

PARTICULARITIES OF THE UNIVERSITY PARTICIPATORY MANAGEMENT

Gabriel Ioan MANGRA, Alexandru Octavian SIMION, Eliana LICĂ
UNIVERSITY OF CRAIOVA, FACULTY OF PHYSICAL EDUCATION AND SPORTS,
Strada Brestei 146, Craiova 200207

Abstract: In the middle of different organized societies, as a result of the geographical conditions and historical inheritance, the university is an independent institution which produces and spreads the culture in a critical way by using research and education. The university is an organization that integrates students, teachers, technicians having the mission of generating, transferring and spreading knowledge.

Participatory management is a form of leadership of an organization customized by the fact that, besides managers, representatives of the organization's personnel are involved in the management process.

Given that this form of management is adopted or not at global level in various organizations or economic companies depending on their particular social system, political system, level of economic and social development and entrepreneurial culture, the participatory management of students is compulsory in the universities in Romania and is stipulated in the Education Law which emphasizes that managerial teams in universities are formed in proportion of 75% by professors and researchers and 25% by students.

Participatory management of students is indirect and although they participate by voting in the decision making process of the University Senate, their concerns are generally confined to social issues that affect them and less to the educational process.

Taking into account this framework, in this article are summarized some suggestions for improving students' participatory management with effects on increasing the quality of their professional and even entrepreneurial training.

Keywords: *education, university management, participatory management, entrepreneurship.*

1. Peculiarities of participatory management
 Participatory management has emerged as a result of the increasing complexity of problems faced by organizations of various types, whose effectively solving requires on behalf of the governing bodies an wider range of expertise and an increasingly level of responsibility that can only be fully achieved with the contribution of the respective organizations personnel.

This management style is customized by the fact that, in addition to managers, members of the organization participate in the management processes of an organization, directly or through representatives.[1]

Participatory management can be shaped in two forms: [2,3]

- Participatory management with advisory character, when decisions are taken by managers and subordinates are consulted in the decision-making process;
- Deliberative participatory management, when the decisions are made in a group.

Regarding the procedures of practice of participatory management, we identify two situations in this direction, namely:

- Direct participatory management, in which the members of organization participate directly in the exercise of the managerial process;

- Indirect participatory management, which is practiced within the management bodies of the organization where the organization's members, through their designated or elected representatives, participate in the analysis and adoption of managerial decisions.

Such forms of management are currently encountered worldwide, especially in developed countries such as: Japan, Great Britain, Germany, France, Sweden and so on.

In Romania, participatory management is still practiced on a smaller scale; nevertheless it is regulated by laws and Government Decisions such as Law 31/1990 [4], which defines the attributions of the participatory management bodies, and Law 66/1993 [5], which defines this type of management's structures: Board of Directors, General Meeting of Shareholders, Management Committee and Censor Commission etc

2. Particularities of University Management

The management structures of state higher education institutions according to the provisions of art. 207 of the National Education Law no. 1/2011 are: the university senate and the board of directors at the university level and the council at the level of faculty and department [6]

The university senate represents the university community and is the highest decision and

deliberation forum at university level. It is made up of 75% teaching and research staff and 25% student representatives

The Faculty Council has a decisive role but also an executive role at the faculty level and is in turn made up of a maximum of 75% teaching and research staff and a minimum of 25% students.

The council of each department consists of teaching personnel and researchers of the respective department.

At the level of these structures, the decisions are validated by vote, their members having equal voting rights.

The university manager is the rector; he equally represents the university in relation to third parties and realizes the executive management of university.

The Board of Directors ensures, under the leadership of the rector, the operational management of the university and applies the strategic decisions of the university senate. It consists of the rector, vice-rectors, deans, administrative director and the students' representative.

It follows from the data presented above that the university management at the decision-making level is of a participatory type, since members of the university community through representatives participate in the decision-making process and the form of management has a deliberative character because the decision-making is done in a group. Since the members of academic community through their representatives in the management structures participate in the analysis and adoption

of managerial decisions and do not directly ensure the exercise of the managerial process, one can conclude that this is an indirect participatory management.

3. Participatory management of students
Students are the beneficiaries of universities' educational activity so that their co-operation in solving the socio-professional problems that concern them directly, but also of adjacent problems specific to the university environment, is a policy currently adopted and developed at European level and worldwide within universities. It is based on the creativity of young people, their ability to optimize the university management system based on the knowledge acquired and the familiarity of student environment in which they live and, at the same time, the possibility of developing entrepreneurial practices in universities with remarkable economic effects. Last but not least, the involvement of students in the managerial activities of universities contributes to their familiarity with the issues regarding their management and training in this context as good managers. [7]

Therefore, the application of participatory management at the level of students in a university is intended to bring improvements regarding their social problems, the management of the allocated resources and their professional training.

The participatory management of students together with the teaching personnel and titular researchers from Romanian universities is regulated by law, at least from the point of view of participation percentage rate.

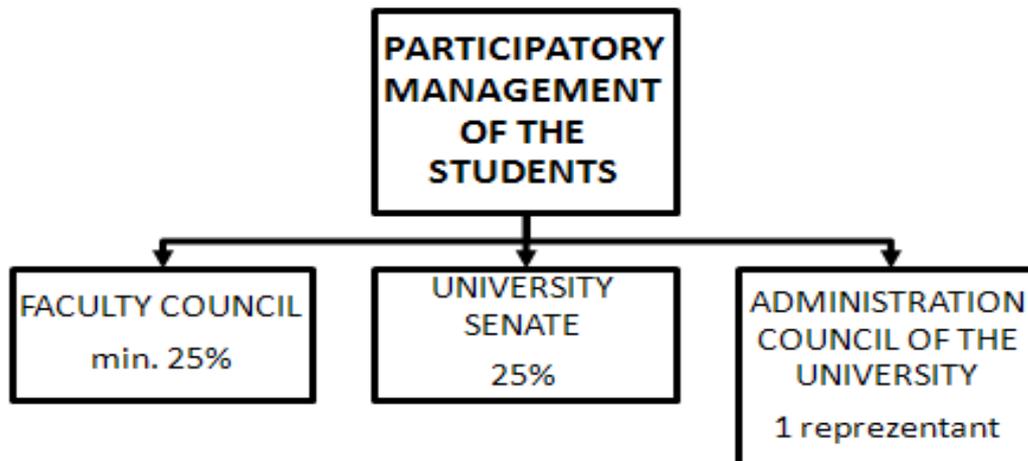


Figure 1. The level of students' participation in the management bodies of the university.

The participation of students in the university management is done by representatives elected by universal, direct and secret vote within the faculty for Faculty Council, respectively at university level for University Senate.

4. Measures to improve the participatory management of students

The participation of students in the Romanian university system has a low level being different

from one university to another, depending on the involvement of the student organizations and the appetite for this type of management of both the students and the managers of university, starting from the rector and onwards to dean, department director and administrative director level.

In this sense, the students' participation in the managerial activities of the university takes place in two areas:

- In the social life of students. They are involved in the university senate as well as at faculty level, the students being active regarding student dormitories, canteens, cultural-recreational activities, sporting activities, activities targeting student camps and so on.
- In the educational-training field, students are less involved. However, they are noticeable in the evaluation of activities in this field that concern the quality of courses, the level to which the knowledge transmitted is useful, the level of correlation of the fundamental knowledge with the applied ones, the level of adaptation of knowledge to the novelties in the field.

In universities, this involvement the students is in most cases limited to the questionnaire carried out periodically at the level of department, faculty or on samples significant as number and diversity. [7] In this context, measures are needed to widen the students' area of action in managerial and educational-formative activities within universities and in particular the adoption of procedures for their substantial qualitative improvement. [8]

It is therefore necessary:

- Involvement of students in the managerial activity of the department;
- Creation of entities in which students should manifest their managerial skills at the level of the university's administrative department, especially in terms of services that deal with social aspects;
- Improving the selection and coordination procedures of students in the first year of study. In this sense, it is necessary for the faculty to create levers through which the students of senior years monitor and guide the leaders of groups and years of study during the first academic year. As a whole, it is necessary to co-opt students with experience in university management to guide students from the early years.
- Creation of consulting centers at the level of student organizations within the faculties and university for the training lower years' students in the field of students' participatory university management because the change of students

representatives affiliated to the university governing bodies is done at the end of their studies and the new ones usually have no experience in such activities;

- Creation of reward systems for students participating as representatives in university management bodies, creating a competitive environment among students that would lead to selection of the best for such activities. This is facilitated by legal provisions, thus it is stipulated in the Law of National Education that the students participating in voluntary actions can receive a number of credits transferable under the conditions established by the university (art 203-1). [6]
- Improvement of the means by which the students evaluate the educational activities of universities. In this direction, it is necessary to improve the feedback in order to give students the opportunity to choose their professional path, courses and teachers within a flexible curriculum;
- For the development of entrepreneurial spirit and acquisition of managerial experience in their field of specialization, students can set up clusters in the university in which productive-commercial and economic activities are carried out based on the knowledge acquired in the faculty and in particular on the scientific research activities in which they are engaged. Establishment of clusters, workshops, clubs, circles, etc. is regulated by art. 203-1 of the National Education Law. [6]

5. The student-professor partnership

For the accomplishment of academic mission, the professor - student relationship is very important, the professor being the transmitter and the student the receiver, the first having the role of capturing the interest, informing and guiding and, finally convincing the receiver, who, in his turn, will pay attention so to understand, to reason, to form a language and to produce ideas. [9] This precious partnership is realized and takes effect when the 4 stages of instructional communication listed by Wilbur Schramm are completed: [10]

- Capturing the attention of the receiver;
- Ensuring optimal conditions for the receiver to accept information;
- Uniform interpretation of the scientific message as a common code for interpreting information;
- Retaining knowledge and ensuring the cognitive purpose of scientific transmission.

This partnership relies on the communication with students, which will mainly be achieved through:

- Lectures, presentations in the aula;
- Debates at seminar hours;
- Specific activities at the hours of practical work;
- The activity of specialized practice;
- Cultural activities;
- Participation in sports competitions;
- Scientific research activities, scientific communication sessions.

Effectiveness of communication is based on certain things: it must be primarily attractive, so moments of relaxation and some friendly tips are appreciated by students always leading to a rapprochement between teachers and students, and the information transmitted must be complete and clear.

Conclusions:

Improvement in terms of the mechanisms used for selecting students representatives in the student organizations and the engagement of students through their representatives or through voluntary activities especially in the field of entrepreneurship education is likely to ensure better overall university management with effects of substantial improvement of the educational act according to the provisions of the Magna Charta Universitatum signed on September 18, 1986 in Bologna. Any university must ensure to its students the preservation of good morals and the conditions to

achieve the objectives in the field of culture and training.

Acknowledgements

Authors' contributions. Each author contributed equally to the study and writing of the article

References:

- [1]. Brătianu, C. colab. (2007). *Managementul cercetării științifice universitare*. București. Editura Economică. pp. 35-39.
- [2]. ***
<http://www.rasfoiesc.com/business/management/Managementul-participativ-fact42.php>.
- [3]. ***
<http://www.scrigroup.com/management/Management-participativ95339.php>.
- [4]. ***Legea 31/1990.
- [5]. ***Legea 66/1993.
- [6]. ***Legea Educației Naționale nr.1/2011.
- [7]. ***
<http://www.scrigroup.com/management/Management-participativ3119224.php>.
- [8]. Sîrbu, M. (2008). *Management general*. Craiova. Editura AIUS. pp. 187-206.
- [9]. Gorea, S., Eșanu, D. (2015). *Problematika comunicării în pedagogia modernă*. Revista de științe socio-umane a UPS Ion Creangă. Chișinău, 2015, nr. 3(31), pp. 72-84.
- [10]. Schramm, W. Porter, W. (2007). *Men, Women, Messages and Media: Understanding Human Communication*. Peking University Press, Beijing. pp. 110-126.