Critical incidents that happen during the management of the directors in relation to the conflicts between directors, teachers and students

MORAL DILEMMAS	DESCRIPTION	STRATEGIES	IMPACT ON THE ETHICAL MANAGEMENT
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Mistreatment of students	There is a teacher who justifies mistreating her students with her origins.	Talk to the teacher, send her to updating courses, and threaten her with reports in her file.	Inadequate management: the updating courses do not guarantee an ethical performance of the teacher; neither do the reports in her file.
Dealing with students with special needs.	The director tries to organize and train the teachers to obtain better results; however, the teachers feel that such requirement is unnecessary and as a burden.	Establish communication, create team work and sensitize the workers regarding the advantages of writing the reports. This can be done by setting a group that shows the benefits obtained.	The solution used is working just as the director expected.
The challenge of dealing with the position's power and the authority's power.	The director is discredited: his orders are not followed. This situation results counterproductive for the co-workers that do follow the orders.	The problem was discussed with people from the organization.	The director wants to be fair while applying the norms and desires to obtain the support of other workers.
Apply the regulations while taking into consideration the decision-making bodies.	The institution has strong quality demands; as a result, the director puts a lot of pressure on his co-workers. He does it in a very inflexible manner.	The decision-making bodies talked to the director regarding his behavior and asked him to modify it. The director agrees to do so in order to achieve the job's objectives. There were contributions from both parties.	The director wants to use resources for management training and is guided by the institutional mission, which allows the commitment from all the stakeholders.

Table 12. Critical incidents that happen during the management of the directors in relation to other stakeholders in the educational organization

Moral dilemmas	Description	Strategies	Impact on the ethical management
Parents' collaboration: the dilemma between the position power and the authority power.	The parents are prejudiced against the director due to the director's age (he is too young) and inexperience.	The director won the respect of the community thanks to his work skills and by delegating responsibility.	The director had little experience when he obtained the position; however, he leaned on the teachers and was able to create a collaborative environment.
Participation from the parents in the proposals.	The president of the parents association is overbearing and authoritarian.	The parents decided to face up the president and reach democratic solutions.	The communication among the stakeholders improved. The decision making is carried out in according to the institutional mission.

Table 13. Problems found during the ethical management of the directors

Moral dilemmas	Description	Strategies	Impact on the ethical management
Lack of continuity in the management of the educational organization.	The school is a rural, passage one; therefore, the programs and the stakeholders do not stay there.	There is concern about the issue; however, neither the parents nor the students stay there also.	A low-quality education. Lack of commitment, responsibility or dedication to the educational project.
Informality in the position.	Due to urgencies, some substitute teachers are working in the institution, but they don't have any training whatsoever.	Besides the difficulties of the position, there is no support to or recognition of the work done.	The director is losing heart, is having difficulties to carry out his job, and does not know neither the reasons to be a director or the individuals he is leading.

Conclusions

Thanks to the horizontal and transversal analysis and interpretation of the data obtained in the in-depth interviews, it was deemed that the directors arrive to the educational organization with several different lacks in their ethical or management training, which cannot be easily compensated during their continuance in the position. This does not make less important the relevance of including training in management ethics in the educational programs for the managers of educational institutions.

Therefore, one criterion that can guarantee the ethical management is the selection of managers who have a professional and psychological profile that includes high moral values.

Some of the critical incidents narrated by the former directors, tally with the categories laid down by experts.

Although when talking about the educational management, many directors agree, at least in speech, that the honesty, justice, respect, commitment, credibility, accountability and tolerance values are needed; there are several difficulties to practice them in the day to day of the educational management.

On the other hand, it is necessary to keep the link between the values and its hierarchy and the compliance with the institution's mission.

The main conflicts faced by the directors in their management duties are the lack of willingness and commitment from their co-workers and the authorities, the lack of flexibility in the norms, the difficulty for conciliating the interests of the different stakeholders in the organization and, above all, the importance of being coherent with the institutional mission.

So, the challenges of ethical training of directors underline the need of having training programs backed up by cases about the moral dilemmas faced during the performance of his/her management duties, as well as the need of proposing development lines that favor the professional training of reflexive directors who are able to analyze the nature of the moral conflicts faced during their management, as well as to find solutions for the ethical dilemmas in their management work.

The main negative experiences are caused because it is allowed that professionals obtain the directive positions when is noticeable that they lack the specific management training, have a far individualist notion of the academic work or are too worried by administrative, political and labor issues rather than taking care of the quality offered by the educational institution.

The factors that hinder the ethical training of directors are directly related to inadequate hiring criteria, irregularity issues, the interest and reasons for becoming a director, and a limited knowledge of self and other institutional stakeholders in the educational organization, as well as the ignorance of factors that help to increase the efficiency and quality of educational services.

It is likely to say that the possibilities for ensuring an adequate management that is coherent with the mission and values of the educational organizations are related to criteria from the systems of selection and appointment of directors -which, in exchange, ensure the directors' high moral values, and management and organizational skills-, and to the support of programs specifically for training in action, backed up by the systematization of experiences obtained from the case analysis and the management internships. The management internships allow trainee directors to work shoulder to shoulder with an acting director, so to observe first-hand the performance of his duties.

All these actions aim to help the management to face the moral dilemmas with elements such as high-moral values and conviction, accountability and co-accountability, communication and team work skills, leadership in an environment of multiple leaderships and the skill to reach agreements and consensus.

Acknowledgments:

This research was supported by the Instituto Politecnico Nacional, under Research Grants 2027 and 20195762. With thanks to PhD Fernando N. Winfield-Reyes for his comments, enrichment of content and institutional collaborative work.

Finally, please find attached to this email the manuscript modified by us.

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