

MANAGERIAL FUNCTIONS VS. MANAGERIAL STYLE IN HIGHER EDUCATION

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Abstract:

The European-level approach to education shows that education at all levels is a fundamental pillar of European success. Moreover, in a constantly changing world, lifelong learning is increasingly becoming a necessity and a priority, being the key to employability, economic success and enabling citizens to fully participate in social life. Education-focused universities usually offer vocational training programs. In Western European countries, this mission is usually carried out by university colleges, which can constitute a smaller academic environment, sometimes of around 1000 students. In recent decades, due to the need to diversify educational services, it also offers continuous training programs.

Key words: university, education, manager, management, team.

INTRODUCTION

Management is a complex of concerns and actions of the leader (minister, secretary of state, director general, director, head of service, etc.), to create the framework that allows a group of workers to achieve a certain productive objective (product, service) , under conditions of quality, term and efficiency imposed.

The manager is that administrator who (regardless of the management level) has the right of disposal (decision).

From the American practice it follows that any person who gives orders, therefore participates in management, is a manager. In the Anglo-Saxon sense, manager corresponds to the activity of administering, ordering, leading, training, directing, explaining, influencing, integrating, classifying, making known, admitting, informing, telling, to perfect.

The manager is a creator of conditions and not only a direct executor. Under the care of the manager, workers, materials and especially ideas can determine the necessary conditions for the institution's activities. A different, variable volume of the driving process is identified on the vertical side of the system. In a broader expression - and strongly related to practice, management has in mind: planning, directing, control.

Planning¹ results from the policy content of the institution. Planning is indicated in the principles, but rigorously limited to the content of the themes and the positions that must be adopted to achieve the established objectives. Directing refers to the distribution of activities in established directions and opportune moments. Control is essential in streamlining activities within the institution and it is effectively obtained from the exercise of this lucrative function by the institution's top management.

Through managerial control, the appreciation (evaluation) of the results is carried out.

Control, through appreciation, records the establishment of trust.

Trust is established by setting achievable goals and by demonstrating the integrity and loyalty of the staff employed.

¹ Dalotă, Marius-Dan. Laura Georgeta Băragan, (2020), Management general. Editia a V-a, revizuită: Editura Pro Universitaria

In practice, there is a tendency to simplify the control instruments in parallel with the decentralization of managerial information².

This influence can be of the catalytic type (ensuring informational relations, strengthening the employee status, continuous training, new personnel selection criteria) or inhibitory (sufficiently complex hierarchical structure, the existence of some functional barriers and bureaucracy).

There are various expressions for the notion of leadership, among which are listed:

- ✓ to lead means to assume responsibility;
- ✓ to lead means to use the oldest art and the newest science;
- ✓ to lead means to communicate;
- ✓ to lead is to get others to do what they need to do;
- ✓ to lead means to foresee;
- ✓ to lead is to achieve results through others.

Management means, mainly, the concern for creating and maintaining a desired internal environment in an institution, so as to create the possibility to select and execute the tasks necessary to achieve the planned objectives.

The management and organization process involves identifying the way to harmonize individual actions, for a greater contribution to the achievement of group objectives. It follows that the coordination of individual efforts is strictly necessary.

The principles of management are located in fundamental theses, which guide the approach, explanation and solution of organizational and management problems. Around the world, universities are currently facing a period of turmoil that doesn't seem to be ending anytime soon.

To the extent that the difficulties encountered by them only increased in the last decades of the 20th century and the beginning of the 21st century, higher education has lost any trace of its former stability, and this is because the conditions necessary for such a stability cannot withstand ever-increasing and diversified demands.

There is an ever-expanding and changing labor market and universities are called upon to provide competent specialists. Moreover, the research base of higher education institutes generates new knowledge and technologies, increasing the number of specialties and the scope of single and interdisciplinary fields.

Universities are based on knowledge, but no single university or group of universities can keep up with the world's increase in the volume of knowledge, and even the wealthiest institutions fail to fully cover both old and new domains.

For their part, society and governments expect universities to do more and more for society, to help it solve economic and social problems, but the same governments are reluctant when it comes to financial support, proving to be sponsors rather than too generous.

Constantly under pressure from new requirements, universities are forced to modify their study programs, restructure their staff and modernize an increasingly expensive material base. Some traditional fields have ended up being neglected. Universities will have to rebuild much of their traditional offerings.

The diversity and great complexity of the problems that arise in the field of education and the difficulties that universities are currently facing clearly show that there are many changes that need to be made within it. Changes³ must be made at all levels, starting with the general structure and concepts at the state level.

² Adrian, Opre (Coordonator). Magdalena, Balica. Ramona, Buzgar. Daniela, Dumulescu. Bianca, Macavei. (2021), Dezvoltarea socială și emoțională. Ghid pentru universități, Editura ASCR

³ Dalotă, Marius-Dan. Laura Georgeta Bărağan, (2020), Management general. Editia a V-a, revizuită: Editura Pro Universitaria

An essential requirement that is imposed on universities and especially their management is the vision. Leaders need to think long-term and appreciate how their system fits into a larger context.

They must discern in the confusion and disorder of the present, the elements that are to be and describe the guidelines of a possible future that sets people in motion. "No one can lead other people without showing them a future.

A leader is a seller of hope" said Napoleon, and he was certainly right. It follows from this that organization and management at various hierarchical levels have to deal with problems of great difficulty, especially in unfavorable financial conditions. Leaders require great skill and will to successfully direct this complex process.

A well-intentioned leader will always choose the means he deems most appropriate to accomplish the tasks of leadership. In this direction, recourse to the concepts and methods of management theory should not be denied.

This will provide the management with a very useful support, which will allow the adoption of appropriate solutions, will ensure an efficient, future-oriented management.

Managerial functions. The one who first defined the functions of management was H. Fayol, who proposed the division of managerial activity into five distinct categories of activities: forecasting and planning, organization, staff training, coordination and control. Forecasting and planning It is an activity of assessing the future, observing trends, probable situations in which influencing factors will act.

There are three types of forecasting activities:

- ☞ forecasting – in the long term, over 10 years, characterizes strategic decisions at the higher hierarchical level;
- ☞ planning – in the medium term, from several years to a semester, the product of planning is the plan, and
- ☞ programming - short-term, decade, week, change, detailed in terms of the actions undertaken, the means and resources used to achieve the plan.

An important role in this function belongs to the process of reconsideration and evaluation. First, the reconsideration fulfills the feed-back role of the forecasting function and is based on a series of evaluations of all the components of the forecast: programs, budgets, plans and forecasts in relation to the concrete situations in which the company finds itself.

Evaluation is a process of obtaining information on the analyzed activity, comparing it with objectives or standards, adopting decisions regarding the improvement of the evaluated activity.

The organization includes the set of activities through which physical and intellectual work processes, their components, and their grouping by departments, work formations are established and delimited.

The actions undertaken are the attribute of the management process that ensures shareholder coherence, discipline, functional order and the institution's ability to adapt to the changes generated by the environment.

The concept⁴ of organization can be approached from at least four points of view, among which: managerial function; profit growth factor, in relation to form and content.

Coordination refers to ensuring cooperation between departments and people, harmonizing their actions, in order to avoid parallelisms and overlaps, waste of forces and means.

⁴ Dalotă, Marius-Dan. Laura Georgeta Bărağan, (2020), Management general. Editia a V-a, revizuită: Editura Pro Universitaria

The harmonization⁵ and synchronization of individual and collective actions within the institution and their orientation towards the achievement of objectives, under conditions of maximum profitability, form the content of the coordination function.

The coordinating function can be accomplished in two ways: planning and organizing. Coordination through organization is mainly carried out on the basis of the process of analysis and rationalization of tasks and operations, using specific management methods and techniques.

The activities contained in the coordination function are less formalized, and as a result, depend to a large extent on the human side of managerial potential.

The coordination function, according to the specifics of the communication process, takes two forms: bilateral coordination and multilateral coordination.

Multilateral coordination is a process of communication between a manager and several subordinates. Coaching involves the manager's action to get subordinates to participate actively, responsibly and creatively in the performance of their tasks under optimal conditions. It is achieved by command and motivation.

As a result, a variety of forms of remuneration have been reached: in direction, in direction combined with awards for different criteria and in agreement (simple, direct, progressive, etc.).

The theory of needs (needs) starts from the concept that man has a set of needs, needs, which he seeks to satisfy gradually, such as:

- security needs: protection, order, etc.;
- needs for appreciation (esteem): success, recognition...; and
- needs for self-realization: creativity, personal development.

Motivation must start with solving the factors of dissatisfaction, such as: salary and working conditions.

Hope must be supported by some way of conditioning satisfactions and outcomes.

This can be achieved through two forms of motivation: positive and negative. In the entire management process, the quality of the training function has a particularly important role in that, to a decisive extent, it influences the efficiency of the upstream functions (forecasting, organization and coordination), as well as the control-evaluation function.

Control consists in supervising the operation of the managed system, comparing the results obtained with those planned or with the established objectives.

The control-evaluation function refers to the set of activities through which the performance (results) of the institution and its subsystems are measured and compared with the objectives and standards initially established, in order to indicate the levels of fulfillment, as well as to identify corrective measures to remove deviations.

The preventive nature of the control function consists in its ability to prevent deficiencies. The adaptation of control to the levels of the managerial hierarchy must also be done taking into account the responsibilities and scope of action of the managers.

Adapting the control to the personal characteristics of the managers (such as intelligence, understanding possibilities, personality) is necessary because it is necessary to find those forms of presentation of information that they need and those control methods and techniques that are accessible, so on who can understand them easily and apply them correctly, finally obtaining a beneficial effect.

There are no universal recipes that will lead the team without fail to achieve its goals with minimal costs, but there are known rules by which they can be guided to find the path to performance on their own.

According to Jean Francois Leroy, the team is "an entity formed by a permanent or long-term group, made up of interdependent persons pursuing one or more common objectives, in a constraining context".

⁵ Adrian, Opre (Coordonator). Magdalena, Balica. Ramona, Buzgar. Daniela, Dumulescu. Bianca, Macavei. (2021), Dezvoltarea socială și emoțională. Ghid pentru universități, Editura ASCR

What brings people together in a team is the existence of a common goal. The characteristics of the people who make up the team must include: teamwork experience and professional experience; technical and communication skills; willingness to assume responsibilities and confidence in one's own strength; communicativeness and the ability to interact effectively, to respond promptly to the requirements of others, to be able to creatively take over the ideas of the group and at the same time to offer support to others without selfishness.

In building a team three factors are essential: the task to be done, the people and the relationships between the team members.

The team is not simply a collective of random people, but a formation in which a series of specific relationships occur between members. The team can solve many problems without waiting for detailed instructions from the manager, since it can act as something autonomous, which alone can formulate tasks, organize activities and bear responsibility.

To be defined as a team, a group of people must meet the following characteristics⁶:

- to have a common, unique goal for all. If the purpose is the same, it is about a union of people who have some contractual relations with each other;
- collaboration and mutual interaction of members, which leads to increased potential (synergy effect);
- mutual psychological recognition and personal identification with the group, the existence of a culture expressed through common, symbolic values, norms of behavior, requirements regarding the physical and moral aspect.

So, the team is the formation made up of two or more individuals, who have common goals, perform various mutually dependent tasks, coordinate common activities and identify themselves as a component part of a whole.

Although team is a group of people, these terms are not interchangeable. The manager can bring a group of people together, but this does not yet mean that a team has been formed.

The team concept assumes that all its members share a common mission and bear a collective responsibility.

The stages that mark the organization of the team's work are:

- setting goals for people;
- allocation of resources and planning of activities; establishing minimum performance levels; measuring performance indicators; collection of data to be processed; measuring performance indicators; announcing the results obtained; highlighting the positive aspects; identifying the causes for partial failures, without resorting to criminal charges; establishing priorities to follow.

Cooperative⁷ and open behavior should be encouraged and rewarded. One of the safest and most enjoyable ways to strengthen team cohesion is the practice called team building.

Fundamentally, team development consists in increasing the variety of human behaviors and relationships, in order to acquire greater behavioral flexibility, thus enabling it to adapt more quickly to changes in its environment.

However, there are also a number of factors that reduce the effectiveness of teams, for example:

- ✓ Time pressure in which the team's objectives must be achieved - time is "enemy no. 1" of the team;
- ✓ Some team members may have a different perception of their tasks, imagining that the tasks, activities and actions to be performed actually concern others.

⁶ Dalotă, Marius-Dan. Laura Georgeta Bărgan, (2020), Management general. Editia a V-a, revizuită: Editura Pro Universitaria

⁷ Adrian, Opre (Coordonator). Magdalena, Balica. Ramona, Buzgar. Daniela, Dumulescu. Bianca, Macavei. (2021), Dezvoltarea socială și emoțională. Ghid pentru universități, Editura ASCR

A successful team must demonstrate "ethos" (attachment), "pathos" (empathy), and "logos" (reason). As a rule, the manager works with a management team, which appears as a response to the manager's need to use the special competence of some collaborators to increase management efficiency.

The manager is not obliged to adopt all the points of view of the team. He reviews the proposals and suggestions of the team. The management team must be composed with a great sense of responsibility.

Its members must have the ability to deal with difficult problems, have a high level of training in the field, be emotionally mature and in dealing with managerial phenomena, be responsible for the tasks they assume.

In order for this team to function as a unitary, efficient whole, it is necessary to have some rules⁸:

- ☞ concentration of all team members on their tasks;
- ☞ putting knowledge and ability at the service of the team's success;
- ☞ let everyone fight for the success of the team and not for personal glory;
- ☞ the opinions of other colleagues are also important;
- ☞ to listen to each colleague;
- ☞ before addressing a problem, clarify all aspects related to them.

CONCLUSIONS

The management of the university must define and implement the necessary evaluation and monitoring activities to ensure the conformity of the quality management system with the specified requirements.

At the same time, the possibilities for improving the effectiveness and efficiency of this system will be identified.

For this purpose, the results of the evaluation of external and internal customer satisfaction, of internal audits, as well as the results of the evaluation of acquired skills, in relation to the defined requirements, will be taken into account.

Organizational change and continuous improvement.

The principle of continuous improvement refers to the activities carried out in each process in order to improve the performance of all processes and the results of these processes, in order to ensure better satisfaction of customer needs, under conditions of efficiency.

The purpose of the improvement activities is, therefore, to achieve a level of quality higher than the planned one, respectively than that provided in the standards or specifications.

The educational institution must continuously improve the effectiveness of its quality management system by using the quality policy, quality objectives, audit results, data analysis, corrective and preventive actions, and management review.

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