

FUNCTIONING OF SUSTAINABLE EDUCATIONAL ECONOMIC MANAGEMENT IN THE ENTERPRISE

Literature
review

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Abstract

The paper addresses issues related to education management operation that determines the principles and requires an interdisciplinary approach, studying events that occur in the decision to organize a determined pedagogical activity and the management of educational programs. Managerial leadership involves emphasis on ideas, on a systematic approach, on change, innovation strategy, proposing a method of analyzing the functioning of sustainable educational management and positive effects. In this context, the article provides the principles, functions, methods and rules that a school must comply in order to ensure a sustainable future. The teaching staff represents an inexhaustible managerial resource valued at its social ladder of the system and education program. In the content of the paper are highlighted prominent school organization management functions as steps preceding decision making of their training where are presented applied studies on financial issues facing directors of schools who seek solutions to them.

This paper highlights the method of administration and management of material and technological resources, informational, statistical and financial ones of which the school unit disposes, as well as leadership styles and communication, ending with maintaining and changing organizational culture through specific methods of maintaining organizational culture and cultural change success through which a new culture cannot develop without the employees and managers not knowing from where to start and they have a decisive role in supporting employees who have better ideas about a better culture (Heredea, 2011).

Quantitative and qualitative results obtained by processing methods lead to the idea that education should be regarded as a process that needs time to show their efficiency and effectiveness, a process that had been planned to invest in human capital, so that this would show its productivity over time. This paper addresses the need for quality undergraduate education in Romania, in line with the objectives set at European level. The paper highlights the need for training and retraining of specialists in the economics of education. (Puchin(Bubeneck),2011).

STRATEGY

Education reform strategy, in view of sustainable development, currently in the Romanian education is defined by a large number of bottlenecks and crises that must be solved. Within the perspective of sustainable development solving a crisis should not cause additional crisis at a large-scale higher than those already existing, but to solve the existing crises. (Stan, 2010). In the case of education we can understand this distinction by analyzing the following example: politics: social inclusion of children who come from families disadvantaged socio-economically; the strategy: the granting of social aid to students who attend school; tactic: the campaign milk and croissant,

the granting of free school supplies, granting scholarships, granting of financial support for the purchase of computers. (Heredea, 2011)

Management states as the scientific way of solving the problems facing the management system under certain conditions. Management is regarded as an act, art or manner of driving an organization, to organize, manage, to plan development, control and this applies to all areas of activity (Florescu et al, 2009).

The management of a school unit has the task to identify the real problems related to this work and to remove the fake ones, to formulate them concretely, to establish goals, objectives and priorities. An important role in this regard, falls on persons from the management system according to hierarchical levels where they can be found and they must use theories, concepts, methods and management techniques (Florescu et al, 2009).

Management appears as an economic science with the character of "border", which uses methods and techniques of other sciences, adapting them to its specificity.

Interdisciplinary approach, therefore, from different points of view of a problem, provides bigger chances for its optimal solving.

That or those called to act in this respect, concern interrelated various components of the problem, which are different, and they have various consequences (economic, social), following to find the solution that would positively reflect all sides of the system to which it applies (Florescu et al, 2009).

MANAGEMENT FUNCTIONS

There are plenty of definitions of management functions. A brief definition is the following: management functions are classes of activities specific only to managers, that set them apart from operational staff.

Management functions continue to be a source of controversy among experts.

The main management functions considered in this paper are the following: (Thiéart, 1989).

forecast;
organization
control

THE MANAGEMENT OF THE EDUCATIONAL SYSTEM AND PROCESS

In this regard, in an order given strictly by the proponent logic, we intend to specify the following concepts: education system, educational process, their management and organization, management education.

The basic principles of the analysis are those which characterize the systemic paradigm, interdisciplinary and prospective, with all the direct and indirect effects arising from here.

The educational process represents the immediate activity taking place on different levels of the education system, the content that adapts to the structure of certain forms of institutional organization, the instructive-educational approach. While the system with all its components, answers the question of "where?" taking place the educational program, the educational process represents the solution to interrogation "what", which is in full swing. Therefore, the determining mutual relations between them are so complex that we should avoid in the first their confusing.

Management and organization of the educational system and process represent two vital activities both for their operation, but more particular to increase their effectiveness.

In the traditional sense (Simionescu, 2010), they shall subsume a number of shares of which the most important are: guidance, control, the regulation of key aspects of content, methodology, evaluation, development and practical implementation of the decisions.

Maintaining the educational process in a particular socio-political context, a

sufficient time to generate effects, led to appearance and manifestation of trends in the management, among which we remember (Voicu and Rusu, 1998):

tendency to approach leadership duties in an administrative priority sense;

tendency of extrapolation of operation control (predominantly quantitative, observational, and bureaucratic) compared with the evaluation one (mostly qualitative, pedagogical, managerial);

tendency of decision formalization;

tendency of adjusting by external administrative means which block the internal pedagogical mechanisms.

Management is a relatively young field of theoretical interest, if we consider that the work of the two 'parents' of the term date back, in order, 1911 F. Taylor "Principles of Scientific Management" and 1916 H. Fayol "Industrial and General Administration. Provision, organization, command, coordination, control ". Trying to answer the question "How can the activity of the worker be effective?" the two have developed a number of principles that have amplified and accelerated concerns for what they called "scientific management" of the enterprise.

Although these classical theories have been developed from the desire to provide a theoretical support to organization and management activities; forming timid attempts to change the mindset of those who work in reality, the focus is on the material and instrumental aspect of the enterprise (organization) rather than on the needs, expectations and aspirations of people who work, for which the classical theories have been theories called "organizations without people. By delimiting the hierarchical relationships, tasks and responsibilities related to the management, by specifying clear roles within the organization, classical theories represented a bridge between bureaucratic analysis and the new concept of "scientific management". (Jinga, 1988) . *The*

etymology of the term is an extensive one, although relatively convergent,(P un, 1999): lat. *Manus* (hand, handling, riding, driving, curbing horses); fr.*manege*: it.*maneggio*;engl.*to manage* (to succeed, to lead, to solve, to cope, to direct, to prosper, to restrain items for a goal, to administer, manipulate, master, to cope, to find the means, to succeed, to be good to, to rule, to carry out); engl.*management* (work / art of leadership, skill, organization, succeeding in achieving its objectives, optimal decisions in the design and implementation processes); engl.*manager* (manager, administrator, organizer, director, coordinator of a team).

We consider, in agreement with the author quoted, that the mere enumeration of these meanings highlight the two meanings of the term:*broad sense* (complex human activity of preparation, planning, organization, coordination, management of elements involved in achieving goals)and *narrow sense* (current operative leading).

More than that, it may be inferred even a shading of the etymology interpretation to the level at which management can be addressed in a *triple aspect*:

1. as a science;
2. as an activity;
3. as art.

1. Management as a science is in full process of formation, as demonstrated by E. Mihuleac, author, in "Fundamentals of Management" (1999, Bucharest, Ed Tempus), succeeds to identify over 140 recorded data definitions in his study area. In summary, the term designates a system of concepts, principles, methods, and techniques that systematically explains the phenomena and processes taking place in the leadership of organizations (Joi a., 2000), or a system of concepts, methods, tools, guidance and management, coordination, which can be used in the process of achieving the goals (P un, 1999). As a science, management indicates

normatively, *how to act to achieve* the standards set.

2. Management as activity,as process, as practical application of science with the same name, is "a set of processes by which all elements theoretical and methodological provided by the management science are operationalized in social practice" .(Jinga and Istrate, 1998),, or, as other authors (Nicola, 1996) "represents the formal leadership of an organization / institution or of a part of it by coordinating the activity of individuals and human groups to achieve the objectives".

In the same terms, Joi a (2000), specifies that it may be the work of a person who leads and directs the work of others by pursuing actions to achieve the best conditions, by raising awareness and taking responsibility on the achievements and failures. Or it can be the guidance of a group toward the achievement of organizational objectives with specific techniques, by using and coordinating the activities through a series of decisions, by rational use of resources (P un, 1999)

3.Management of education is part of the interdisciplinary pedagogical concerns constituted at the meeting of the general domain of socio-human sciences, particularly of economic sciences with those of education. This becomes responsible, on the one hand, explaining the organization and management of education system and process in terms of efficiency projected scientifically, from the perspective of the cultural model of post-industrial society, computerized and, on the other hand, a series of conceptual and methodological transfers between the two fields with the full range of effects involved by these.(Thiéart, 1989).

As such, he presents himself as the pedagogical science, elaborated through an interdisciplinary strategy, engaged in "the study of events involved in the decision to organize a determined pedagogical activity and administration of educational

programs" (De Landsheere, 1992, Petrescu, 1993).

From such a perspective, the meaning of the term extends beyond the "explicit integrative conception" to "an attitude, action methodology oriented to educational success"(Pun, 1999). Trying to put aside the novelty of analysis and multiplicity of epistemic dilemmas and praxiologic, we consider the opening offered by the views of Jinga. (Jinga and Istrate, 1998), in understanding its essence, after which "educational management is the science and art of cooking human resources, to train staff, according to accepted ends of individual and society".

In line with (Joi a, 2000) who considers this statement "(re-nn) defined in terms of current managerial education" (Pun, 1999), we opt for a descriptive definition offered by the same author, „the management of education is the *theory and practice, science and art design, organization, coordination, evaluation, elements' adjusted educational activity*, as activity of the free, full, harmonious human individuality development, permanently, for affirmation of the creative personality, according to the ideal established at the level of educational policy". The hypostasis from which the mentioned author proposes the analysis and interpretation of the principles of management of education is one that leads to a new paradigm of general pedagogy approach, owned by the culture of post-industrial society, computerized type.

Therefore, we consider in particular the idea that "management education is a methodological level necessary to achieve the correct, effective social work training to develop human personality, at the educational system level in light of the XXI century" (Petrescu, 1993).

In their guiding lines, the principles are found in the Education Act, Part I, General Provisions. From our point of view, the aspect of essential order is that, as didactic process is based on principles,

norms and rules so, the act of school management must find grounding, not only praxeological, economic, legal but above all, axiological.

From the multitude of suggestions (Joi a, 2000, Petrescu, 1993), we identified seven axiological principles to guide the difficult process of "keeping the brakes" in the education system or a subsystem thereof (the micro to macro level). The foundation of these principles is **respect**. Without a genuine appreciation of the child, student, teacher, the letter and spirit of the law, the value of "work", the managers of superordinate or subordinate level cannot design and complete a successful management act.

The other six principles, although systematized in an apparent contradiction, are in a perfect completeness, comprehensiveness makes them work systemically, real and opposite compared to how it was performed the leadership in our educational system until 1990.

The principle of the managerial autonomy, the relative independence in making and implementing decisions, combines with the principle of management unit, placing each act of driving in the light of a democratic leadership, a macrostructure in which we are included, and which should we take into account.

The principle of **responsibility** makes that on the shoulder each teaching staff with a function of manager to hang heavy the implications of his acts and decisions targeting people, budding children, colleagues, jobs, a better future or less good. This principle cannot complete that of decentralization, under which, depending on the actual conditions, a decision on the spot can be taken, without asking permission and without waiting for intervention from other policy makers, within the limits of the law. This is the one that, along with a genuine moral profile, ensure the compliance of the principle of authority.

Students and adults, children and teachers, parents and decision makers collaborate successfully when they respect each other and recognized as autonomous values, capable of dialogue and understanding. In this way they communicate needs and decisions, contributing to the feedback's realization. New projects are born, the managerial process optimizes considering the principle of initiative.

THE LEVELS OF MANAGEMENT EDUCATION.

Given the hyper complex character of both the system and the educational process, scientific management thereof becomes a strategic direction aimed at the innovative development, on medium and long term perspective (Cristea, 2000). She translates to the management level the macro-structural aims that summarize social and psychological dimension of pedagogical continue transformation project, qualitative of the education system.

Strategic management places pedagogical design work under constantly changing conditions, which means overcoming the bureaucratic mentality. In his characteristic aspects, strategic management involves:

a complex synthesis process that ensures the leadership of a system based on development strategies formulated rigorously and continuously reassessed;

it reflects the entire business management system directed towards the elaboration strategy, development and transposing it into practice;

management focused on anticipating changes or modifications to be made to the system;

the concern for incorporation of new, for elaborating the progress of future activities;

system open to the future, by means of a management forecast, predicting future growth and eliminating elements of uncertainty;

capturing the disproportion situation of the existing strategies;

ensuring consistency between strategy and the evolution of factors which cause it.

Even though through its content management is at any level a strategic one and it must be this way, in the specialized literature are identified, according to the hierarchical level at which is carried out, the following levels of management (Joi a, 2000):

1) strategic management, exercised nationally;

2) tactical management conducted at the local level;

3) operative management, specific to educational institutions (kindergartens, schools, colleges).

1. At the national level the leadership of educational institutions is provided by the Ministry of Youth and Sports, which for its task, is based on consultative bodies and it constitutes experts structures. The duties of Ministry are stipulated in Law no. 84 of 1995 (with subsequent changes), in the Government Decision of organization and functioning of the Ministry, in other laws and government decisions. Duties of advisory bodies are established by special laws, government decrees, and by their own regulations approved by the ministry.

2. At the territorial level, the management of the subsystem university education is provided by the county school inspectorates and Bucharest, which are decentralized specialized bodies of MEC and which act to achieve educational policy in the preuniversity education. They based their entire activity of the Education Law - amended by Law 151/1999, the Statute of Teaching Staff, changed - the decisions and orders issued by the Government of all normative acts arising from the aforementioned laws, orders and specifications developed by the Ministry.

By their nature, inspectorates represent (Cristea, 1996). the institution

which bring consistency of the national strategy the educational process development programs developed at local and county level, as well as current practice achieved by the daily didactic activity in which every student in Romania is involved. As an interface between the central and local inspectorates provide institutional strategic communication, compatibility approaches projects with the acting and evaluative in order to optimize school-family partnership and ensuring equal opportunities in education and training.

During 1998-2001 school inspectorates were organized into three main administrative departments:

1. Curriculum and school inspection;
2. Institutional development and human resource management;
3. Administration and management of financial and material resources.

Each of these requires its own structure and specific roles. In turn, the inspectorate shall establish its own management structure, made up of individuals, Inspector General, Deputy Inspectors General and administrative technical director - and a number of boards and committees such as the Administration Board, Advisory Board.

Commission for monitoring and evaluation of school inspection, thematic committees (for an analysis from the development perspectives and structure components managerial duties) can see (Cristea, 1996).

1. *Undergraduate units* are headed by directors, helped, according to rules of structure set by the Ministry, by Deputy Directors. In exercising their duties, directors are based on the teachers, the board of directors with a consultative role and on the student council. Other bibliographic sources (Cristea, 1996). recall other elements of management that structure should be involved in the scientific leadership of the school, such as the Council for Curriculum and Teaching class Council.

The Director also serves as chairman of these organizations of collective leadership. Their membership is determined by the Education Act and its powers are specified in the regulations made by the Ministry. The duties of Deputy Directors are given in the status of teachers in the school regulations, in other normative acts of MEC

An optimization of understanding the mechanisms of democratic governance school unit can provide appealing to some further clarification on the three types of initial board mentioned:

a) *Teaching Council* is the main organ participatory management at school level. It is entirely composed of teachers of that school unit. At its meetings can participate - as guests - representatives of parents, student councils, local authority, and social partners.

The council meets at the request of the Director of School Unit, whenever deemed necessary, in relation to the specific problems of the institution. In his activity he relies on methodical departments, classes' councils and working collectives.

We highlight some of its functions:

Approves versions of the curricular projects on curricular areas or cross-curricular;

Analyzes during the semester, the specific problems of the educational process and opt for appropriate measures (n.n.);

Validates the school situation at the end of the semester or school year, presented by the managers of classes.;

Decides upon applying sanctions;

Validates composition of the board proposed by director.

b) *The Administrative Board* is the governing body of the school unit collective enforcement staff which ensures implementation of decisions of the Board staff, organization and conduct of the entire educational process in the spirit of not installing autocratic leadership.

Exercising its role of decision and execution is performed in the following areas:

Drafting Rules of Procedure;

Developing relationships and common activities with the local community;

Develop job descriptions for school employees, payroll scheme;

Regulation of the financial plan of the school unit;

Other activities specific to school unit;

Planning holidays and establishing annual ratings of school unit staff.

To board structure belong (idem): the Director, Deputy Director / Deputy Directors, teaching staff of the respective school, the chief accountant, parent representative, representative of public administration, members of the nationally representative (as observer).

c) *Student Council (ibid., p 45)* is an advisory body to the management of the school, established as an expression of freedom of information, expression and assembly of high school students and it is based on the Convention on the Rights of the Child.

It is constituted within each school and consists of representatives of students in each class. Student Council operates under its own rules (part of the Rules of Procedure) and shall appoint representatives to the board staff (maximum 1 year of study).

The pedagogical management practice has shown that at all levels of decision-making the teachers would be, they manage a combination of their specialized training with the managerial one in order to address the problems faced in the work they perform.

It turns into a real inexhaustible (re)source from a managerial perspective too. At the policy level of education, each teacher has a potential managerial that ensures continuous broadening of the base for the selection of school inspectors,

school directors, teachers, methodologists, advisors and researchers.

Promoting them - even to the decision of peak positions as teachers with dignitaries, - follows the principles of political democracy related to the value representation and legitimacy of leaders of a socio-professional community.

To ensure management process optimization at all levels it is required the experience of its leadership exercised by the teaching staff at different levels of the system and the educational process, possibly in connection with didactic activity.

METHODS AND TECHNIQUES OF MANAGEMENT SYSTEM

Providing superior quality management activities in general and in work of substantiating decisions in a school, involves using within each segment of the managerial process of concrete methods and techniques appropriate to the situation.

The aim of managerial methods is that it helps optimizing the use of labour capacity of the Director, improving behaviour and action of teaching and non-teaching staff and trains all personnel to achieve the objectives of the unit.

The role and usefulness of management techniques is the fact that through their support the Director, Deputy Directors, specializes employees practice their profession into the educational institution.

The managerial method represents the way in which the manager performs the process of management, transforming information into action, by using decisions, harmonization of resources with the requirements and tracking results (Dragomir et al., 2001).

The system of methods and techniques at the level of management of the educational institution groups methods and techniques of decision-making methods and operational techniques.

Among the methodological decisional systems used by management unit stands participatory management correlated with budget management and management by objectives.

The method of management by results allows the director to focus efforts on issues that require particular attention.

The director is the one who sets goals and he is the one comparing the results obtained, he can alert when there are deviations and interferes with corrective actions for these.

As advantages of this method are:

- offers the possibility to the educational institution to plan activities by function and hierarchical levels;
- facilitates management control by comparing control results with those to be achieved;
- enables effective use of staff which this time is fair and mobilizing;
- ensures staff effectiveness after a result and after the work done to achieve it;
- contributes to the professional development of the director and employees of the institution.

The management stages through results are uniform and functional:

The preparation phase of the action;

The analysis stage of conditions, which determines how to specify the goals and purpose, defines the performances and responsibilities, there are presented materials developed for the application of methods, it is set the work program and future actions;

The design starts with systemic treatment of goals and outcomes on areas of activity and on the assembly of the educational institution, the objectives are finalized, the result and their implementation plan, the system of information and control of the decision-making bodies.

In order to achieve the expected results it is necessary to be observed a number of conditions:

- the method to be applied only after a thorough analysis and a rigorous design;

- to comply with the sequence of operations (determining areas results - Key accurate quantitative and qualitative standards to be achieved for each of the key areas, etc.);

- results expected to be formulated precise and realistic and if possible be quantified;

- determining the results to be made based on the criterion of importance and have unequivocal meaning for both manager and for teachers and non-teaching staff;

- to focus on more profitable activities, which allow to perform and measure intermediate results and to enable collaboration at all levels;

- to obtain a general motivation for participation in concrete results and as profitable.

Delegation, as part of participatory management realized at the level of educational institution, is commonly used as in the meeting and implies temporary assignment by a director or coordinator of the committee, one of its tasks to a subordinate service with competence and responsibility that this implies. It is done in the framework of the organizational structure and represents generally a migration of tasks, competences and responsibilities of from higher level to the lower hierarchical level (Comisia European 2000).

In order to achieve its purpose the delegation must contain three elements: to have goals to be accompanied by formal power and responsibility required.

Typically, all aspects of the delegation process is performed by a decision or order written, which ensures the subordinate formal power required and he is entrusted with the responsibility of one or more tasks.

The delegation must also meet certain conditions:

- should not be subject of delegation tasks of great strategic importance with

major human implications whose consequences are difficult to assess by subordinates;

- delegation must be based on a favourable climate of trust in subordinates possibilities, admitting some inherent mistakes that are part of the risk mission and obviously cannot be subject to sanctions;

- delegating tasks depending on the difficulty and their implications for the unit, using a chart to classify them into: tasks possible to be delegated, possible tasks and impossible tasks (which cannot be delegated).

Meeting, this method of participative management has had and continues to have a wide use in the educational institution. It involves bringing together heads of committees and departments and staff of the unit in a short time under the leadership of one of the directors aimed at solving commonly tasks or decision of informational nature. The quality of the meeting has a positive influence on the management of the school unit.

The use by management of the educational institution of a limited range of methods and techniques ultimately leads to empirically solve the tasks and job requirements, whether leading or operating, which makes them lose efficiency that can be achieved by using scientific methods and techniques.

The assembly methods and management techniques of operational type form the administration the educational institution.

The educational unit organizes operational activities, didactic and non-teaching based on biannual programs broken down by months, weeks and days.

Current institutional arrangements and poor managerial tools for the management of the college, explains some deficiencies of the system, and the lack of homogeneity and its poor quality. There are many contradictions in the legislation or in the implementation of education

reform efforts. Despite being a deeply centralized management system, previously existing at the institution level, it has been rocked in the early stages of the reform process remains unfinished and poorly coordinated.

The operational management system within the management of the institution resembles to an ad hoc decisions system with many formal regulations, poorly coordinated, often contradictory and, therefore, difficult to apply.

The paradoxical result of a system with too many rules is that the large number of actors (eg, the school inspectorate) act in an independent manner, at best, according to their interpretation of the rules (Rosca, 1993).

The overcrowded and overly centralized system is overwhelmed by operational decisions and he cannot focus on strategic planning and educational policy issues. A head of department from the college structure leads a lower level staff too large to be effectively supervised.

With regard to the internal organization, complicated responsibilities, parallel and stacked on the board lead to permanent contradictory information. Moreover, hierarchical organization of school management at the school level inhibits the channels of communication within the management system.

The Ministry of Education has not yet managed to initiate a consultation between stakeholders in the operational management of educational institutions of the county network or to mobilize all the available knowledge.

Internal management system should be based on assessment and central control as the main accountability mechanism, but there is no standardized reporting, performance assessment, data analysis, or feedback procedures that could make the system work and to achieve objective assessments.(ETF, 2001).

Given that inspection reports and professional performance of staff are

confidential, it is hard to investigate publically school performance. Responsibilities are most of the time shared between several administrative levels: the school inspectorate, Teachers and universities take all decisions regarding innovations or the advancement of teachers. School Inspectorate and the local council of locality cooperate in terms of school maintenance and construction, but this partnership is often dysfunctional. College management is generally a blurred image regarding the involvement of local authorities in education, public perception is that they should deal with water, roads, health problems, which they considered most important (Ministerul Educației și Cercetării, 1997).

CONCLUSIONS

There are no incentives to improve educational outcomes or efficiency. To produce or maintain the quality comes without financial reward or prestige. Teachers are not rewarded for their participation in the management.

Therefore, as long as there is no incentive and opportunities still nonexistent, both teachers and management staff will be less affected by the system's decentralization.

Diversification of pedagogical offer according to needs and evolution of the economy, social and cultural life in the terms of plans and programs and the development of alternative textbooks alternative education, will be achieved through democratization of the learning methods; to do that would mean moving from the sphere of access to education in the sphere of educational success.

In addition, it is necessary the flexibility training during schooling through modularization of professional standards in order to adapt fast and efficient to the university offer addressed to graduates and to the demand in the labour market.

The promotion of an efficient management and professional, reform will

enable the administration of the reform in all departments of the staff of the school unit and will provide open climate for innovation and creativity. The institution shall have qualified teachers, mostly with higher academic degrees and academic titles.

It is also absolutely necessary the practice of educational marketing performance to ensure the circulation of information in the current flow compared to the drafting and implementation of projects and development programs and competitive quality of teaching approach, embodied in the leading places in competitions and Olympics.

School management of the institution serves to coordination and communication between council staff and configurations of study, ensuring the quality of education and achieving equal opportunities in education, supporting integrated development of study groups to strengthen their preparation in terms of competition, according to national standards.

The new economic context and social in conjunction with the policy option of Romania's European integration implies superior performance in all fields. Therefore, long-term investment in the quality of education is a priority of the management system of the institution, with clear repercussions on quality of life, labour and human relations in the local area.

Manager educational institution is, above all, the person who must process the information and to place within the network of communication in the organization to receive the data, analyze them, to take appropriate measures (i.e. decide accordingly) and further distribute the responsibilities of each department.

For a good manager most important resource is represented by people, and therefore its role is to facilitate professional development and to lead them - them and their teams - by building their network of interpersonal contacts. All this

can be achieved through the exercise of communication and networking, as they constitute a prerequisite for success in the managerial activity.

Other managerial functions: design / planning, organizing, leading operational, coordination, control, evaluation, motivation, involvement, participation, negotiation and conflict resolution, are based communication in general.

It is estimated that 70% of the time of school managers is used to communicate and therefore managerial success depends on the quality and effectiveness of enforcement powers. Thus national standards for management positions, guiding and control developed within the National Council for Vocational Training of the Ministry of Education were designed starting from communication and networking skills (MEN ,2000+, 2001).

This category of skills constitutes the basis for a quality management, being the one that provides an efficient and productive work environment, especially in the educational field.

Educational Communication constitutes a process intended for transfer of information and meanings between individuals, groups, organizations and organizational levels in the whole. (Neamtu, 2003) .The effective relation of the school manager in education or social environment in general, is guaranteed by the development of concerning communication and relationship management skills. Specific competencies that emphasize the general skills category appear in the context and managerial process permanently.

The fields of application are those that will provide feed-back through the program management activities or other actions to which managers take part in the virtue of his position which he exercises.

Thus, to ensure an efficient working environment, school manager will organize activities concerning:

1. promoting cooperation between the academic staff;

2. dysfunctions solving;
3. conflict resolution.

Evaluation methods are those specific to each activity and the assessment instruments created for each standard will provide a framework for the development of educational management. (Marga, 1997)

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