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Turturean, Monica

University "Stefan cel Mare" Suceava, Romania

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Managerial competence-its place in the structure of university teachers competencies

Monica TURTUREAN¹

Abstract: Higher education from Romania passes an authentically crises caused by the necessity of our society to adapt at European Union' demands. University teachers have a huge role in satisfying these requests. They need to posses a lot of competencies, and, one of the most important is the managerial competency what will help university teachers to have a good relationship with their colleagues, theirs students and other officials in order to help higher education to be better and performing. But we want to know which is the place of the managerial competence (it is an essential component or not) and its impact for a university teachers, to develop himself and his undergraduates students, to ensure quality and performance in higher education and to achieve the society needs.

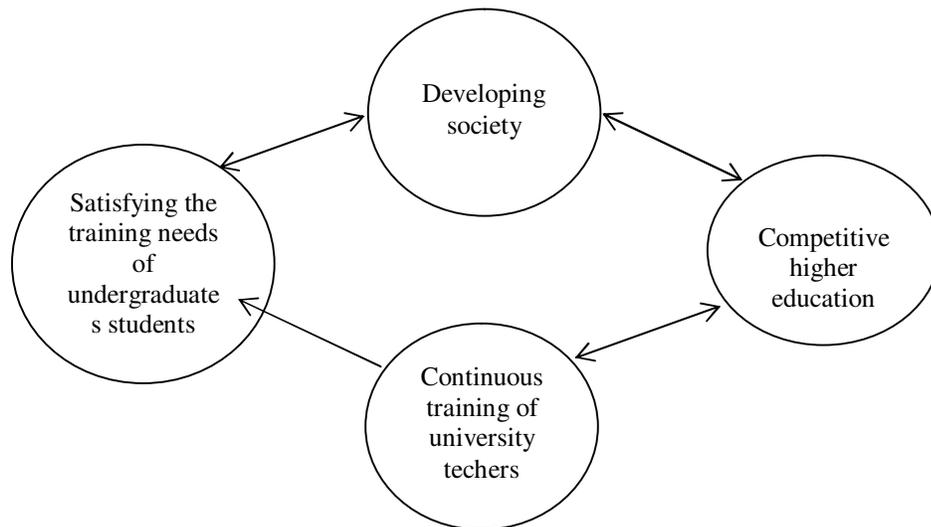
1. University teacher training –relevance and impact

In a society that is changing, education is the only one which contributes to stability, but also to its development. Quality education depends heavily on quality of the educators, on the initial and continuous training of them. The role of the trainer, in general, and the trainer at the university level, in particular, is very complex, since it must demonstrate adaptability, flexibility and plasticity, in teaching, but also to meet the needs of students and to respect the requirements of the Ministry of Education, constantly changing

The relationship between the needs of society, on the one hand, and higher education needs, teachers practicing in this field, on the other hand, can be represented in Figure 1.

Each society forms it's own teachers in order to succeed in achieving higher goals. The teacher training in general and academics in particular, is very complex, training which will meet the intellectual challenges . In connection with this, we set as an example the current period in which the Romanian education is passing through a genuine crisis, driven by the need to adapt to the requirements of the European Union, and all efforts were directed in this society. There are many changes in all fields, but especially in education to ensure quality and adaptabilityin higher education.

¹ *University „Ștefan cel Mare” SUCEAVA, Romania*



↔ - *mutual conditioning*
 → sau ← - *unilateral conditioning*

Fig. 1: The relationship between society-higher education-university teachers and undergraduates students

In these conditions, teacher training at university level proves to be a necessity. Training of trainers consists on initial and continuing preparation of educators "initial and continuing training should equip the teacher with necessary skills so that they feel comfortable in the class, in all situations that may arise when he is teaching "(Gliga, ed, 2002, pp. 10-11).

2. Competences of the trainer at the university level

Competence is defined as "an intellectual capacity that has various possibilities of transfer (communication skills, selecting relevant information, assessment information, etc..), capacity which contains affective, motivational and attitudinal elements." (Clubs, 1998, p 101).

Competence is based on some innate traits, but can be developed only after many learning activities. These features should be found in time, only by practicing a person may achieve maximum development potential, in which . If it is not found, remain dormant, which not only confirms certain weaknesses of the education system which doesn't involves people specially prepared, or even teachers to recognize potential talents and to guide students to certain fields where they can excel.

We will present graphically in Figure 2, the elements of competence

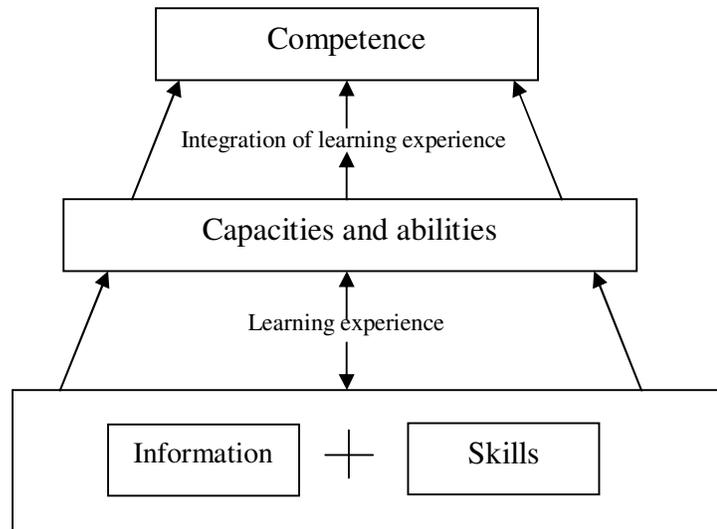


Fig. 2: *The competency' structure*

In another sense, competence is described as being **"implemented capacity, used in various situations which has appropriate or assumed roles, for the successful resolution of various tasks, issues, actions in a rationally and creatively way"** (Joita, 2000 , p 182).

Training of trainers on basic skills has grown in the U.S. in the '60s and '70s, considered to be "the most effective way to train teachers" which especially means them achieving the minimum level of performance on specific tasks of teaching.

Training of trainers at the university level in terms of skills needed in teaching activities should follow several paths, as is happening departments of university teacher education of the largest universities in Europe:

- through individual and confidential consultations on issues of teaching;
- through activities carried out by trainers;
- by helping the courses' evaluator to plan, deliver and evaluate curriculum;
- by developing programs, workshops and seminars to support teachers who are especially concerned to streamline their teaching activities with students;
- through specialized courses which could be completed by a diploma or masters level qualifications;
- by encouraging the university teachers to conduct research in order to increase the quality of teaching and learning activities, so on.. (Ramsden, 1992, p 262).

Towards the end of the century, train of trainers on basic skills hasn't an equally theoretical importance, but a practical one, because, gaining experience in teaching, the trainer will be able to build the skills necessary for the profession which has choose it.

Thus, as the trainer is able to form the necessary skills to practice, he will improve his work, managing to achieve a good quality work and contribute to improving the educational system.

3. Managerial competence' s structure

In a study conducted in 2006, on a number of 93 university trainers from "Stefan cel Mare" University of Suceava, "Alexandru Ioan Cuza" University of Iasi and "Babes-Bolyai" University of Cluj-Napoca, we found that the university trainer must demonstrate the following competencies which we present graphically in Figure 3 (Turturean, M., 2009).

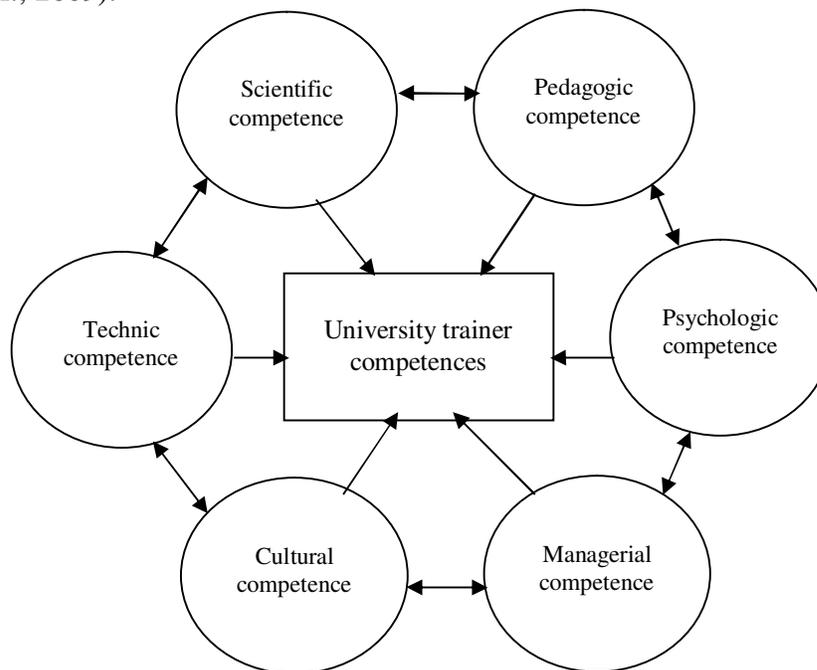


Fig. 3: University trainer competences

As we can see, one of the basic competencies of university trainer is managerial competence - a person's ability to lead a group of people, a distinct field, a public institution or a system formed by different specialized institutions. (Marinescu, 2005). This means that the trainer has the ability to conduct academic activities, to plan, organize, guide and to control his students and to relate with other trainers, with supervisors, students and other higher authorities in order to achieve his objectives.

University trainer aims not only efficiency of the teaching-learning-assessment activities but also to cultivate new dimensions of his profession which allow him to grow continuously and to improve his work. He must show the ability to influence others, to

involve them in any activity, to advance knowledge and to satisfy the society' needs. In other words, he must possess the ability to manage effectively human resources , time and financial ones, to achieve his own objectives, as well as others objectives (students, colleagues, superiors, etc..)

We can say that the university trainer should be an expert in management, in general, and in human resource management, in particular, which includes:

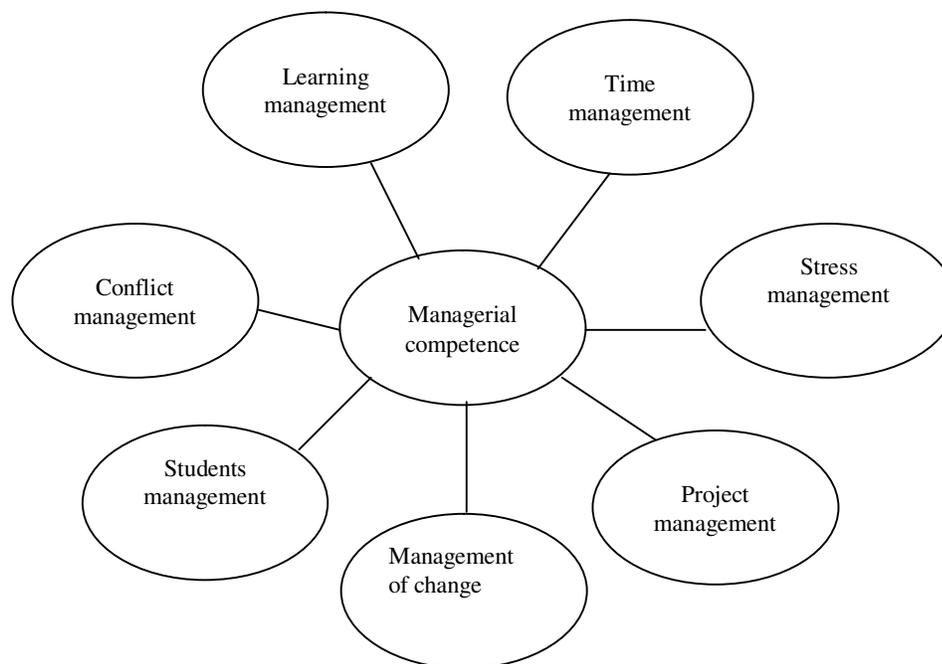


Fig. 4: *The structure of managerial competence*

4. Conclusions and suggestions

Challenges, daunting changes which are taking place in society will have a considerable impact on the work and role of each member of the higher education institutions. All of us will be affected by certain changes and trends, so obvious at national and international level. Given these issues, we make the following proposals and suggestions which every trainer in the university should take into account:

- awareness and understanding of different modes and ways in which students learn;
- Training and development of evaluation and assessment skills in order to teach students how to learn;
- making applications I.T. or his discipline, and access to materials and resources related to teaching technology;

- developing a strategy to easily adapt to the change which can appear on personal and professional plan.
- ability to solve efficiently conflicts and to maintain a positive work environment;
- making grants for research projects to gather the necessary funds for research and knowledge development ;
- ability to manage time effectively to achieve performance in teaching;
- possession of skills regarding project management, especially projects with international participation.

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