THE „HUMAN" FACTOR OF MANAGERIAL FUNCTIONS IN EDUCATIONAL INSTITUTIONS

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Education is a constant preoccupation in human existence, which presupposes a type of ongoing and general action. Education represents the human beings inbuilt programming towards success, and is defined as a result of specific activities addressed to developing members of society, according to types or models proposed by it. We consider that education must answer to the social needs and real life which is constantly changing.

The human factor when it comes to managerial functions in education institutions consists of tasks which satisfy the individuals' and the groups' needs.

In satisfying the individual's needs, the manager must take into consideration functions such as:

- Communication;
- Motivation;
- Participation.

Communication "Almost every problem, every conflict, every mistake or misunderstanding has at its basis a communication problem". (Tony Alessandra, Phil Hunsaker)

Communication facilitates the information's flow by human interaction and is a common function both to the "task's" dimension and to the "human" one. It is, in fact, an intended process of information and meaning transfer between individuals, groups, levels, organized subcomponents and organizations. This is due to the fact that the act of communication is a fundamental characteristic when it comes to living. The specialized literature gives several definitions to human communication. Apart from that, there is also a physical communication – between two bodies, and biological communication – between the individuals belonging to the same species.

Communication is not the transfer of messages without the participation of those involved in the process. We can consider that the speakers communicate, only if the aforementioned listen carefully to the others' interventions and decide together on how to act. Communication takes place only if both the sender and the receiver correctly understand the problems that are discussed and reach a consensus in resolving them. The

communication's goal is to operate changes, to influence and modify an individual's or group's attitudes, behavior, sentiments and opinions.

Communication can be analyzed in two ways, regardless the message that is sent:

- Interpersonal communication (communication between individuals).
- Organizational communication (in organized structures).

Because interpersonal relations are part of organizational communication, between the two there are interdependent relations.

Managerial communication – is not just an interhuman communication, because it has a certain goal and own means of realization within the organization. This type of communication implies a complex relationship between leader and followers, meant to ensure the change of messages, information, and point of views between them, in order to ensure the development of top rank activities.

Managerial communication is not an act left to fate. Its mission rests in the commitment to applying the organization's strategy, an organization's realizations as a result of all the employee's work. The cooperation between employees depends not just on the value of an organizational chart but also on the inner communication as well. This way, through communication, the manager isn't satisfied with just adapting and implementing decisions but he fulfills a series of roles resorting to the change of ideas, opinions, information and attitudes.

The manager's roles through communication:

- Representing ;
- Leader;
- Person contactor;
- Monitor (supervisor);
- Disseminator;
- Spokesman;
- Entrepreneur;
- Disfunctionalities seeker;
- Resource allotter;
- Negotiator;

The importance of managerial communication consists in the fact that it is:

- An instrument of leadership with the help of which the manager can exercise his specific attributes: anticipation, organization, coaching, coordination, control.

- It is a process resembling decision making because in order to take place, it is necessary to obtain, to set in order, to work out and transmit information.

- It is an leadership's auxiliary which circulates information regarding decision results which return to the decision center, thus making possible the harmony between execution and objectives and results with planning.

- It is a network of informational flood (ascendant, descendent, horizontal) integrated in the organization's culture

- It is oriented not just towards transmitting messages, but also towards the change of the employees' mentality and their psychological adaptability to the chosen objectives.

- It is used in order to influence the employee's behavior and preferences and to persuade them that the objectives can be achieved.

Managerial communication is not a simple indication. It must be seen as a dialog which has as its goal the obtaining of consensus between the two speakers.

Any managerial communication, regardless its form – verbal, written or nonverbal, consists of several objectives:

- The message's acknowledgement – all employees must know the economical and social relations within the organization.
- The message's correct and concrete understanding and the creation of a healthy communication climate .
- Acceptance – the employees' motivation for a competitive and qualitative activity
- A reaction's facilitation, of a behavioral and attitudinal change, in the direction the manager desires.

The managerial communication involves two partners: the manager and his subordinate. Both of them can be senders or receivers and seek, in equal measure, to facilitate the reaching of the predetermined objectives through communication. But in reality the facts are more complicated: the manager is the one who has the authority and can resort to sanctions or constraints.

This way, the manager's personality inhibits in very many cases the communication between the two partners. It is important to determine right from the start what role is each of them going to play in the communication process and what are the obligations that each is subjected to. Moreover,

during the communication unforeseen events and complex relations can appear and these may distort the partners' dialog relations. Such events can be different point of views, contradictions, suspicions, etc. It is possible that the message be correct and hijacked willingly. That is why, the two communication partners must manifest sufficient flexibility. This is because the manager, thanks to his position, exercises considerable power and influence on his interlocutor, so the managerial communication is strongly influenced by the manager – subordinate relationship. The manager (sender) is obliged to be aware of the influence he exercises on his receivers, thus taking upon himself a considerable moral responsibility.

Communication is not possible without feed-back.

The managerial communication has the following functions:
- Informing;
- Transmitting decisions;
- Influencing the receiver in accepting and applying decisions;
- Instructing one's employees;
- Image creating;
- Motivating one's employee's;
- Promoting organizational culture.

Managerial communication can be compared with the process of decision making with its three well known stages:
- Decision preparing → preparing the communication;
- Decision making → communicating the message;
- The application's implementation and control → the message's understanding control.

Managerial communication is considered a decisional process because it establishes:
- Whether the communication's active subject communicates and what he communicates (filtering);
- Whether the communication's passive subject retains or not the uncommunicated information and how he uses them (storage);
- The way and moment of use of the stored information (tuning).

Within the communication process barriers can appear, namely things which reduce the fidelity or efficiency when it comes to transferring the message.

The main barriers that appear within the communication process have multiple causes such as:

- language barriers;
- environment barriers;
- barriers related to the sender's or receiver's positioning;
- conception barriers.

In order for these communication impediments to be put aside we must take into consideration the following aspects:
- Communication planning;
- Each communication goal's precise determination;
- The choosing of the right moment in the communication's realization;
- The ideas' clarification before communication;
- The usage of adequate language.

The communication means are constantly changing depending on the technological progress:
- Direct face to face dialog;
- Postal mailings (letters, commissions, prints, etc);
- Telegraphic mailings (telegrams);
- Telephone;
- Telex, fax;
- Computer;
- Internet.

Everyone of these means has its advantages and disadvantages in the communication process. Thus, face to face dialog has the advantage of direct and visual communication , ensures a quick feedback, allowing argumentation, the internet presents the advantage of a authentic and recorded message. The first means presents the disadvantage that it takes place within a limited area, demands spontaneous thoughts, its possible to be difficult to finish; as far as the second means is concerned it is the communication's quality that is affected, in the sense that it depends on the performance of the technology used.

The managerial communication represents the link between the activities that develop within an organization, that is why a communication ethic must be respected.

This ethic's basic principle is to treat subordinates as human beings. Communication taken on an ethical profile in those organizations, in which the manager is not biased, appreciates employees according to their merit and respects his promises. Within managerial communication the ethics must be analyzed both at the level of the individual and of the organization.

Many organizations are preoccupied to develop in their employees an ethical behavior, a sort of calling card through which they develop the way in which the employees communicate to one another and which must be taken into account by the manager. Thus, the interlocutor will appreciate if the manager pays attention to the following aspects:
- Treating the interlocutor with consideration;
- Offering correct and necessary information;
- Taking into consideration the interlocutor's opinions, even if they are divergent;
- Maintaining a positive attitude;
- Maintain a sense of humor.

Managerial communication occupies an important place in organizational culture, the manager's role being that of identifying from the organizational culture those factors which stimulate or inhibit communication. Every organizational culture has its own customs and traditions, which vary according to the way communication is handled. The manager's duty is to develop his own aptitudes and strong points in the communication field, in such a way so as that when he will meet people from other cultures he will respect their customs and traditions without being subordinated to them.

Motivation represents identifying and making the best of individual communication for the organization and personal interests.

Motivation, in turn, represents a set of desires, emotions which induce the will to act or not and the preference for a certain action.

In any organization, even in schools, there is a very clear decision making hierarchy, each with well defined responsibilities, which concentrate authority, power and command at the top of the pyramid and execution at its bottom.

A lowering and not a rising of performance, in an extremely well established system, is due to the human relations within the certain organization. These relations are as important as the scientific management's "core function" (according to Jack Dunkan). However , the organization has a "human side" (according to Douglas McGregor) where motivation plays a very important role.

The change management which we live on a day to day basis rejects the attempts undertaken in order to strengthen the "hierarchical control" which are seen as contra-productive and specific to bureaucratic organizations where tasks are imposed. The preferred management is the one centered on commitment, where the objectives are reached through the organization members' motivation, implication and participation.

Motivation is dictated by the people's needs. The economical, professional and social motivations perceived by them have given birth to several types of humans "the economic human" (economic and professional motivation), "the social human" (social motivation), "the participative human" (mobilizing and implicated), "the psychological human" (complex motivation), "the self realized human" (motivation, self achievement). Motivation represents the basis to exercising participation.

In obtaining qualitative education, a positive role is left to motivation, because the organization's goals can be reached only through the combined effort of its members. To work well, people have to be desire to reach certain goals.

Up to now, as far as specialized literature is concerned, there are known two main categories of motivational theories:

- The first one represents the theories oriented towards the motivation's content, which demands an answer to the questions what motivates people and why do they behave in a certain way. In this category we have: A. Maslow's need hierarchy, Alderfer's E.R.G theory, , McClelland's motivation for achievement model and Hertzberg's bifactorial theory.

- The second theory is made up of process motivation theories: Vroom's theory and Adams' equity theory.

Participative management consists in humans' moral cointerest in the work they do.

Participation is of two kinds:

a) Participation to decisions, through which employees, directly or through representatives participate and get involved in the decision taking process.

b) Participation to rewards because people work to earn their own and their family's existence, in order to affirm themselves professionally, in order to assert socially, and to obtain other satisfactions.

Analyzing Abraham Maslow's pyramid regarding the employees' needs, we see that needs is the common element in their motivation. Among these, the first two physiological and social needs are limited and realizable, whereas personal needs (self overtaking and auto realization) are limitless, have a dynamic character and remain a source of constant motivation.

As a virtual manager I wish to satisfy the employee's motivation, by trying together with the managerial team to make out of our organization (school) a competitive education facility, a work place suited to the students' values and needs. We try to establish clear, attractive and realizable work objectives, ensure the necessary material resources so as to represent a motivation in the employee's activity, desire the performance's restrengthening as a means of competence expression.

We consider that rising our organization's employee's motivation is a necessary condition for the school's and personal's success. For this we establish short, medium and long term objectives, we propose continuous development and to realize behavior evaluations and reevaluations. The aforementioned success must be ensured in a normal climate, not in a tensioned one. We try to cultivate in our employees self belief, faith in one's personal abilities. These become quintessential in our employees personal success.

Starting from the mobilizing and implicative motivation, specific to the organization, we consider that I situate myself in the SOCIAL HUMAN category, for who the work place represents a second family, trying to know, to be closer and to motivate my employees in reaching performance, every employees success resulting in the organizations success.

The employees' participation in the organization's activity also implies the delegation and decentralization principle.

The delegation of activities, meaning an enlargement of employees' responsibilities as a necessary principle, a primary condition being that the manager overcomes the desire to do everything, an impossible thing to achieve in fact. By task delegation it is actually understood communication between the organization's members and those members of the organization who are entrusted with certain activities and who become more motivated in obtaining performance. In our organization the activities' delegation is done first of all towards the Administration Council's members, each responding for an important sector o the schools activity, practical activity, activity within the school's boarding facility, ECO program activities – School, partnership activities, etc.

The delegation decision is taken in the Administration Council, the place in which it is monthly analyzed the employees' involvement in realizing the activities for which the delegation has been done.

I consider the activities delegation as a benefic activity which I have preferred even in the first years of running this school, after I've realized that you can not lead and decide by yourself. Also, the activities' delegation principle obliges to stay away from a dictatorial leadership of the organization.

Decentralizing activity is a complex principle which has its sights on the education organization's reform.

This presupposes a rising of school autonomy in its relation to the Education and Research Ministry, Local Council, local community etc. and implies a rising in the employees' participation level in decision making. The school's decentralized financing and administrative formula is the result of the effort to make compatible the Romanian education's organization and administration system with that of the European countries.

Applying this decentralized system in reference to the school's financing and administration and to the personnel politics. Under these new circumstances the schools becomes an educational and cultural institution which serves the local community which in turn has the obligation to support it, by participating through its representatives at the school's leadership and administration. The truth is that we are a little scared by the changes that have been taken place since 2007, but following the information gathered from the pilot counties and participating at the manager instructive programs , including the actual educational management master, we hope to become compatible and efficient.

Participation indicates the ideas, conceptions ensemble which express the relationship between people, interests, aspirations and their implication in the workplace activity.

The individual's participation (actually, the implication and participation) to the organization's life is also a fulfilled function in satisfying personal needs, but with sensible effects towards a more efficient organization as a whole.

So are the organization members' communication and motivation, implication and participation to the decisional process which are necessary factors is switching from a control centered management, to one that has at its basis the institution's development implicative commitment, to building a new organizational culture based on innovation and change.

An efficient education can not be achieved in the absence of a adequate motivational climate, based on the identification and taking into consideration of real needs and concrete motivator factors, according to the situation. Together with communication, motivation can be considered a necessary and preliminary condition in obtaining the persons' and groups' implication and participation to the educational relations and processes.

Because the implication and participation basis is motivational, we observe the fact that the participation problem is related to that of control, and an increase in participation is a privileged way of raising all parties control over the organization's activities.

Forms and levels of participation:
- formal participation (realized through specific, explicit, normative structures established on a organizational level);
- informal participation (spontaneous, unstructured, "human to human" organized);
- direct participation (of all persons and groups);
- indirect participation (through representatives – union leaders, spokespersons);
- manifested participation (through clear social activism);
- latent participation (through little visible individual behavior).

At the school units' level, decision participation attracts:
- educators;
- parents;
- local community.

Those educateable – a form with little or limited acceptance even though students should be considered partners in education, in stake being the participation to their own development.

Organizing participation is a managerial process and the personnel's long awaited satisfaction and success depends on the way these steps are planned, from preparation to capitalization, and evaluation.

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