

## THE STRUCTURAL DIMENSION OF THE UNIVERSITY MANAGEMENT

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### Abstract

*In the first part of the paper it is presented the object of communication, the identification of university management by focusing on the structural dimension of it.*

*This is followed by some comments on defining the university management, given by Stefan Buzarnescu, R. B. Iucu, Horia Ghergut.*

*One can state that there is a tendency towards considering decision of great importance in gathering and processing information, especially the pre decision activity.*

*Looking deeper into the decisional mechanism, there are mentioned, commented and evaluated the main areas of pre decision activity: the choices of the high school graduates, the demands of the employer, the dynamics of the job market, a.s.o*

*There are also looked on some innovations as regarding methods and techniques of teaching and assessing, their implied on the new theories upon the curricula.*

**Key words:** educational management, decision, guidance, control, planning, organisation

### INTRODUCTION

In the context of talking and analysing the relations between the socio – economical management and the educational management, although interesting and useful, (or further more between the management of the class, of the institutions or of quality), one can try to step farther towards the peculiarities of the university management.

Without underestimating the fact that the educational management is linked especially to middle or high schools, we can state that nowadays we are witnessing the boost of universities, that try to become a mass educational system, together with the lifelong education, the adults or the senior one.

### MATERIAL AND METHODS

The European Community tends to become not only a social - political institution but also a cultural and of knowledge one, so it focuses on the major role of the University as a coordinator in the society.

As we are going to develop during the paper, there is a new strategy to discuss about university management, about its specific characteristics, that is to focus on the structural aspects, on coordinating the educational activities, university becoming an important factor in educational, social, cultural, scientific or professional activities.

The management activity is very complex, having a variety of variables, an infinity of interrelations, some specific context to pass, inter or trans disciplinary. Thus one can explain the many definitions and the plurality of management perspectives.

## RESULTS AND DISCUSSION

Trying not to be far from the original definition of the socio economical management, St. Buzarnescu states that the best definition could be "the sum of methods, of techniques or of procedures by reporting to its problems..." (St Buzarnescu, 2004, page 20)

Trying to observe the specific of a class of students, R.B. Iucu, L. Ezechil and R. Chivu wish to define *suigeneris* that it "is a research field among the Educational Sciences which studies both the theoretical perspectives in a class of students and its dimensional / practical structures (ergonomical, psychological, psycho/social, normativ, relational, operational and creative) trying to deal with teachers 'interfering into the act of teaching, by taking micro decisions during a lesson..." (R.B. Iucu, L. Ezechil, R Chivu, 2008, page 404)

Bearing in mind the above mentioned authors the management of the class is limited to micro decision, while it refers to the educational policy, to the management of education.

Relatively different from the points of view just mentioned, Alois Ghergut and Ciprian Ciobanu say that the management of education "deals with the activity of one person who conducts and manages the activity of others, trying to achieve activities in the very best way possible, through awareness and assuming the responsibilities, the good and the bad parts of the process, its success and failure, also by guiding a groupe towards fulfilling the organisational objectives" (Ghergut A, Ciobanu C., 2009, page 693)

It is often seen that one slips from defining the management to its structural definition that is to identify its components, the stages of the managing activity. So it is becoming obvious that the managing activity has 5 functions: planning, organising, taking decisions, coordinating and guiding, evaluating.

Authors like R.B. Iucu try to define even more managerial functions: planning, organising, communicating, leading, coordinating, guidance, motivation, counselling, controlling and evaluating.

Stefan Buzarnescu is narrowing the management activities to: forecasting, diagnosing, predicting.

If sometimes it is likely to see a socio perspective, seen as a result of the functioning of the institutions, or seen as the result of the leader's activity, other times one can notice socio/moral aspects like being

democratic or interlocking, or completing its objectives, be them tactic or strategic.

In terms of us there is another paper stating that “ the management notion can be well specified if we take into account the main element of management , that is the decision” ( Florica Ortan, 2003, page 15).

When we try to analyse its structure , we need not only decision but also some complementary elements.

Maybe it would be better to define management as decision and control, or better as organising, taking decisions and evaluating.

Further I would like to talk about its structure: having access to information, (communicating), taking decisions, implementing , guidance and control.

The management activity structure , as we see it, a decision based on gathering information and permanent communication, implementing it and giving feed back through guidance and control, is interconditioned with institutions, factors and areas where University acts and interacts.

So, we look closely on pre university system, university, hiring firms, the choices of the high school graduates, the list of University specialisations, the curricula, its strategies, methods, procedures, meaning of teaching and assessing.

Bearing the above in mind, we ask ourselves about the most important decisions one might take regarding the management of education.

Obviously that the first decisions regard the operating of the University, getting the accreditation, or having a vast number of students. Having a better management activity requires a better teaching process so that students manage to get a well paid job as soon as possible.

The educational decisions , like the ones dealing with the Curricula, teaching methods or assessing, are coming after the previous ones.No wonder, as the decision – education factors change and diversify because of the specific areas they occur.

Let’s have a look on the first type of decisions, from the point of view of its operationality.

One of the biggest challenge the University professors have to deal is to arouse the interest of a bigger number of students.How is this possible?

Evidently the best solution would be to get into contact and permanently communicate with the pre university institutions by means of periodic meetings, presentation of the University offer, focussing on the advantages of university education, organising theme contests or counselling.

As it is noticed a strategic role goes to the teachers of the DPPP ( The Teacher Training Department ) and its specialists.

The guidance of the teaching process so that it can maximise the chances of success looks like another aspect to take into consideration. One can search for a better employer, to predict and foresee the job market, and specially to communicate with the managers, their marketing departments and the inner specialists in human resources.

One can reach now the interdisciplinary concepts as Florea and Elisabeta Voiculescu stated "the management of education via market economy, the management of curricula via the system of study credits, a better use of teaching and assessing process, the pedagogical projecting and the strategic planning of the institutions". (Florea, Elisabeta Voiculescu, 2005)

## CONCLUSIONS

Another source of gathering the information in taking decisions is the likes of the students referring to specialisation, scientific, socio/cultural or socio/economical ones. The management of university studied closely the likes and preferences of young students, trying even to modify them if other specialisations are available. The management decisions are hard to take if there are opposite opinions, contrasts or confrontations. Also one can witness the choices of young people for "easy jobs", easy specialisations but few employers.

To cope with this kind of situations one has to explore deeply, to research and study youth way of thinking, to do a lot of mentoring and counselling in high schools. A just decision can be taken only having the whole image and gathering the complete data.

To create a good functionality of the university is better to take decisions in a whole, regarding the system of specialisations and of course its curricula. We take into consideration the creation of some grids for specialisations so that the universities can use the maximum of its specialists, thus increasing the standards of the professors.

By taking managerial decisions the curricula, the methods, the procedures and the means of teaching and assessing are changed.

So Universities have to focus on research, on experimenting, on preparing the teachers through methodology practice or a good coordination between its faculties.

From managerial point of view it is obvious that only through scientific research it is possible to create teams of specialists. The management of university can also stimulate the IT communication, by having networks of computers, to study, research and cooperate national wide or international.

The management of university can experiment some strategies of teaching and assessing, some methods to attract and motivate young people to certain specialities, to certain availabilities in the job market, to entrepreneurship.

My personal trying to identify the structural dimensions of the management of universities has allowed me (within certain limits) to outline some areas of decision, the synthetical nature of teaching activity, its care to prevent and analyse, but also has allowed me to give a plus of conceptual and methodological initiative and creativity.

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