

KNOWLEDGE MANAGEMENT IS VITAL

Professeur , Pau Valentin-Corneliu

Associat Professeur, Gramada Argentina

Titu Maiorescu University

Motto:

„It is not the number of ideas that matter, but the way they are linked (woven, connected)!”

Titu Maiorescu

Abstract. In this paper we will focus on analyzing the performance and competitiveness in the academic environment, at the level of students, teachers and infrastructure and finding a way of managing all these resources and their interdependencies. Creativity is a key competency skill sought after by many employers. And yet, one of the major criticisms of business schools relates to its lack of programs that promote creative and/or innovative thinking. This could be compounded by the fact that a large number of programs are currently offered online. Consequently, the issue of whether online education stifles or enhances students' creativity is brought to the forefront. Using this question, the authors engaged in an inquiry process dealing with university students' perceptions of how online courses impact their creativity. Based on students' feedback, it appears that taking online courses generally enhances their creativity. They are not only more inclined to be creative thinkers, but also more likely to be organized and exercise critical thinking. The students noted, however, that online instructors are largely instrumental in enhancing creativity.

Keywords: Higher education, Innovative thinking, On line magazine, creativity.

The notion of creativity has its origin in the latin „creare”, which means to procreate, to make, to give birth to, to bring into existence. Creativity defines a process, a dynamic act which is evolving, which is accomplished and comprises both the origin and the purpose.

Higher Education in Europe

Higher education plays an essential role in society, creating **new knowledge**, transferring it to students and fostering **innovation**. Institutions throughout Europe are working to modernise, both in terms of the courses they offer and the way they operate. Europe has around 4,000 higher education institutions, with over 17 million students and 1.5 million staff. ¹Some European universities are amongst the best in the world, but overall potential is not used to the full. Curricula are not always up-to-date, not enough young people go to university after finishing school and not enough adults have ever attended university. European universities often lack the management tools and funding to match their ambitions.

Governments and higher education institutions are looking for ways to creating better conditions for universities.

The European Commission has published a modernisation agenda for universities which was welcomed by the Member States and the main stakeholders in higher education. The modernisation agenda for universities is part of the Lisbon Strategy for Growth and Jobs. The main fields of reform are:

- **Curricular reform:** The three cycle system (bachelor-master-doctorate), competence based learning, flexible learning paths, recognition, mobility.
- **Governance reform:** University autonomy, strategic partnerships, including with enterprises, quality assurance.
- **Funding reform:** Diversified sources of university income better linked to performance, promoting equity, access and efficiency, including the possible role of tuition fees, grants and loans.

Curricular reforms are also promoted through the Bologna Process, in which 46 countries in the wider Europe are working towards establishing the European Higher Education Area by 2010. The European Commission is helping member states and neighbouring countries in their modernising efforts through policy initiatives, discussion papers and forums, as well as through EU programmes such as Erasmus, Tempus and Erasmus Mundus. The European Commission helps EU member states and neighbouring countries in their modernising efforts through policy initiatives, discussion papers and events, as well as through EU programmes promoting mobility in education such as Erasmus, Tempus and Erasmus Mundus.

The most recent EU policy initiatives include:

- In the field of [University-Business Cooperation](#) we develop a platform for a structured dialogue between the relevant stakeholders and look at ways to reinforce the links between higher education and companies in areas such as curriculum development, governance, entrepreneurship, continuing education, mobility and knowledge transfer.
- A Council Resolution on modernising universities for Europe's competitiveness in a global knowledge economy of 23rd November 2007

The Sectoral Operational Programme Human Resources Development (SOP HRD) sets the priority axes and the major intervention areas of Romania in the human resources field

¹ http://ec.europa.eu/education/lifelong-learning-policy/doc62_en.htm

in order to implement the EU financial assistance through the European Social Fund, within the frame of „Convergence” objective, for the programming period 2007-2013.²

A highly qualified labour force, with a high level of education, having the capacity to respond to the new technologies and to the changing needs of markets, is essential for a competitive and dynamic economy. Romania will promote active labour market policies to increase the adaptability and flexicurity of labour force. It is envisaged to be reached a higher level of participation on the labour market, as a base for a competitive knowledge based economy.

University education

Unlike the secondary and post-secondary education, in case of university education, the ascending trend of participation in education specific to early ‘90s continued also between 2000/2001 and 2005/2006. Thus, the gross enrolment rate in university education increased from 27.7% in 2000/2001 up to 44.8% in 2005/2006 (Table 1) .

Tabel 1. Gross enrolment rate in university education (%)³

Enrolment rate	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Total	27.7	31.2	35.3	37.9	40.2	44.8
Females	30.2	34.6	39.3	42.6	45.1	50.8
Males	25.2	28.0	31.4	33.5	35.4	39.0

Source: MoERY, Report on Education, 2005

The increasing participation in university education is explained by the development of private university education, development of the universities’ networks, by setting up new universities or by developing subsidiary universities in non traditional locations, increasing enrolments, increasing interest for university education due to a larger labour market absorption of highly educated people and lower unemployment risk for university graduates.

By Bologna cycles, the enrolments in university education are dominated by undergraduate students. The number of enrolments in Master programs increased during the last two years due to higher chances of master graduates to insert in the labour market. The number of doctoral graduates decreased, due to the changed access condition to this level of education, with negative effects on the R&D human potential (Table 2).

Tabel 2. Enrolments in university education by Bologna cycles⁴

Bologna cycles	2005	2006
Bachelor	493,395	494,681
Master	45,934	78573
PhD	36,262	32,744

Source: MoERY, Internal Statistics, 2006

² Sectoral Operational Programme Human Resources Development 2007-2013 Romania

³ The indicator is calculated by reference to the population in the 19-23 years age group

⁴ Source: MoERY, Internal Statistic, 2006

The restructuring of the university education started in university year 2005/2006 following the Bologna process. As part of the restructuring and modernisation of university education, recently, progress was made in terms of institutional framework and methodology supporting the development of National Qualifications Framework in Higher Education. In 2005, the National Agency for the Qualifications in Higher Education and Partnership with Social and Economic Environment has been set up and progress towards developing the National Register of Qualifications for Higher Education is currently being made. Figure 1 presents the interdependencies competitiveness-performance in the academic system with emphasis on University Titu Maiorescu . We will try to answer the question that in our opinion should be asked by each of us: „Which is the most important component/resource in a university?”

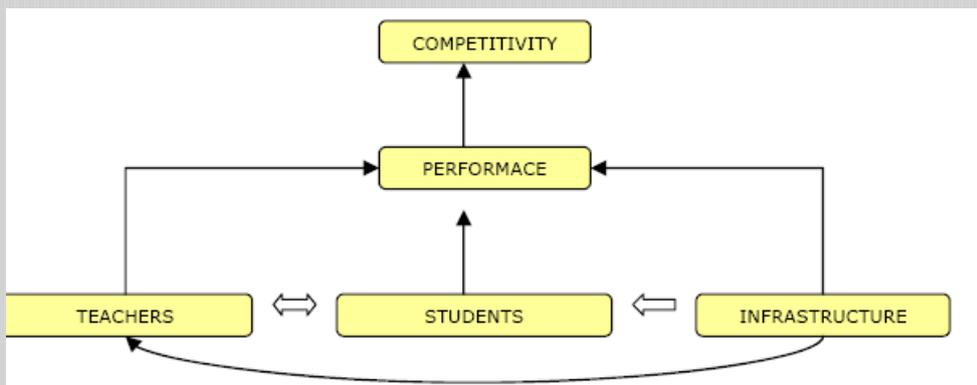


Figure 1 Interactions among the systems components

Education and training in support for provision of managerial skills and entrepreneurship

Great consideration was given to the reinforcement of the initial education and training contribution in providing employability competences to their future graduates.

Correlating education and initial VET offers and labour market demand

The increase of the education and initial VET relevance to the labour market needs still remain a major goal in the policy making and activities of the education providers. The rate of youth unemployment (see also the references in the below section on *Youth Unemployment*) is raising the problem of education relevance to the labour market.

Among the factors limiting the correlation between education and initial VET to the labour market, the following could be considered:

- Still insufficient involvement of relevant stakeholders in the participatory planning of educational activities/offers;
- Insufficient training provided to stakeholders in education and VET planning;
- Insufficient updated information and studies on long term labour market needs affecting the initial VET planning and responsiveness;
- Insufficient development and valorisation of partnership in education and training, limited co-operation in developing continuing learning programs, work based learning programs etc.;
- Absence of mechanisms for monitoring the insertion and professional development of graduates (e.g. “tracer studies”).

Five categories of **stakeholders** were analyzed: high school students (the future university candidates), present university students, former students (graduates), university professors, employers and public opinion, in general.

The Education Competencies represent many of the attributes, behaviors, areas of knowledge, skills, and abilities required for successful job performance. Each Education Competency includes a definition, four levels of proficiency, sample interview questions, activities and resources to develop skills, and examples of overdoing the competency.

Individual Excellence: Building effective teams, Personal learning and development;
Operating skills : Time Management, Management and Measuring Work, Planning;
Courage: Managerial courage, Conflict Management, Assessing Talent;
Organizational Skills: Presentation Skills, Written Communications;
Results: Action Oriented, Drive for results.

The Education Competencies define many of the attributes, behaviors, areas of knowledge, skills, and abilities that will lead to superior job performance and professional growth in the education field. Not all competencies are relevant for every job. Certain roles require an emphasis on specific competencies. For each of the following four positions, a profile has been developed that identifies the critical competencies required for success in this position. Use these profiles when considering potential candidates and when conducting interviews.

High School Teacher

Creating learning organisations hinges on **managing knowledge** at many levels. Knowledge can be provided by individuals or it can be created as a collective effort of a group working together towards a common goal, it can be situated as "war stories" or it can be generalised as guidelines, it can be described informally as comments in a natural language, pictures and technical drawings or it can be formalised as mathematical formulae and rules, it can be expressed explicitly or it can be tacit, embedded in the work product.⁵ The recipient of knowledge - the learner - can be an individual or a work group, professionals, **university students**, schoolchildren or informal communities of interest. Our aim is to capture, analyse and **organise knowledge**, regardless of its origin and form and make it available to the learner when needed presented with the necessary context and in a form supporting the learning processes.

When you are considering and interviewing candidates for a high school teacher position, use the following responsibilities and competencies to evaluate candidates. This information can help you identify people who are likely to be successful in this position.⁶ The Essential level provides benefits for institutions that teach Microsoft Office courses.

⁵ <http://kmi.open.ac.uk/projects/index.php?theme=knowledge-management&themelink=knowledge-management>

⁶ www.microsoft.com/education/competencies/successprofile_highschoolteacher.msp,
www.financialworld.co.uk/Archive/2005/2005_10oct/Features/knowledge_workers/pdf/2608.pdf



Birotics magazine – online magazine for the first year of study in Economics, useful particularly for the students in the first year of distance studies.⁷



Managementul proiectelor europene – revista online de lucru pentru studentii Facultatii Stiinta si Tehnologia Informatiei anul II si Stiinte Economice anul III.⁸

The management of European projects – online magazine for the students of the Faculty for The Science and Technology of Information in their second year of studies and for those in Economics in the third year of studies.

Imagination is more important than knowledge. To design projects, one must „work” on the entrepreneurial competence and be creative. Nowadays being creative is hard enough a mission and a necessity of the millenium, as Bill Gates acknowledged. Teresa Amabile and her team studied creativity and observed that there are 6 myths about creativity, described below:

1. creative ideas come from creative people
2. money motivates creativity
3. time pressure develops creativity

⁷ www.sitebirotica.go.ro

⁸ www.proiecteu.ro precum si varianta studentilor de la zi : www.proiecteuzi.000webhost.com

4. worrying breaks through thinking patterns
5. competition beats collaboration
6. a restructured organization is a creative organization

She emphasizes a smart management style. The 30 years she spent in research account for the idea that people do what they like when they are committed profoundly to and engage deeply into what they do, and their work is valued and acknowledged, creativity gets wings. Even during hard times. Higher education is about more just preparing the next cohort of workers. Apart from acquiring new knowledge and skills , students should also be trained as responsible individuals and formed as mature citizens. Universities should therefore not entirely on delivering experts with immediate useful knowledge, but should also remain safe and free haven for formation of long term visionaries.⁹

The Delegation of the European Commission invites proposals for programs that **promote greater knowledge.**

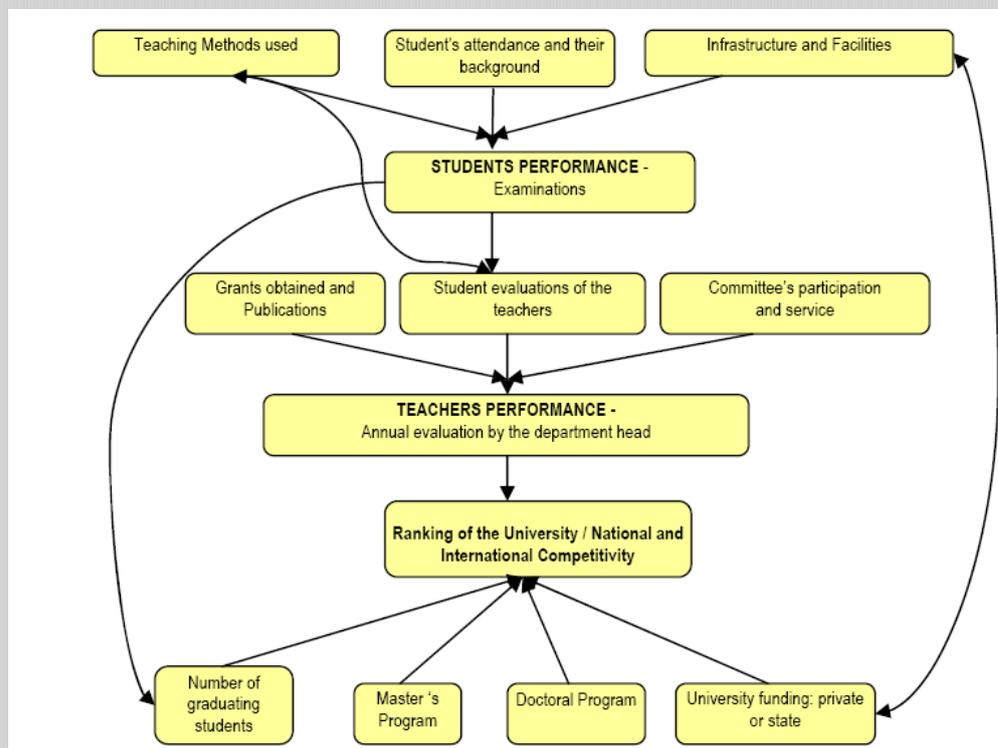


Figure 2 Factors and Interactions in a University Titu Maiorescu

Theacher Performance and Sudents performance

Figure 3 Interface program VBA Theacher Performance and Sudents performance in University Titu Maiorescu

⁹ www.coimbra-group.eu/DOCUMENTS/2008/CG%20Rectors%20Reflect%20on%20Bologna%202010.pdf

UserForm4

Romanian version Next Page

1.) I can identify my best skills...

2.) Lack of knowledge of my abilities makes me try harder...

3.) I investigate new concepts in my field on closely related fields and try to learn all I can from them...

4.) I participate in a number of activities both at and away from my work...

5.) I am aware of skills I possess that I haven't used yet...

6.) I often become so engrossed in what I am doing that I lose the track of time...

Frame2
1.) Always 2.) Usually 3.) Sometimes 4.) Rarely 5.) Never

Frame1
 1.) 2.) 3.) 4.) 5.)

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Private Sub CommandButton1_Click()
    suma = 0
    If (Me.OptionButton1.Value = True) Then
        suma = suma + 1
    ElseIf Me.OptionButton2.Value = True Then
        suma = suma + 2
    ElseIf Me.OptionButton3.Value = True Then
        suma = suma + 3
    ElseIf Me.OptionButton4.Value = True Then
        suma = suma + 4
    ElseIf Me.OptionButton5.Value = True Then
        suma = suma + 5
    Else: MsgBox "nu ai ales nimic la prima intrebare !"
    End If
    If (Me.OptionButton6.Value = True) Then
        suma = suma + 1
    ElseIf Me.OptionButton7.Value = True Then
        suma = suma + 2
    ElseIf Me.OptionButton8.Value = True Then
        suma = suma + 3
    ElseIf Me.OptionButton9.Value = True Then
        suma = suma + 4
    ElseIf Me.OptionButton10.Value = True Then
        suma = suma + 5
    Else: MsgBox "nu ai ales nimic la prima intrebare !"
    End If
    Select Case suma
    End Select
    MsgBox suma
End Sub

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MegaByte the online magazine that promotes the results of the research in the domain of IT&C and economics at the Titu Maiorescu Univeristy – the faculty of science and technology of information and economics¹⁰

¹⁰ <http://megabyte.utm.ro/>

The screenshot shows the top section of the MegaByte website. At the top left, the logo "MEGABYTE" is displayed in a stylized, colorful font. To its right, the motto is written in both English and Romanian: "Motto : 'Before doing something perfect, do something perfectible!'" and "(Înainte de a face un lucru perfect , realizeaza ceva perfectibil)". Below the motto, it identifies "Bill Gates - Patronul Microsoft". The ISSN number "ISSN: 1841-7361" is located at the bottom left of the header. A navigation menu on the left includes "Home", "Articole", "Stiinta si tehnologia informatiei", "Stiinte economice", and "Arhiva". The main content area features a description of the magazine as an online platform for promoting research results in IT&C and economic sciences, and a list of events starting with "Porti deschise la Universitatea Titu Maiorescu 'Eterna intoarcere la Maiorescu'".

The online magazine „I have been the apprentice of Father Galeriu” is not only an homage to the personality of Father Galeriu, but also a source of accessing the spirituality of our people, which he served with profound love. At the beginning of each academic year, through the parable of the seed, he was planting love for the light in the hearts of students and professors alike, as well as truth and the joy of knowledge as a gift from God.



The new challenge to change the ideas into value. Ideas are only as good as your ability to make them happen.¹¹¹²

Reference

¹ Sectoral Operational Programme Human Resources Development 2007-2013 Romania

² Source: MoERY, bInternal Statistic, 2006

³ <http://kmi.open.ac.uk/projects/index.php?theme=knowledge-management&themelink=knowledge-management>

⁴ www.microsoft.com/education/competencies/successprofile_highschoolteacher.msp,
www.financialworld.co.uk/Archive/2005/2005_10oct/Features/knowledge_workers/pdf/2608.pdf

⁵ www.sitebirotica.go.ro

¹¹ Pau Valentin Corneliu, Grămada Argentina Dragu-“ Strategy in Project Management“- Ed Univ Titu Maiorescu-2007-P67

¹² Gamlin, Janet N, Yourd, Raymond, Patrick, Valerie - “UNLOCK CREATIVITY WITH "ACTIVE" IDEA MANAGEMENT“-
www.thecreativeleadershipforum.com/creative-leadership-news/2008/11/17/unlock-creativity-with-active-idea-management.html

6 www.proiecteu.ro precum si varianta studentilor de la zi : www.proiecteuzi.000webhost.com

7 www.coimbra-group.eu/DOCUMENTS/2008/CG%20Rectors%20Reflect%20on%20Bologna%202010.pdf

8 <http://megabyte.utm.ro/>

9 Pau Valentin Corneliu, Grămada Argentina Dragu-“ **Strategy in Project Management**“- Ed Univ Titu Maiorescu-2007-P67

10 Gamlin, Janet N, Yourd , Raymond - Valerie - “UNLOCK CREATIVITY WITH "ACTIVE" IDEA MANAGEMENT“- www.thecreativeleadershipforum.com/creative-leadership-news/2008/11/17/unlock-creativity-with-active-idea-management.html