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KNOWLEDGE MANAGEMENT: PROJECTS, SYSTEMS AND TECHNOLOGIES

PROCEEDINGS OF THE 8TH INTERNATIONAL CONFERENCE ON KNOWLEDGE MANAGEMENT: PROJECTS, SYSTEMS AND TECHNOLOGIES

NOVEMBER 7 – 8, 2013
BUCHAREST, ROMANIA

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FOREWORD

Throughout the last decades, a wide variety of organizational practices have been proposed to support the acquisition, storage, retrieval, application, generation, and review of the knowledge assets of an organization in a controlled way; despite this, it is often unclear how these practices relate to one another in their contribution to organizational performance.

In the information age, rather than physical assets or resources, knowledge is the key to competitiveness. What is new about attitudes to knowledge today is the recognition of the need to master, manage and use it like any other asset. This raises issues not only of appropriate processes and systems, but also of how to account for knowledge in the balance sheet.

The management literature of these last few years suggests a variety of practices meant to support the creation, storage and transfer of information and knowledge. Knowledge Management (KM) is a relatively new subject matter, being integrated in the curricula of some North-American universities and debated in a few dedicated journals starting with 1995, and our university curriculum has recently included the subject matter of "Knowledge Management".

As a new scientific area, there are at present quite many schools of thought referring to Knowledge Management, which therefore accounts for the difficulty or even impossibility to set the conceptual framework of this domain, starting from a unanimously accepted definition of it. As a consequence, the approach to the matter differs with each school or even author.

KM can be regarded from the following perspectives:

- The technocentric perspective, stressing technologies, especially those contributing to knowledge enlargement and sharing;
- The organizational perspective, seeking to answer questions such as: *How should the enterprise be designed to facilitate the knowledge processes inside it?* or, *Which organizations work best and based on what processes?*
- The ecological perspective, regarding the human interactions, the identity, knowledge and environment factors as a complex adjustment system.

In addition to the above, as the subject matter becomes more consistent and gains ground, more and more academic debates are taking place in the epistemological area, emerging both at the theoretical and practical level of Knowledge Management. Outstanding standardization institutions in the United Kingdom and Australia produced reference documents in a common attempt to outline the conceptual framework and scope of the subject, but so far all of them have been only slightly accepted or insufficiently grasped and adopted.

The papers gathered in this volume are all meant to facilitate communication between international multidisciplinary teams. This year's Knowledge Management Conference itself provides – as its organizing committee has stated – a forum for discussion of topics related to the development of Knowledge Management and related subject matters.

This event follows the 7th KM Conference hosted by CAROL I National Defense University in Bucharest in November 2012, and the papers submitted to the conference in 2012 will be published in the 2013 Proceedings.

The mission of the International Conferences on Knowledge Management is to facilitate communication between international multidisciplinary teams. The Conference provides a forum for the discussion of topics related to the development of knowledge management and related disciplines.

The main areas of interest proposed for the submission of the papers are the following: Knowledge, Learning and Cognitive Systems, K-Organizations, KM Projects, Knowledge Dynamics.

The Proceedings of the conference include the full text papers. The 8th Conference's active participants came from different parts of Europe.

The conference attracted over 55 papers but, in the end, after careful evaluation, 27 papers were accepted. We had 49 evaluators from over 20 countries, approximately 80% from outside Romania. 50% papers were rejected, 30% accepted with amendments, and 20% papers accepted as such.

The papers are very interesting, of high quality and address a wide range of key issues. To them very different individuals, organizations and countries have contributed, involved in Knowledge Management issues. The authors bring forth extensive experience and diverse views of the state and local governmental institutions, universities, small businesses, private industry and research institutes from all over the world.

We do hope that the conference will keep up the tradition and will continue to be organized every other year in the future.

Finally, we would like to thank all participants who shared their expertise with colleagues during the conference. We also hope that the papers included in this volume will give new ideas to the readers in their quest to solve various problems.

The conference would not have been possible without the joint effort of the organizing committee (*the Academy of Economic Studies*, *"Carol I" National Defense University* and *the Project Management Romania Association*) and the evaluating board, to whom we are deeply grateful.

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CHALLENGES OF STUDENT-CENTRED LEARNING

Doina ASAN
Assistant Lecturer, PhD "Carol I" National Defence University

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Abstract: *The educational process undergoes continuous changes aiming at assisting learners in their effort of acquiring new knowledge. The manner in which learners acquire and employ this knowledge during their schooling is at issue in this article. Student-Centred Learning focuses on the relationship that should exist between teacher and student. SCL is challenging for both students and teachers as it requires them to become more involved in the teaching-learning process. SCL has definite advantages which this article details. The article discusses some of the implications of this approach for students and teachers, as well as the appropriate strategies to help implement it. Finally, a few aspects relating to people's reaction to change are examined.*

What is Student-Centred Learning?

Student-centred education is a an educational approach which targets at prevailing over some of the intrinsic issues to more long-established forms of education by centring on the student and their prerequisites, rather than by focusing on the teacher's participation. This particular approach influences the curriculum and the course content by making them more flexible than in the conventional teaching system. In addition, the learning process becomes more interactive getting students to become involved proactively. As a result, learners take new responsibilities, which resonate down their educational achievements.

The concept of student-centred learning (SCL) was initially termed as a theoretical model defined in the fields of pedagogy and educational research. SCL appeared as a result of constructivist theories:

Individuals' cognitive schemes allow them to establish an orderliness and predictability in their experiential worlds. When experience does not fit with the individual's schemes, a cognitive disequilibrium results, which triggers the learning process. This disequilibrium leads to adaptation. Reflection on successful adoptive operations leads to new or modified concepts, contributing to re-equilibrium. Thus from a constructivist perspective, knowledge is not passively received from the world, from others, or from authoritative sources. Rather, all knowledge is created as individuals (and groups) adapt to and make sense of their experiential worlds (MacLellan et al, 2004, p. 254, qtd. in *Stakeholders Forum Leuven – An Insight into theory and Practice,* 9-10).

The constructivist perspective on education views learners as active individuals who are not the passive recipients of knowledge, as depicted in the conventional education. Constructivism derives from the scheme that students "must construct and reconstruct knowledge, in order to learn effectively." (10) Studying foreign languages can be difficult for learners who have been accustomed to the conventional teaching, especially in adult learners' case. This issue has been tackled numerous times so far; in the military environment a thorough article was written by Bursuc and Stanica in 2008. They argued that despite its effectiveness, SCL has few chances of success unless the entire educational system reforms. They maintained that it is difficult to follow a pattern if you have not been accustomed to it previously. In our professional opinion, knowing and being used to a teaching pattern and pair-working are two of the prerequisites of SCL.

The educational process is a long-term practice if we think of all the learner stages beginning with kindergarten and primary school, then continuing with doctoral studies and postdoctoral school. The European educational process has undergone changes for about the last two decades as the Bologna Process and Declaration have introduced alterations of the higher education area. The shortening of the duration of studies for each stage implies a high rate of involvement on the part of students who, by taking more responsibilities, succeed in becoming quite independent and gaining more knowledge and being able to comprehend by themselves rather than by being explicitly taught. On the other hand, the implications of the newly altered educational process imply students' readiness to become more involved in the educational activities. This may represent a hindrance in adult learners' case, especially those who study foreign languages after they achieve their professional education. Their situation may be perceived as being special as in a short while they are expected to acquire the necessary amount of knowledge that should assist them in becoming independent. In adult education, the most difficult task for teachers is to redress the balance in favour of students so as to get them more involved in the learning process but also to get them to stop depending on teachers as wells of knowledge and discover on their own.

SCL has been researched on for decades as reform in the educational system was desired in favour of learners who should manage reconstructing knowledge in their own comprehension. As Papert states the learning process "is most effective when part of an activity the learner experiences as constructing a meaningful product." (10) In the study of foreign languages learners are encouraged through different types of activities targeting all four skills to produce, on the spot and not only, written or spoken discourse. The output-oriented education represents the most suitable method to guide learners in their study programme as less obviously as possible. Guiding learners should have as its main aim their involvement and willingness to produce ideas based on the initial information they receive from the teacher. Thus, there should be some sort of equilibrium between the input and output activities as Maclellan claims:

[A] judicious balance of students engaging in tasks through the stimulation of tutors (who perhaps ask detailed questions, have students present arguments, require students to analyse the cause of their problems) requires considerable sensitivity, strength of conviction to allow students regulate their motivation, and skills of negotiation since misperceptions may lead to scaffolding mismatch in instruction and negative perceptions of the interacting partners in certain learning situations (Maclellan, 2008, 418, qtd. in Stakeholders 19).

The balance that Maclellan refers to may be difficult to achieve in the particular situation of adult students who study foreign languages. Teaching adults differs from teaching children and the most important difference is that adult students have cognitive and summative structures well implemented in their learning method. That is why it is difficult to get them accustomed to a new method of learning which supposes them to act proactively not passively. A solution to this issue may be reforming the educational system by making it child/student-centred rather than teacher-centred.

Advantages of SCL

SCL brings to light advantages for both students and teachers. Students may perceive it as being advantageous to them as it offers them a new method to be taught the material in a manner that is meant to help them overcome the psychological threshold of becoming independent and productive in a foreign language. Teachers may find SCL as more rewarding as students get hold of information more quickly and confidently than in the conventional method. It is also true that teachers' workload diminishes as students get more engaged in the learning process and, thus, they become self-reliant.

The advantages of SCL should be tackled from four different perspectives according to the four skills: listening, reading, speaking, and writing. In SCL all the activities for all four skills should be interactive so that students can give their input. As regards listening, teachers can form activities "on the spot" by playing the CD player and asking students to listen to, for instance, a piece of news attentively. Then, teachers ask students different questions concerning the main idea and/or some detail questions. In addition, teachers should ask for their students' opinions and pro/con arguments regarding that piece of news. Similar activities may be organised for lower levels. In order to transform reading activities from passive into active, teachers may employ jigsaw reading or simple reading competitions based on skimming and/or scanning texts. As a reward, the student who finishes first and has the highest performance may be called the student of the day. Speaking activities are interactive, but in order to emphasize the correct use of grammatical structures, speaking activities should be built not only on task-based activities (asking for/giving directions/instructions, present/past/future narration, description of people and places, role-plays, impromptu speech, etc.) but also on the elicitation of the use of certain structures that have recently been taught. Although writing does not seem to be an interactive skill, there are plenty of activities that can be used in SCL. For instance, the teacher asks the students to write a letter to their best friend but on the same sheet of paper; each student writes a sentence in his/her turn until they reach the limit of lines imposed by teachers.

Differences in assessing students in SCL

Students involved in SCL should be assessed differently than in conventional teaching. In conventional teaching the summative assessment is mostly employed. The aim of summative assessment is to assess students' general acquired knowledge without emphasizing the role of cooperation among students.

SCL evaluates learners during their development while learning through formative assessment. Brown argues that the aim of formative assessment is to evaluate students' competencies and skills having in mind their "growth process". He maintains that "the key to such formation is the delivery (by the teacher) and internalization (by the student) of appropriate feedback on performance, with an eye toward the future continuation (or formation) of learning." (Brown 6) SCL is structured on interactivity between students, on the one hand, and between teacher and students, on the other hand. The proper feedback that students should be given is paramount in their formation as the correct response can guide them further in their learning.

A key issue in the SCL assessment method is to evaluate the students' performance through interactive activities which can give them the opportunity to get involved in a large variety of oral and written productions. Performance-based assessment is, by and large, time-consuming but offers students the chance to be assessed according to their performance of "actual or simulated real-world tasks."(Brown 11) Technically speaking, as Brown argues that "higher content validity is achieved because learners are measured in the process of performing the targeted linguistic acts." (11) Although performance-based assessment is achieved more informally than formally, the various performances of students help teachers meet "the goals of performance-based testing." (11)

Students can benefit from this type of learning even in the assessing stage as they are evaluated according to their own performance, not the passive knowledge that they acquire. However, a key feature of SCL is feedback and the teacher has to be professionally prepared to explain to students what they do well and they have to improve along with signalling any mistakes.

Implications for students

The new concept of "Student-Centred Learning" (SCL) brings about changes for both parties involved, i.e. teachers, and students. However, taking into account the visibility learners have acquired, it is natural to start examining the way in which this approach has affected learners. So, students have been granted much more responsibility than ever before, and they are expected to respond in accordance with the status they have now gained. They have been given a prominent position within the framework of the European higher education system: the role they have to play has brought them to the foreground, where they enjoy the opportunity to act as decision factors, as far as their own education is concerned. Therefore, the behavioural pattern of the student has undergone significant changes, in accordance with the shift in focus, and the emphasis that SCL places on the learner.

First of all, as co- participants in their own education, students have to take an active part in all the steps that the teaching- learning process involves. The passive, obedient attitude, associated with traditional approaches to learning, has to give way to a pro- active way of relating to one's own career, as well as to educators. From the recipient of indiscriminate knowledge, the adult learner becomes a person concerned with taking the information that will shape his/her personality and help further his/her career, a fact which makes motivation a key element among the characteristic features of the student.

Secondly, students are expected to develop an awareness of their needs, preferences, and abilities; once again, the learners' commitment as active partners, eager to communicate with educators can speed up the awareness-raising process, as well as help to identify the best solutions. Learners hold invaluable information, and sharing it with educators ensures that the steps taken will be more relevant to the students.

Furthermore, self- improvement is also incumbent upon the student, since he/she is given the freedom of choice, as to one's career path. In the context of lifelong education, the student has to take charge of his/ her own development, in terms of selecting the courses to attend/the skills to acquire/the level of performance to reach.

In conclusion, the student in SCL is a dynamic, highly- motivated adult, with an eager interest in everything concerning his/ her professional/personal growth, ready and willing to take an active part in changing the system of higher education, so that it meets the requirements of the contemporary world.

Implications for teachers

Although the role of teachers seems to carry less weight than in the past, implementing this approach faces teachers with a lot of challenge. Some people might think that placing the student in the limelight is naturally accompanied by a decrease in the responsibilities of teachers.

As a matter of fact, it does exactly the opposite. The shift in focus causes a ripple effect through the whole education system.

A significant change teachers have to get used to concerns their role within the teacher- student relationship. Since students have to get more and more involved in shaping a system of education that will hopefully meet their requirements, as well as those of the society, the traditional, one- way relationship is considered obsolete. The teacher is no longer the authoritative source of power and knowledge: this role is fading away, while two others are emerging, i.e. the teacher as a guide, and as a supportive partner.

The guidance involves being receptive, and knowing your students, with their particular abilities, needs, interests, and goals, as well as the needs of the society, so as to be able to select the relevant materials and resources. These will work towards keeping the students motivated, as well as helping them to put into practice the knowledge they get. This role is more obvious in activities such as differentiated counselling, and tutorials, when teachers are expected to spend time with students, on a one-to-one basis.

It goes without saying that a supportive attitude on the part of the teacher will only benefit the student, since the process of growing, and realizing one's full potential, can often involve many obstacles to overcome. In order to act in accordance with these new roles, it is obvious that other strategies, better suited to the goal, will have to be used.

Student- Centred Learning Strategies

Having the student act as co-participant in his/ her own training requires the use of what is known as "blended learning", i.e. both traditional strategies, and modern means of training, that will hopefully enhance the students' active participation in the process of shaping their own personality. This goal can be attained through a judicial use of interactive learning, as well as the diversification of the methods of training, such as promoting the self- access component of the learning process, as well as what is currently known as "e-learning".

Another important aspect concerns the emphasis placed on skills, rather than on memorizing information that can otherwise be stored in a computer, and retrieved when needed. Through the constant involvement of students in the teaching- learning process, as well as the encouragement to process creatively the input they get in the learning process, they are expected to develop analytical skills and critical thinking in their field of study.

The teacher-student communication should also be strengthened, as a means to make sure that teachers monitor the competence- acquiring process undergone by their students, and assist them in finding their true vocation. To do this, the teacher should be easy to approach, and available for communication.

As a result, SCL is significantly different from traditional approaches, even though it has not discarded those altogether. Nonetheless, the host of changes that the adoption of this approach entails, and the problems that arise while implementing it, bring to our attention the issue of "change", and people's response to it.

Instead of conclusions: the management of change

However wonderful an approach may be in theory, its actual implementation requires careful planning, in order for it to achieve the desired results. Lack of preparation may compromise the whole enterprise, and result in utter failure. Therefore, some aspects should be taken into consideration.

The first one concerns the people who are expected to help to put into practice and function within SCL. Change impacts on people's work habits and routines so shaping a new behaviour takes time. Moreover, change may be slowed down, or sped up, depending on the action taken. That is why steps that could stimulate and motivate people to take part in, and support the change will shorten the transition period. However, "participation does not simply happen…it needs to be facilitated" (Jennings & Doyle, 171). So, making sure that the people affected by or involved in implementing the change have a positive attitude towards it is not something to treat lightly. People should be made aware of the need for change, so that they become committed to it.

Next, establishing the priorities in the action agenda could also help to promote change. The practice of everyday life has shown that projects that are related to professional problems, as well as relevant to daily tasks are more likely to meet deadlines, thus paving the way for subsequent measures.

Another equally important aspect refers to staffing the project teams that have to work on implementing it. Apart from knowledge, the staff members should be chosen on the basis of their attitude towards innovation. Ultimately, being open to change is the key factor at this level.

Moreover, a team working on a project should also plan ahead, in terms of setting manageable, concrete objectives, both short and medium-term, as well as timetables. Thus, regular feedback and correction are possible. They are necessary too, since assessing the performance of the team can help generate adequate measures for improvement.

All in all, implementing SCL within the framework of the higher education system is a challenging undertaking that requires determination, good management decisions, constant monitoring and assessment, if we want it to be effective.

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A DECISIONAL PATTERN IN THE LEARNING ORGANISATIONS

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Abstract: *Decision, seen as a moment of clarification, of completion of deliberations on possible action alternatives, represents a defining phase of organizational efficiency. The multiple approaches, from the mechanistic to the psychological ones capture only partially this organizational action stage complexity and interdependence.*
The learning organisation provides a new framework for the decisional process analysis and also a new actional framework for the decision maker.
Keywords: *pattern, decisional phase, learning organisation.*

Introduction

Decision represents the main element of any organizational process, because it can be found in all the organisational functions. To decide means to choose from multiple alternatives the one that is considered to be the most advantageous for achieving objectives.

From the above description it can be easily observed that that in organisation, the decision has the following elements:

- the multitude of alternatives which is usual complex;
- the existence of an objectives system;
- influencing other persons actions and / or behavior, others than the decision maker, using the chosen alternative application.

Within the learning organisation, each member provide relevant information and, in the same time, receives knowledge from the other participants of the process in the organisation. These actions are applied systematically and characterized by the personal discipline[1]. This situation generates actional efficiency and progress in knowledge, in the condition of reasonable processing of the information within the organisation.

In this context, decision must fulfill a lot of rationality requirements:

- to be scientifically based – to be taken according to the realities within the organisation, based on proper scientific instruments which will eliminate improvisation, sufficiency or dilettantism;
- to be authorised – the decision has to be adopted by the person in whose tasks it is explicitly inscribed;
- to be clear, brief and unambiguous – by making the decision, the content of the decisional situation to be specified without the posibility of interpretation – alternatives, objective criteria, consequences etc.; this way, all the participants involved in making the decision to understand the same way the circumstances;
- to be relevant – to fit in the optimal timeframe of preparation and operationalization;
- to be efficient – to take into account of the fenomena evolution, in order to gain an increased effect with a certain expenditure;
- to be complete – to include all the necessary elements in order to understand it properly and, especially enforcing it.

Peter Senge describes the five learning organisation disciplines, these being frameworks for action inside the organisation:

1. personal mastery – the discipline which allows the personal vision development, the self-control capacity, objectiveness in reality perception, in order to fulfill the individual objectives.

[1] Peter, SENGE - THE FIFTH DISCIPLINE: The Art and Practice of the Learning Organization, Doubleday, New York, NY, (1990), 374.

2. mental models – integration of the vision about world of the structures which guide us, with emphasis on reflecting on models for effective adaptation.

3. shared vision – the discipline which stimulates the group to share its values and practices in order to increase the responsability for the common projects.

4. time learning – dialogue and active listening, which allow the individual to overcome defensive and stereotypy so as the group members should think together.

5. systemic thinking – allows the understanding of all practical aspects and capturing the interdependencies. It's the central element which shows the systems functioning and evolution.

From these disciplines we can easily observe that the first can be applied to the individual level, the next two can be applied to the group level and the last one is the one which integrates all.

These disciplines are practiced by organisation members and coordinated by the managers, the consistency towards them naturally leads to the natural leader position.

Considerations on learning organisation

The learning organisation is characterized by a system of values which are reflected in a variety of strategies that allow the organisation members to be both other experiences beneficiaries and expertise suppliers in the established actional responsability fields.

The differences from the classical organisations can be observed in the process dynamics which ensures the functioning and organisation fulfilling the objectives. The main learning organisation characteristics were summarized as below[2]:

- The mission/vision regarding the clarity in supporting the mission and values among employees;
- The leadership oriented constantly to delegating authority to employees;
- The transfer of knowledge including the capacity of learning from mistakes;
- Team work using co-operation for solving the problems, common actions using synergetic principles and diversity as a resource.

Those characteristics are seen as organisation dimensions which work as a whole, ones through others without being in relation of subordination or supraordination. Procedural interdependence brings the organisation in the position to answer properly to the internal and external challenges of high complexity which are following one another with a speed that exceed the formal posibility of team management to receive, analyze and give viable solutions.

In this approach we can't observe as a defining feature the fact that organisation members should permanently learn. Individual or group learning if isn't functionally integrated to the complex of the *five fundamental disciplines,* remains a process with limited results. It keeps its feature of organisational learning premise, without which it wouldn't have developed, but it's not a condition which mandatory guarantees the success.

It shows as necessary the organisational learning transformation in a systematic activity, intrinsically motivated, planned and implemented expressly by the organisation management level but also by the other levels[3]. The next level of abilities at organisational level is

[2] Goh, S.C., TOWARD A LEARNING ORGANIZATION: The Strategic Building Blocks, SAM – Advanced Management Journal, Vol. 63 No. 2, (1998), 17.

[3] Glăveanu P. Vlad, *Learning organisations* in Coord. Avram Eugen and Cary L. Cooper – Managerial –organisational psychology, (Iasi: Polirom Publishing, 2008), 874.

represented by the organisation action to learn how to learn[4].

The decision prospective analysis in learning organisation

According to deterministic logic, organisation activity is seen as a sequence of adopted decisions and undertaken actions for their implementation, but in the same time, seen as a processuality, is a complex and gradual context, where organisation is recomposing more or less profoundly, with reconstruction at informational and/or structural level. The adaptive value of these reconstructions is the result of the decision adequacy to the fenomena evolution in higher-level system, to the utilized patterns oportunity and diversity.

In these efficiency conditions, the objective achievement will become the result of a better cooperation between the members who achieve the mutual completion in activity's process of the personal effort in tasks fulfillment and training, guidance and orientation improvement of the personal with assignements in this field. At the group level, the action is followed by team learning, which analyzed in activity dynamics, integrates the individual mental patterns in the common vision.

An organisation action can be graphically designed as an Aqvist generative tree (Fig. 1).

[4] Swieringa J and Wierdsma a.- Becoming a Learning Organization: Beyond the Learning Curve, Addison-Eesley, London, 1992.

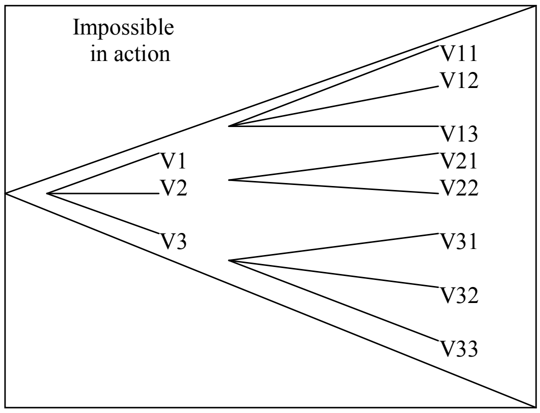

Fig. 1 *Aqvist generative tree for prospective analysis of organisation activity*

For the analysis of the design, we have to take into account the analysis starting moment and we identify the external area of the impossible actional, an area which impose the decision makers to have options with different degrees of necessity, even an interdiction. Though, in this area certain contexts apparently belonging to the organisation may appear, because of the previous options (or objective necessity), for which the decision makers chose (or have been imposed) at initial moment, those positions become unavailable.

The internal area is the area of the possible actional, generated by the first option made, and every branch provides a new context, the passage from one position to another is made in certain conditions of organisation efficiency. This area is the area where the organisation capitalizes and valorizes its actions and conditions from the present and the past.

You must observe the interdependence between the two areas and the way that they enhance each other: the present evaluation and valorification capacity outline in a particular way the accessible future area, medium and long term objectives induce revaluations that allow the optimal identification of the future desirable positions for an organisation and also of the legitimate ways needed for their achievement.

The two zone identification doesn't represent a passive process where the organisation members with a decision maker status to find theirselves just as external observers, impartially. This process implies the decident together with the whole personnel of the organisation which activate in a synergistic manner. The activity where the members are supporting each other and the individual or microstructures duties are made one through others represent an activity pattern that works with a multiplier effect and efficiency enhancement.

Being an active field, characterized by flexibility and dynamics, organisation activity doesn't represent just a list of future desirable positions and necessary conditions for their achievement as a result of some decisions, but it is a coherent environment where the organisation can built its own reality within a set of norms and values with societal recognition.

The stated approach has a double way of achievement:

At institutional level, when authorized persons identify these areas and establish the organisation framework and evolution lines;

At individual level, when members act consciously on the two areas, with respect towards the existing legal framework.

Analysis which allows setting up a route for organisation evolution not taking into account the route and analyzed time, can't create forecasts with dichotomous finality (good/bad), but with a high degree of tinting the possible actional routes and adequacy levels more or less reality.

The scenarios don't prove their validity through their objectivity, but offer reference systems which can be evolution premises and support the next plannings. It must be take into consideration that not all that is possible is also institutional desirable, the purpose of such analysis is the identification of accessible action lines in the desired organisational context and at the same time the removal of the plans without efficiency in the next activity. Once the scenarios were designed and pursued, they can lead at at another context than the one which has been planned, in this case thay can't be labeled as wrong or not proper designed, but their value in anticipated knowledge of the previous decisions effects must be appreciated. The insuccess can be the result of the objective factors, on which it can't act, or not sufficient flexibility in modifying of the scenario at the moment of the apparition of new pressures in the mentioned areas.

On the other hand, too much mobility in establishing the objective, characterizes the actional route inconsistency[5], and the organisational evolution scenarios assumes a sinuous form which allow a horizontal and not a vertical evolution in time. This extreme situation describes *a fluid* organization which will copy exactly all the constraints and opportunities occurring in the environment that won't succeed to impose itself or to impose a product.

4. Conclusions

The column analyzes in a prospective way the learning organization activity in order to observe the decision functioning modality.

The leader supports his objectives on members' creative way of thinking, on their adhesion to goals (the goal being a group construct) and on organizational commitment in order to implement the strategies. Organizational learning is a technologic dynamics necessary consequence; the technology evolution attracts the organizational progress, and the organizational behavior modification is necessary[6].

From describing the learning organization and capturing the functioning

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[5] Hoffman O., *Organisations sociology*, (Bucharest: Economic Publishing, 2004), 285.

[6] Cors Rebecca, What is Learning Organization? *Reflections on the Literature and Practitioner Perspectives*, (2003), 11.

modalities, there are some particular characteristics of the decision process:

- The members know constantly the organization situation, the existing conditions and constraints in decision setting;
- The personal experience of the organization members is provided in the expertise fields and followed by taking the risks;
- Decision is a combination of individual performance and organizational efficiency capacities;
- The use as a creative energy resource and a renewal capacity, as learning results;
- Knowing the organization external conditions and constant awareness of the environment action on organization.

The functioning in the social dynamics oblige the organizations to develop their own answers that use the authority delegation, mean term flexible planning, the horizontal activities share growth, the use of diversity as resource, the decentralized control and people focusing.

Learning in a classical sense, but also as an application *of the 5 disciplines*, is able to bring adaptive nature solutions which generate success to the organizations.

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INTEGRATED APPROACH TO RISKS INSIDE AN ORGANIZATION

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Abstract: *Risk management requires for a proper reaction of the organization which has to undertake a set of measures which, in general, needs allocation of supplementary resources. This allocation must be based on very well justified integrated risk analysis.*
The establishment of the critical level, until the risk is appreciated to be inside the tolerance range, is the responsibility of the decision-maker (policy-maker) at the highest level of the organization which relies its success on his management experience, but also on the lessons-learn during incidents and events produced under the same circumstances. The design of the response measures without taking into account the context of the real situation may decrease their efficiency until zero. The projective nature of these measures requires an integrated analysis of the environment and limitations towards directions of appearance of those events with the highest probability.

Risk importance for an organization!

The awareness of the risks actions before they produce unwanted effects is the starting point in risk management. In order for the risk management to be an efficient action, risk identification must be a dynamic process during the entire life span of a project. The manager activity is essential in this respect, but team works increases the chances of an opportune and covering identification, taking into account that competencies belonging to persons with different ideas and experiences can be corroborated.

The achievement of the organization goals requires from the manager to know and to assume multiple risks which are generated either by the environment changes or by the internal changes of the organization. These are doubled by conceiving of unrealistic strategies and by activities which are subjects to errors and omissions in their design and execution. In this context, internal risks can be controlled or influenced by the management team, while external risks aren't under management team control.

The analysis takes into account the risks identified during the first stage in order to perform a good quantification of them.

The simplest way to quantify the risks is based on the expected value (EV), which can be computed as a product between some events probabilities and their effects:

VA(a) = P(a) x E(a)

where: **VA(a)** = (a) event expected value;

P(a) = (a) event probability;

E(a) = the effect of the event against objectives (a).

The reaction against the risk is the action phase /stage of the risk management cycle, during which it is attempted to:

- eliminate the risks;
- reduce the risks;
- distribute the risks[1];
- transfer the risk management.

In Tab.1 we show in a schematic manner the activities undertaken at organization level for the risks management.

[1] Ghe. Băileşteanu, *Diagnostic, risc şi incertitudine în afaceri*, (Timisoara: Mirton Publishing House, 1998), 258.

The activity	Following actions
Identification	Search and identification of risks in their potential stage.
Analysis	Risk elements quantification, transformation of the

The activity	Following actions
	obtained data in intelligence that is needed for the decision, impact and evolution time frame evaluation etc.
Planing	Decisions elaboration and risk factors response planning
Monitoring	Indicators and their variation (during implementation of the planned measures) monitoring
Control	Comparison between designed and achieved results?!
Feedback	Providing interests-holders (stake-holders) with synthesis reports and other intelligence products; internal and external reaction (feedback) loops building.

Tab. 1 *Undertaken activities for risk management purposes*

In some previous paperworks[2] the activities are quantified as stages of the risk management and the following actions are considered as stages description.

Risk distribution is considered as an efficient method in risk management. This refers to those organization structures that accepts and takeover a part or the whole responsibility for the risk consequences. Inside pyramid shaped organizations we can talk about risk management transfer. Super-ordered structures takeover partially or the whole risk management when institutionally a subordinate structure hasn't the capacity to do it.

The decision maker attitude about risk is a key element for the success of the goals achievement. This attitude can be identified in one of the following three states as presented in the following picture.

Top manager attitude (CEO) about the risk is essential for the organization. The other managers attitude is less important. The attitude of those in charge with order execution have a small influence over the organization.

State 1. **The decision maker accepts very risky situations, even in the case of a low mathematical probability of 5-10 %. This is the case of speculative risks which can generate very high gains / profits.**

State 2. **The decision maker choses to place himself in confortable situations described by rules / regulations and having predictable consequences.**

State 3. **The decision maker do not accepts major risks, he only accepts situations with a favorable mathematical probability of 80-90 %.**

Managers distribution

Figure no. 1 *Atitudinea managerilor faţă de risc Managers attitude about the risk*
Sursa: *Coord. Aurel BURCIU, Introducere în management, (Bucharest: Economic Publishing House, 2008), 540.*

[2] Ghe. Boaru, M. Răducu şi V. Păun, *Managementul riscurilor în acţiunile militare*, (Bucharest: AISM Publishing House, 2003), 27.

In some paper works dealing with the analysis of the risk management for the microeconomics domain[3], it is usually accepted that the decision-maker assumes a risky situation only when the loss event has 80-90 % chances to appear. Against induced risks by those uncertain situations, the decision maker can only protect himself in a preventive manner, which is a less efficient approach.

Risks typology and appropriate courses of actions

For a classification of maximum generality one can chose as grouping criteria the level where the risk is localized[4]:

- macroeconomic risk, at national level with some associated factors at regional or global level;
- sub domain risk, depending on the political factor, infrastructure, legislation etc.
- microeconomic risks, which are specific to the organization, being diverse both in their determination and in their effects and manifesting in a conjugate manner under a mixed form.

Under the framework of certain activities imposed by the risk management, after risks identification and, partially, during risk analysis, it is necessary to design an index of risks, which has to have in its content at least one version of answer that can be taken into account. This index contains risks definition at organization level and for each one a code is assigned with the purpose of identification and monitoring. The coding must be easy to understand, but in the same time of a suitable complexity. The definition must be a concise one and must describe the circumstances, the uncertainties and the unwanted effects that can appear during the organization activity.[5]

Starting from the diversity of the causes (that generate the risks), the risks can be: dynamic or static, pure or speculative, fundamental or particular respectively.

The static or dynamic attribute of the risks can be analyzed with respect to the evolution of the causes or with respect to the evolution of risk sources. The dynamic risks are generated by the changes in other domains of the social activity. The dynamic risks are produced by two category of factors:

- external (environment) factors: economical evolution, (money) exchange rates variations, competition and population attitude. These changes are uncontrollable at organization level, but have a negative potential of producing losses with respect to the planned goals.
- internal factors –due to management team decisions about the volume and the quality of the production, stocks and other supplied elements, sales and marketing policies etc. In case these decisions lead to the goals achievement we can talk about an efficient functioning, otherwise the efficiency is clearly affected and the organization goes away from its goals and mission.

Dynamic risks are obviously unpredictable and opportune anticipation possibilities of the effects are reduced by comparison with the static ones.

The static attribute of the risks refers to the losses that appear even in case there is no change of the circumstances of the economic environment, being caused by natural disasters, fires etc. These don't represent a source of profit for the organization. Losses due to these situations appear with a certain degree of regularity in time, generally being statistically estimated. For this reason it is much easy

[3] *Ibidem.*

[4] Ghe. Negoescu, *Risc şi incertitudine în economia contemporană*, (Galaţi: Aler Ego Cristian Publsishing House, 1995), 105.

[5] *A risk management standard*, AIRMIC (Asociaţia managerilor de asigurare şi risc), Published by AIRMIC, ALARM, IRM, 2002.

to deal with them by the help of insurances (in contrast with the dynamic ones).

Pure risk[6] appears in case there is a chance to lose, but there is no chance to win. For example, the owner of a car has the risk associated to a potential collision. In case the accident happens, the owner will suffer a financial loss, otherwise he has nothing to gain, his financial situation remaining the same.

Speculative risk appears in case there is a chance to win, but, in the same time, to lose. The most conclusive example is the stock exchange gambling, where the risk is deliberately underestimated, being supported by the hope to win. Pure risk can be reduced by insurances, but not all pure risks can be insured[7], while speculative risk is voluntarily accepted, due to its bi-dimensional nature, which include the possibility of a big profit.

Fundamental risk implies losses to large social categories, but it maintains an impersonal feature with respect to their nature and consequences. Clearly affects a large number of persons, sometime even the whole population, being generated by economic, social and political factors or by large scale natural phenomena. As opposed to these, particular risks imply losses resulting form individual events and appear more commonly at personal level, than at the level of the entire group. Unemployment, economy contraction, war are examples of fundamental risks, while a car accident or a house fire are examples of particular risks.

Taking as criteria the domain (of activity) in which they exhibits effects, the risks can be classified as:

- economic risks, understood as events or processes with uncertain or probable feature that can cause a loss[8], determined both by organization contextual evolution and the quality of the economic activity inside the organization.
- financial risks, associated with the activities in the financial domain[9];
- commercial risks, associated with the logistics operations for supply and sales of a company, on internal and international markets.

The most common measures for countering the effects of these risks, which can be used by the managers and specialists, are all types of insurance and insurance clauses of the commercial contracts.

- technical risks (processing or manufacturing), are generated by malfunctions of the technological and organizational cycles during production activities;

Technological development, measures for a rational activity organization, well performed maintenance, the implementation of modern standards for quality insurance (ISO 9000 series), systematic control of the processes and products are employed for countering these kinds of risks.

- Political risks, which appear as a consequence of a perturbed political system, of the government change, of the strategy, tactics and current actions changes performed by political factors, of the international relations changes with the countries where the company has direct and indirect contracts. Most often, these risks are generated by events that are independent from the will and action possibilities at organization level;
- Psycho-social risks, which refers to the relations established by persons inside the organization and their evolution.

In the context of the modern approach of human resources, the analysis of this category of risks underlines the most

[6] I. Vasilescu, I. Român u, *Dicţionar de investiţii*, (Bucharest: Lumina Lex Publishing House, 2003), 365.

[7] Violeta Ciurel, *Asigurări si reasigurări: abordări teoretice si practici internaţionale*, Editura All Beck, 2000, p. 34.

[8] *** *Dicţionar de economie*, (Bucharest Economic Publishing House, 2001), 388.

[9] *** Dictionary of Banking Terms, Barron`s, (New York, 1993), 458.

important problem, which refers to the insurance of an optimum rate between the costs with human resources and social and economical effects for the organization.

- juridical risks, which appear as a consequence of the influence (against the company activities) of the national and international legislation with respect to the economic domain;

In order to eliminate these risks (totally avoidable), high qualified and permanent juridical assistance, together with rigorous implementation of technical recommendations for justification, elaboration and implementation of decisions are needed.

- natural risks, produced by natural disasters or some other emergency situations, where natural factors have a decisive importance;

Although many of them are difficult to predict in time and intensity, natural risks, when neglected, can lead to great difficulties in organization activities and can produce, depending on the intensity, substantial losses.

Taking into account the above list and descriptions, the necessity of risk identification, evaluation and management is obvious. In the practice of the domain, there are recognized 4 (four) major course of action[10]:

- risk acceptance;
- risk rejection;
- risk transfer;
- risk sharing together with other entities.

One must note that in the real world, no matter the the nature of the organization activity, the risks (of the types listed above) appear in a mixed form, their negative effect can be mutually enhanced, their cumulative result becoming a major risk.

Risk – uncertainty pair

It is clear that risk and uncertainty notions interferes and have an inclusion relationship between their spheres of generality, specifically the normal environment for the existence of risk is the uncertainty and the undetermined situation is generated by random factors. The uncertainty is a phenomenon that doesn't obey control because it expresses multiple possibilities with divergent meanings. One can maintain the approach of an approximately determination, in the sense of the appearance of one possibility: either the desired one when stimulation is needed, or the unwanted one when its influence must be decreased and its effects overcame[11].

In principle, the uncertainty refers to a situation from (current) activity, characterized by doubt, due to the leak of knowledge about what is going to happen or not regarding the evolution of different phenomena. The risk existence sustains the state of uncertainty for the persons that identify the existing risks.

The risk and uncertainty compose each other in different proportions and interact in a complex fashion. In reality the uncertainty can't be determined by the simple identification of the risks. Unpredictable events can cause deviations that fundamentally change the data configuration. The uncertainty becomes a potential risk source when arises from incomplete information, from a faulty processing or from an irrelevant source.

As a first implication, we can admit that the risk derives from uncertainty. The adoption of a decision is taken in the present, but its implementation and planned results will be produced in a later stage. The uncertainty arises from the lack of knowledge about the event (among those possible to happen) that will happen

[10] J. VATN, *A Discussion of the Acceptable Risk Problem*, in *Reliability Engeneering and System Safety*, 61 (1-2) 1998, pp. 11-19.

[11] (Editor) C. COOPER, T*he Blackwell Enciclopedia of Management*, 2-nd edition, Vol. XII, Strategic Management, (Edited by J. McGee, Blackwell Publishing, USA, 2005), 289.

in reality, its moment in time, the specific effects and their amplitude.

Another feature of the risk – uncertainty pair is that the risk implies the idea of potential loss, generated by the evolution of a factor or a group of factors in an opposite direction than that expected by the decision-maker.

The relation between risk and uncertainty has an increased complexity due to the fact that the uncertainty refers to that situation in which the decision maker is unable to identify partially or the whole spectrum of possible events to happen and, much more, is unable to estimate their probability, being an incomplete defined variable from mathematical stand point of view.

The uncertainty assumes an extremely vague anticipation of certain elements in such a manner that no prediction can be made about what is going to happen. In uncertainty definition only one thing is certain: nothing is for sure or predictable. A situation is uncertain when a decision has to be made, but later events development and their associated probabilities are not known at all or are not sufficiently known.

By comparison, with respect to risk some anticipation of the events possible to happen can be made and their associated probabilities can be estimated. The uncertainty can be analyzed from a double perspective:

- objective uncertainty can be assimilated to the situation in which all the possible results are known and the decision-makers already have an opinion with respect to the estimated probabilities of all identified effects based on data from previous experiences;
- subjective character of uncertainty consist in the fact that the estimations with respect to the appearance of a certain risk generation event are based on custom processing and evaluations, depending on information available to that moment and on the competence owned in that particular domain.

In case of a hypothetical situation of certainty, the organization and its goals have no risk, the consequences generated by the appearance of an event and their effect on the goals being known. Once taken into account inside the decision equation, the risk and uncertainty influence estimations (predictions) quality and accuracy regarding future evolutions and results.

The main differences between risk and uncertainty can be shown by the help of a comparative analysis of definitions and of their features, as can be seen in the following table.

Risk	***Uncertainty***
Some predictions about possible events can be performed (including the associated probabilities).	The uncertainty is described as that situation in which the decision-maker is unable to identify partially or the whole spectrum of possible events to happen and, much more, is unable to estimate their probability, being an incomplete defined variable from mathematical stand point of view.
The relationship between risk and uncertainty is very complex (is not a simple one) The essence of the risk is given by the inability of the organization to exactly predict the future results.	The uncertainty assumes an extremely vague anticipation of some events in such a manner that no prediction can be made about what is going to happen. The uncertainty is more severe than the risk and appears form the leak of information, from its low quality or as a result of a fault inside the information system of the decision-maker.
A condition! which has the possibillity of an unwanted change of an expected / desired result.	In uncertainty definition only one thing is certain: nothing is for sure or predictable. The uncertainty is a risk factor.
The uncertainty influences the result. The	A situation is uncertain when a decision has to be

Risk	*Uncertainty*
risk arises from uncertainty: the adoption of a decision is taken in the present, but its implementation and planned results will be produced in the future	made, but later events development and their associated probabilities are not known at all or are not sufficiently known.
Combination of circumstances which have the possibility to lose.	Mental state opposed to certainty, being a simple reaction to the leak of knowledge about the future.
The risk existence sustains the state of uncertainty for the persons that identify the existing risks.	State of incertitude characterized by doubt, due to the leak of knowledge about what is going to happen or not in future.
Risk existance is not modified by its recognition or leak of recognition.	An action is uncertain when many results can be possibly obtained, without knowing the possibility of appearance of one or another.
The risk implies the idea of potential loss (of any kind), generated by the evolution of a factor in an opposite direction than decision-maker expectation.	The uncertainty arises from the lack of knowledge about the event (among those possible to happen) that will happen in reality, its moment in time, the specific effects and their amplitude.

Tab. 2. *The differences between risk and uncertainty*
Sursa: *http://www.perfect-service.ro/intelinet/2012/octombrie/intel(i)net.php?legatura=4, accesat octombrie 2012.*

Risk management for the security of a system assumes in the first stage the identification and analysis of threats and vulnerabilities against that system. This process represents a dynamic and systematic action which evaluates the probability of a threat to produce effects.

Countering measures can be improved taking into account the level of threat, the degree of vulnerability, the probable consequences and the degree of exposure of the objective to the risk factors. The measures have to be characterized by optimization, portability and scalability[12].

It is obvious that not all the risks and threats against an organization can be efficiently identified, monitored or prevented and, in this context, it is necessary that the risks to be handled in a framework of an integrated process, based on risk management and performance oriented.

CONCLUSIONS

The risk is a multidimensional concept. Its expression can not be reduced to a single element or to a number. It is essential for any type of organization to determine the acceptable level of risk, which is willing to assume, maintaining the planned performance standard!.

In the conceptual framework, developed in the beginning of this paper, opportunity response and risks identification has been shown as a measure that allow the transformation of uncertainty, which can be found in a certain appearance context, into measurable and explicit descriptions with effects that can be countered or diminished. Currently, risks effects are accepted inside the tolerance range, where these are monitored or the attitude against them can be an assumable one, their possible effects being considered as neglectable.

The developed analysis highlights the fact that in real world the risk and the uncertainty compose themselves in different proportions and interact each other in a complex fashion. Specifically, the uncertainty can't be determined by the simple identification of risks. The stream of unpredictable events can cause deviations that fundamentally change the configuration of informational schematics used for planning and decision-making. As

[12] Claudiu Moldovan, *Operaţiuni informaţionale şi managementul riscurilor politico-militare*, în *Gândirea militară românească*, nr. 6/2000, pp. 105-110.

a consequence, the uncertainty becomes a potential risk source when arises from incomplete information, faulty processing or irrelevant sources. The integration of risk counter-measures in the management plans becomes mandatory in the context of a fast evolution of the events and in the context of the high dynamics of limitations in / during planning.

It must be noted that during real world operation of the organization, irrespective of its nature, the risks which cause effects, from all the listed and analyzed types, behave in the same time such that their consequences can be mutually enhanced and their resultant becomes a major risk. Consequently, it becomes clear that the analysis on which the response measures are based must match the complexity of these situations.

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TRADITIONAL ROLES OF THE COMMUNICATION ACTORS IN EDUCATIONAL SITUATIONS

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Abstract: *As the field literature shows, the phenomenon of communication's theoretical investigations lie between two trends:*

- merging all the different approaches of linguistic, psychological, psychosocial, philosophical, mathematical, pedagogical, technical etc. fields in an exhaustive analysis;

- the effort to find common elements of all approaches to the same scientific rigor, in order to create a unique operational definition, with instrumental meanings.

Focusing on the first trend induces a not permitted generality and the second situation restricts very much the reality zones in which the explanatory approach is achieved and doesn't capture the specific areas listed above. The roles of actors participating in the act of communication adequately capture the different shades of the general approach of the phenomenon.

The ways of defining the process of communication, according to the different knowledge domains capture the variety and stresses out the exchange, transfer, contact, influence, transport, energy, channel, information etc. In educational systems, communication represents a phenomenon described by general approaches mentioned above, but has also some personal characteristics that will be captured in this analysis.

Keywords: *Communication, theoretical models, communication in training and education systems, communication roles.*

Communication characteristics in education and training systems

In the institutions of education and training systems[1], communication depends on several factors, such as: organisational structure, the achieved/required type of communication, communication barriers, the importance of formal/informal communication, the relationship between heads and subordinates, the communication environment.

Communication stances draw after them particular characteristics of the communication actors specific roles.

In the field literature there are a lot of communication models, created by authors in order to synthesize variables identified in the definitions above. Among these models we mention the one created by Claude Elwood Shannon in 1948[2], and which imply the following: the source of information which produces a message (a transmitter), the message, the coding system, the channel, the coding system and the message's destination (the receiver).

Forms of communication in an institution providing education and training can be grouped according to several criteria. By the *direction of communication*, we'll find:

- Ascendent communication – information travels from the base to the top of the organisation structure (to direct superiors);
- Descendent communication – information travels from the top to the base of the organisation structure (to subordinates);
- Horizontal communication – information travels between equals hierarhical levels (between subordinates with the same function or

[1] Education system at large represents the total of organisations/social institutions, economical, political, cultural which directly or indirectly, explicitly or implicitly perform pedagogical functions of activation and influence in the training and development of human personality process.

[2] Claude Elwood Shannon publishes in 1948 *The mathematical theory of communication*.

between departaments equal as importance).

By the *degree of formalization*, we have:

- Formal communication – refers to all messages that travels on the organizational relationships channels according to the regulations and the procedures written in the organisation (organisational and functional regulation, job description, management provisions, etc.)
- Informal communication – occurs spontaneously and represents information with inter-personal character or within the group.

By *the way of delivering the information*, communication may be:

- Written – realised using courses, notes, reports, plans, letters, e-mails etc.;
- Oral – face to face, on the telephone;
- Paraverbal – refers to the understanding of words;
- Audiovisual – audio-video materials, videoconference;
- Non-verbal – through signs, behaviours, written and oral communication [3].

By *the number of participants and the type of relationship between them*, there are more communication types:

- Interpersonal communication, where the transmitter and the receiver are the same person, is the interior dialogue with the self (in case of the teachers, it has a self regulation factor of courses and even teaching style).
- Dyadic interpersonal communication refers to only two participants and has the following objectives: convincing the other part, knowing yourself, discovering the exterior world, establishing and keeping meaningful relationships with other human beings;
- Group communication – aspect of interpersonal communication – assumes the existence of more than two participants (the teacher communicate with the students group);
- Public communication: assumes the presence of a single transmitter and of more receivers.
- Mass communication: mandatory assumes the presence of one of the mass communication institution, written and audiovisual journalism and could have one of the following forms: courses production, books, written journalism, radio and television broadcasts.

In case of forms and communication types, the analyzed roles are classical as definition: a transmitter which is the owner of the contents in the field of their transmission expertise and a receiver who finds himself/herself in the training situation on which the transmitter action will produce objectified changes in behaviours and attitudes.

Limitations of ommunication in education systems and role implications

The existence of barriers was observed in all time points and components of the communication act, a first indication being the very "myths" regarding the communication [4]:

1. the myth of understanding communication - communication is an integral part of the life of each of us, we give and we get information, we are in turns receivers or transmitters, but that does not mean we have communicated / known how to communicate effectively. There also must be taken into account the individual nature factors, such as:

[3] A. Mehrabian and M. Weiner were the first ones which studied the nonverbal languages and found out that the extent we use the verbal language and nonverbal languages is in the oral communication, the following: 7% words, 38% paralanguage (intonation and voice inflections mainly), 55% other elements of nonverbal language (face expression, gestures and body posture mainly). Just 7% of communication uses words, the rest being nonverbal.

[4] Pânişoară, Ion-Ovidiu, *Efficient communication,* Third edition revised and enlarged, (Iaşi: Polirom Printing House, 2008), 108.

perception, personality type, values, level of attention, health, status differences, positive attitude in communication, etc;

2. the myth that all human being' problems are in fact communication problems – it is true that the area of communication extends to all social processes, but the failure of an action is not necessarily caused by the communication deficiencies;

3. the myth that the use of efficient communication techniques leads to a better communication - mostly this assumption is correct, but for achieving success there must be again involved the abovementioned factors of personal nature;

4. the myth that the blame for a deficient communication belongs to the speaker, and not to us – it is known that the two main "actors" of the communication process are the transmitter and the receiver, so all persons included in the communication process are mutually responsible for the way in which the communication was conducted (effective / ineffective);

5. the myth that good communication makes a perfect understanding for all participants - which, in fact, is almost impossible.

The barriers for an effective communication process within an educational institution are generated by a number of factors related to either the transmitter or the receiver or to the context.

The general factors related to the communication barriers are connected to the actors involved in this complex phenomenon and for relevancy we point out the most important:

- **The natural differences between people.** Each person is a unique type of personality, training, experience, and aspirations, elements that together or separately influence the understanding of messages. People are not born with a personality clearly outlined. It grows throughout life under the influence of genetics, environment and individual experience. When it reaches maturity, personality becomes definite, integrating in itself various components. The unique personality types generate different ways of communication.
- **Differences of perception.** Perception is the mental process by which individuals select and interpret sensory stimuli and information according to their guidelines and overall image on the world and life. How we see the world is influenced by our past experiences so that people of different age stages, culture, level of education, profession etc. will have different perceptions and will create different perceptual construction of the same situations.
- **Differences in status.** The position of the actors in the communication process can significantly affect the message. This asymmetry of status is evident in the case of teacher-student relationship.
- **Cultural differences** between participants in communication can cause blockages when they belong to very different cultural, social, religious, organizational environments.
- **Lack of knowledge**. Basically transmission of content from teacher to student should not be a problem. However, communication blockages can occur when the student does not have a minimum of prior knowledge of what the teacher assumes to be already known about the subject.
- **Semantic problems** generated by the use of words in different ways or of different words in the same way. Semantic problems arise when we use in speech slang words and phrases, jargon, neologisms, purely technical or too pretentious expressions.
- **Speech difficulties.** Exacerbated by emotional states or specific difficulties of the growth phase.
- **The student's lack of interest toward the message**. A teacher can expect

such a possibility, especially if he did not adapt the teaching content and style to the needs and interests of the students.

- **Emotional states.** Communication actors (both transmitter and receiver) are affected by emotions.
- **Noises** that can jam or interrupt the didactic communication act.

The specific factors of the barriers in communication that appear in the organization which provides education depends especially on the psychological elements involved in the process and can be generated by managers, teachers and students. The managers of the organization or the education system may raise false barriers in communicating with subordinates or beneficiaries of the educational product, may have difficulties in sharing information, can listen incorrectly or insufficiently, may neglect the feedback etc.

Teachers, as members of the organization can have reservations in transmitting opinions, may have the preconception that their views will not be heard by their superiors, may be affected by the frequency of the changes in the system, may be inconsistent with the communication requirements and with the demands that must be met in conformity with quality standards and in a timely manner.

Within the didactic act, beside the general barriers mentioned above, teachers may be insecure about their role and objectives, may inexactly know the expectations of the student group, may encounter difficulties in using didactic technique and technologies, etc.

In evaluating the results of the students - communication assessment - teachers may lose their objectivity and cause blockage because of the hallo effect, Pygmalion effect or Oedipus, the personal equation of the teacher, the effect of similarity, contrast, order, or logic error[5]. The bias may be caused by the personality of the student / teacher, by a lack of information regarding the evaluation of previous episodes of interpersonal communication between the two, by the spatial context in which the evaluation is done, by the physical and mental condition of the two, and last but not least by their desire to communicate.

Regarding the students, in addition to general communication barriers they may have destructive emotions related to the teacher's style, they may have differences of opinion with the teacher because they do not respect him etc.

Role components in an efficient didactic communication

The American Management Association has elaborated the rules for an efficient communication[6], are shown below in a limited manner:

1. The transmitter must clarify his ideas before he transmits them. He must systematize and analyze them so that they are in a proper order. Sometimes this is forgotten because the communication act is not wisely planned.

2. In planning the communication consultation of the actors in needed; each contribution will bring more objectivity to the sent message.

3. The initiator of the communication must examine the communication true purpose in order to eliminate unnecessary details.

4. Those who are communicating must take into account the overall context because the useful meaning is always transmitted in more than simple words.

5. The transmitter must be attentive to the nuances when he is communicating, as well as to the basic meaning of the message. In addition to the actual verbal message, the voice tone, facial expressions,

[5] Cucoş, C., *Pedagogy,* The II Edition, (Bucharest: Polirom Publishing, 2002), 399.

[6] Tudorel, Niculae, Gherghiţă, Ion, Gherghiţă, Diana, *Organisational communication and crisis situation management*, Bucharest, The Ministry of Interior and Administration, (2006): 50-51.

gestures have an extraordinary impact on the receiver[7].

6. The transmitter must develop its capacity for empathy. When it comes to sending a message, to guide cooperation, discover interests and the needs of others, the transmitter must look at things from the receiver's role.

7. During communication, the participants must ask questions and encourage each other in expressing reactions, as it shows whether or not the message has been perceived. The transmitter must seek feedback because by this the understanding is completed and the result of action taken is facilitated.

8. The transmitter and the receiver must communicate in perspective as well as in the present. Communications should be provided with appropriate means and ends of perspectives and wider coverage areas.

9. Those who communicate must be sure of the communication support. The most persuasive mode of communication is not the words, but the one which is done. Communicators need to be aware that when actions and attitudes are dissonant to words, most people tend to disregard the message.

10. The transmitter and the receiver must understand, but especially to be understood. Therefore, they must be very good listeners.

It is therefore obvious that in case of didactic communication this rules can be slightly customized and by their implementation it can be achieved an increased efficiency and consequently an improvement of the didactic act.

Conclusions

The simplest definition of communication - and most common - is that it is a "way of transmitting ideas". But it is a restricted definition because it captures only the process, not its implications. Thus, it remains to be discovered the behavioral aspect of the phenomenon, the direct interaction induced by the mere fact of communication[8].

Along with procedural and behavioral aspects that characterize the act of communication it should also be noted the role of interpretation.

By interpreting we mean what, in common terms, we call "understanding" the message of what is communicated. Interpretation is the intermediate step between sending a message and the behavioral response induced by it. Processing is the activity of putting in context what it is communicated. For this purpose, there should be taken into account the circumstances under which that statement is made, norms and values involved (internal, personal and external, social).

The blockages which appear in the didactic process stages are, in fact, the same with those that appear in other communication situations.

For the efficient didactic communication situation, taking into account the whole process by which the exchange of information and meanings between persons in a particular social circumstance, some conclusions can be highlighted[9].

For the content of this article it is relevant the specific situation of communication in the institution which provides education and training. The customization of the analysis markers revealed the following specific roles for the actors involved:

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[7] J. A. Bolarinwa, D. Y. Olorunfemi, Organizational Communication for Organizational Climate and Quality Service in Academic Libraries, Library Philosophy and Practice (2009), 2, www.flexstudy.com/catalog/schpdf.cfm?coursenum

[8] Level & Galle (1998) emphasizes the interaction of the communication, defining it as: a meeting of minds in order to transmit information, to form convictions, to generate emotions or induce behaviors.

[9] Abric, J.C., *Communication psychology – theories and methods,* (Iaşi: Polirom Printing House, 2002), 15-32.

1. Communication as an interaction involves a series of relationships in which partners try to influence each other. The actors of the didactic act, teacher / student, will have simultaneously the dual role of transmitter and receiver. Communication is not a simple process of transmission with a receiver and a transmitter, but a complex one which involves both interlocutors.

2. Communication is, consciously or not, a voluntarily or involuntarily social act. By interaction any behavior with educational valences acquires instrumental value, so it is an act of transfer of contents (it is impossible not to communicate in the interaction between actors of the didactic act).

3. Communication is not just about verbal expression. Gestures, facial expressions, posture, space etc. are also elements of effective communication. The teacher must do so as even silence conveys something in the case of the didactic act.

4. Communication has always finality. The didactic activity implies the existence of goals and objectives generally explicit but they may also be implied.

Communication as a process of interaction is directly influenced by social context. Context bears a code system which requires the adequacy of the level of difficulty and other elements of interaction. The interaction is done both between the actors participating in the communication and between them and the integrator environment[10]. In the case of the didactic communication efficiency should be self-regulating. Preponderance of feedback process is evident. In education waiting for the end in order to compare what you have accomplished with what you planned, can be not only counterproductive but also irreparable.

[10] Robert Smith, *Principles of Human Communication*. (Dubuque, Iowa: Kendall/Hunt Publishing Company, 1992), 22.

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CONSIDERATIONS REGARDING THE PROCESSUAL APPROACH TO RISK IN THE MILITARY ORGANIZATION

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Abstract: *In the processuality of military actions hazard and uncertainty represent major factors in carrying out missions. The array of risks that accompany military actions are complex and characterized by a very high degree of danger, in comparison with other organizations. The decision of the commander or the courses of action elaborated by the staff must be based on the instruments offered by the risk management in order to ensure the avoidance of risk, in order to increase the rate of mission success, in order to shift the centre of gravity of actions from managing undesired consequences to preventing them.*
The attainment of objectives regardless of costs and efficiency raised to the level of current practice no longer constitute a model to be followed. Risk management provides decision support elements based on the identification, evaluation and management of risks, threats and vulnerabilities from the perspectives of the effects assumed in order to balance consumption, efforts and losses with the objectives of the mission.
Thus, efficiency replaces effectiveness and the assuming of risks for the entire process is done while taking into consideration the consequences identified and assumed.

Definitions and conceptual delimitations

Largely defined, the concept of "risk" means the degree of lack of concord between different possible results, more or less favourable or unfavourable, in a future mission. Thus the possibility to record deviations from the planned purpose are expressed.[1]

Various domains of knowledge offer their own meaning or derived meanings to this concept. Those that accept a general meaning that is frequently used often develop different meanings and a complicated connotation, when they receive contextual values or are apply to a strictly specialized domain. This is the situation of the term *risk*.

Definitions vary from one domain to another, from one discipline to another and, sometimes, within the same domain the concept takes different semantic values and we run into possibilities of definition that are sometimes contradictory.

Within military actions, the situation analysis stage constitutes the moment within the elaboration of decision when the commander and the staff identify, analyze and accept risks or when they plan actions to counter the effects or measures to modify courses of action in order to avoid the consequences of risks.[2]

The decision of the commander or the courses of action elaborated by the staff should be based on the instruments offered by the risk management in order to avoid surprise, in order to increase the rate of mission success, in order to shift the centre of gravity of actions from managing unwanted consequences to their prevention. The risk management provides the decision support elements based on the identification, evaluation and management of risks, threats and vulnerabilities, from the perspective of the assumed effects in order to balance the consumption, efforts

[1] Coord. Ion Coteanu, Luiza Seche, Mircea Seche, Dicţionarul explicativ al limbii române, (Bucharest: Univers Enciclopedic Publishing House, 1998), 929.

[2] Coord. Corneliu Soare, Valentin Arsenie, Traian Barbu, Constantin Onişor, *Lexicon militar*, (Chişinău: Saka, Publishing House, 1994), 25.

and loses with the objectives of the mission.

From the point of view of the military acquisition programmes, risk is the measure of the potential incapacity to attain the overall objectives of the programmes within the cost limits initially defined, within the deadlines of execution and the specifications initially approved, and it develops two components:

- the probability not to attain a planned objective;
- the negative consequences that derive from the failure of the acquisition.

Within the organization, risk means a complex phenomenon resulting from the relation between the probability of success and that of failure of an action aimed toward a goal with significance at an individual or collective level. Within this approach two moments that are necessary to the action are delimited: the awareness of the possibility to lose, to fail and the assuming of responsibility for launching the action.[3] In this sense, we can distinguish two functions at an individual level: the desire to win and the assumption of the loss, and every individual will try to maximize the first function and to minimize the second. The problem of decision comes back to the problem to put into balance the probability to obtain a certain result and the usefulness of that result. In a first phase, the identification of risks and the establishment of the distribution of the probability for events to occur appear obvious. The management of risks requires the use of models, methods, techniques specific to management in order to assure efficiency and effectiveness. The personal attitude toward risks can generate three types of individual response strategies:

- an impulsive response, characterized by the lack of analysis and the underestimation of the possibilities of failure;
- an exaggeratedly prudent and hesitant response, characterized by the underestimation of the possibilities of failure;
- a realistic response based on an objective and opportune estimation of the relation between the probability of loss and the usefulness of success.

In the economic domain, risks designates the probability of occurrence of less controllable or uncontrollable factors or circumstances, acting randomly, and which can have negative influences on the results of the economic activity. The high complexity of the economic life is capable of inevitably generating unpredictable phenomena which can affect the planned processes and phenomena. Derived meanings of the concept within the economic field are foreign currency risk, insured risk, contractual risk, bankruptcy risk etc. We present below short definitions of them from the specialty literature[4]:

- the foreign currency risk represent a difference in the value of the foreign currency between the signing of the contract and the date of payment. The foreign currency risk is regarded as being directly proportional with the instability of the foreign exchange rate;
- the insured risk is the phenomenon or complex of phenomena that, if they occur, the insurer will pay the insured amount. In order to become an insured risk, a phenomenon has to be possible, to have a random character, to be statistically recorded, and its production not to depend in the will of the insured;
- the contractual risk is the assumption of the holder of the obligation to pay, who is impossible to be executed, of the patrimonial consequences to free the creditor from his correlative obligation, following the loss or damage of the good that the obligation that could not be

[3] *** Dicţionar de psihologie socială, (Bucharest: Ştiinţifică şi Enciclopedică Publishing House, 1981), 215.

[4] Coord. Paraschiv VAGU, *Dicţionar de conducere şi organizare*, (Bucharest: Politică, Publishing House, 1985), 711.

executed refers to and about which the debtor is not responsible[5];

Risks[6] are characterized in the documents of the Ministry of Public Finance as events which can affect the fulfilment of objectives and which must be identified. The management has the obligation to identify the risks and to plan those actions which place and keep risks within acceptable limits. A balance must be maintained between the acceptable level of risks and the costs implied by these actions.

These differences emphasized the multitude of approaches but it can be observed that all the attempts to define risk include two common elements: uncertainty or indetermination and the affecting of the result. We offer as examples some contextual definitions which emphasize this aspect:

- risk describes the variability of the possible result depending on the probable, uncertain event[7];
- risk represents the future and probable event whose occurrence may cause certain losses[8];
- risk represents the indetermination with regard to a damage;
- risk represents the possibility that the extent of damage is larger than anticipated[9];
- risk represents the possibility for a fact that has unwanted consequences to occur;
- risk represents the possibility the objective attained is different from the expected one.

Mathematically speaking, risk is a function of the useful result exposed to loss and the danger to consume effort and resources without obtaining the planned results. The sum of the probability of the activity to be successful (P_s) and of the probability of failure (P_f) is 1, these being conjugated events: $\mathbf{1 = P_s + P_f \Rightarrow P_f = 1 - P_s}$

When risk is identified, the potential effects and their probabilities of occurrence are evaluated in order to establish which of the risks require intervention. At the same time, the non-concordant risks are eliminated, meaning the risk elements which have little probability of occurrence or insignificant effects. Differently said, during this phase those elements for which the probability of occurrence tends to zero and can thus be neglected are determined.

The origin of risk lies in the uncertainty that can or cannot generate an impact on the expected result due to hesitations and deficiencies in decision making. In this context, risk can be define as an exposition to the possibility of loss or damage as a consequence of hazard.

Hazard is currently defined as a source of danger which produces material damage or structural and functional disruptions to a system that functions in random environmental conditions.

Usually, in the sphere of generality of the concept of risk the probability or plausibility that danger or the other components of hazard occur are included, in correlation with the amplitude and severeness of the unwanted event.

In a simplifying analysis, we can observe that high level of uncertainty and a low level of protection characterize high values of risk, while the increase of the measures of protection leads to a decrease of the risk, it is also obvious that for 0 uncertainty there are no risks, this situation being purely hypothetical. We mention that

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[5] J. M. Collins, T.W. Ruefli, *Strategic Risk: an ordinal approach*, Management Science, No. 38 (1992).

[6] *Annex* to the Order of the minister of public finance no. 946 of 4 July 2005, *The Code of Internal Control*, Bucharest - Ministry of Public Finance.

[7] Horea Coroiu, *Teoria şi practica riscului în managementul militar* - teză de doctorat, (Bucharest: Universitatea Naţională de Apărare „Carol I" Publishing House, 2012), 16.

[8] Coord. Nicoae N. Constantinescu, Dicţionar de economie politică, (Bucharest: Political Publishing House, 1984), 679.

[9] Horea Coroiu, *op. cit*., p. 17.

the level of protection from random environmental factors will be permanently higher than 0 as an expression of the teleological behaviour.

By analyzing the relation between risk and uncertainty, it results that risk implies uncertainty both as probability of occurrence and as amplitude of the consequences. Risk, however, means the situation where the evolution of a phenomenon is described by the probabilities associated to the various states of nature[10]. By reducing the quantity of uncertainty, with reference either to the probability of an unwanted event or the amplitude of the consequences, it is not compulsory that the current level of risk be changed.

Uncertainty describes the situation where the allocation of probabilistic values to random situations in which the system functions is not possible, so that the evolution of a phenomenon can not be described[11].

The statement gains value of truth, having in mind the multiple determination of events, a fact which goes further than the strictly arithmetical expression of the mathematical ratio mentioned above.

The current status of the preoccupations and organizational practices in this field

The problem of risks in the military organization can not be analyzed separately from the realities that accompany modern military conflicts. Nowadays over 20 million people left their homes due to armed conflicts, over 40% of all refugees in the world are children and in 75% of current conflicts children are used as combatants or in suicide attacks.[12] The strictly military actions or the humanitarian ones no longer offer satisfying solutions to these problems. An integrated model of activity analysis and planning at all levels is needed, so that prevention may become an essential component of activity at all levels.

The present time and the evolution of phenomena and processes at global level are characterized by a permanent state of change. The evaluation of the risks to which the organizations are exposed must take this dynamic into account and translate it into specific instruments capable of assuring an optimum functionality of the managerial planning.

The social practice, as well as elementary logic, confirm that risks cannot be identified and evaluated in their integrity. At the opposed end the practice to negate risks is situated, the attitude of the type that an unknown danger cannot affect you.

In the managerial practice a mutation is recorded at present from the situation of confrontation with risks and their assumption to a stage of systematic analysis and measurement of risks and the design of measures to manage them.

The current legislative framework allows for the overcoming of the situation of management of reactivity and the imposition of a proactive behaviour in the managerial act. To this end, risk management is included at organizational level within the internal managerial control, thus providing the systematic instruments for the diagnosis, monitoring and management of risks associated with organizational activity.

The year 2000 marks a moment in the evolution of the way in which risks are approached at the level of the organization.[13] Risk management becomes

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[10] S. Stancu, M. Nora, *Decizii economice în condiții de incertitudine*, (Bucharest: Economică, Publishing House, 2005), 22.

[11] Coord. Aurel Burciu, *Introducere în management*, (Bucharest: EconomicăPublishing House, 2008), 252.

[12] UNHCR, *2008 Global Refugee Trends: Statistic Overview of Population or Refugees*, Internaly Displaced Persons and other Persons of Concern to UNHCR, în http://www.unhcr.org, accesat la 21.05.2013.

[13] In 2002 the Institute of Internal Auditors fundamentally modified the process of internal audit and the way in which risks are treated within this process.

full part of the internal audit, the process being characterized by the following:

- the internal audit has a major role in the evaluation of risk in organizations;
- the risk management activity is meant to bring added value to the organization;
- the internal audit has the obligation to create a system of risk evaluation where such a system does not exist.

Risk is regarded as any factor that can impact on the capacity of the organization to attain its objectives. This situation also includes the evil action of the auditor due to his errors or lack of good faith. Thus, risk management provides a methodology which assures a global risk management which permits organization to obtain the best cost in the conditions of a controlled exposure to risk.

Any deficiency, inconformity, irregularity of the environment or organization is appreciated a s factor of risk which, in the context of the occurrence of certain events, will determine unfavourable consequences for the respective entity. The international practice in this field admits as proved risk factors the following[14]:

- the lack of cohesion of the management team;
- employee lack of understanding and of awareness with regard to the strategy;
- the lack of clear delimitation of responsibilities within the organization;
- the lack of fluency and flexibility of the informational circuit;
- trespassing or ignoring regulations;
- interruption of the fluxes in activity due to resignations, loss of documents, disasters in the area of activity, strikes etc;
- lack of trust in the activity with third parties, a fact which will affect decisions;
- lack of competence of the human resource, goods or services;
- lack of control positions;
- managerial incompetence;
- lack of trust in managers;
- problems with the image of the organization;
- conflicts of interests, frauds etc.

At international level, there is a tendency to crystallize the theoretical apparatus and the instruments destined to risk management, a fact with direct implications on organizational performance. The specialty literature[15] groups tendencies that constitute the elements for organizational consolidation in the following main directions:

- reporting toward holders of interests, a fact which certifies to them that risks were identified but it also confirms that the evaluation system exists and is functional;
- the evaluation and promotion of the benefits resulted from the efficient management of risks;
- the continuous improvement of institutional risk management methods and strategies.

The current practice in this field establishes that organizations manage risk by identifying and analyzing it and then by evaluation if the activity has to be modified by addressing the risk in order to fulfil the risk criteria[16].

While carrying out this process organization make information public and consult with interest holders, monitor and

[14] V. Ionescu, *Analiza modului de operare a managementului riscurilor în instituţiile sectorului public din ţările membre ale U.E.* – referat de cercetare ştiinţifică nr. 1, (Bucharest: National Defence University „Carol I” Publishing House, 2010), 27.

[15] Coord. Aurel BURCIU, *Introducere în management*, (Bucharest: Economic Publishing House, 2008), 541.

[16] Standardul ISO 31000 / 2009 *Managementul riscului. Principii şi linii directoare*, în http://www.consultanta certificare.ro/stiri/standardul-pentru-managementul-riscului-iso-31000.html accesat la data de 30.06.2013;

check the level of risk and the means that can assure control, means that modify the consequences in order to make sure that a later come back to that risk is not necessary. Thus, ISO 31000 is the international standard that regulates risk management. This standard describes this process in detail, systematically and logically, it can be used by any organization, it is not specific to any sector or industrial field and it can be applied to any type of risk.

Conclusions

For the organizations of any type and size, the reaction to an array of risks that are susceptible to impact on the planned objectives is necessary. Risk evaluation is the part of management that identifies the way in which the objectives can be affected and analyzes risk in terms of consequences and their probability of occurrence, previous to the decision whether a future treatment is necessary. In this sense, the SR EN 31010/2010 - *Risk management. Techniques of risk evaluation* standard comes to support the ISO 31000 standard and provides regulations regarding the selection and manner of application of systematic techniques for risk evaluation. The goal of this standard is to reflect good practices usually applied in the selection and manner of application of the techniques of risk evaluation and does not make reference to new or developing concepts that have not reached a satisfactory level of professional consensus[17].

Within the Ministry of National Defence the national framework of the *Methodology for the implementation of the standard of risk management internal control* is applied, through the *Order of the minister of national defence no. M-235/2007*[18]; according to these regulations every public entity has the obligation to systematically analyze at least once a year the risks related to its activities, to elaborate appropriate plans in order to limit the possible consequences of these risks and to appoint people responsible for the application of the respective plans.

Due to the permanent growth of competitiveness within the organization it becomes obvious that risk evaluation along the whole process, in full observance of phases and procedures, control and self-control activities and their establishment on procedure fluxes require the permanent adaptation, updating and improvement of activities according to the evolution of risks.[19]

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THE CONCEPT OF ECONOMIC INTELLIGENCE IN SUPPORT OF MILITARY OPERATIONS

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Abstract: *Multiplying the strategic alliances has led in time to the evolved forms of federations created either on the investment criterion, or on the basis of a common approach of a market or to approach together a research-development area. In order to try to shape the new realities in the practice of enterprises' activity, we shall analyse certain aspects of the concept of "Economic Intelligence Management" (assoc. prof. Dijmărescu, I., 1998): organisational structures based on economic intelligence, company networks integrated in the economic intelligence management, the levels of action and risks in the management of economic intelligence.*
Keywords: *economic intelligence, information, network structure, risks*

The concept of economic intelligence

Economic intelligence is a legal activity, monitoring the activity of the organisation's external environment, aimed at collecting relevant information for the decision-making process. Economic intelligence involves gathering public information (published data) and semi-public information (information gathered in the field, from customers, partners, suppliers, etc.), turning this information, by means of careful analysis, into extremely valuable information. In economic intelligence, information is gathered by addressing the proper questions to the proper sources, and not by forcing people.

Basically, it is considered that implementing projects for economic intelligence requires actions of forecasting, organisation, management and control, the fundamental features of management. From all these, it derives, for example, the need to introduce this study discipline in the curriculum of higher education schools in management.

There are several reasons why economic intelligence is considered one of the youngest economic study disciplines, and they are outlined in the following elements:

- It conveys global, complete, recent and safe information;
- It operates with existing material and human means, barely and hardly requiring additional economic efforts;
- It uses modern communication systems such as Intranet, Extranet and Internet.

Economic intelligence (EI) can be defined as the set of actions through which the information needed by the economic agents is researched, taken and distributed, first of all through accountancy. These actions are conducted legally, with all the protection guarantees needed to preserve the informational patrimony of the economic entity. It is a collective approach oriented towards the strategic research of the competitive advantages.

Characteristics of the economic intelligence:

- The range of the competitive context. Customer satisfaction has become the target of all efforts of any economic entity. In an increasingly aggressive economic context, the offer of products and services is becoming increasingly personalised, targeting customer loyalty. It is thus required to have an efficient and fast management of informational flows in view of capitalizing and mobilizing all knowledge of the economic entity.
- The serious social mutations. The jobs' structure is changing, in view of collaboration, into project groups. On the other hand, fixed-term contracts are developed, with temporary missions, for a well-determined period of time, with work from home jobs and temporary workers. The members of such a team should find the best

solution to carry out their activity in an asynchronous manner and to ensure the logical development of the project, even though they cannot meet physically. Using collaborative instruments, such as electronic messaging, shared data bases, video conferences, ensures the distribution and materialization of **collective knowledge**;

- The development of the enterprise's culture. The competitive advantage of a company is the result of its culture. A company has a decisive advantage to his competitors if it has an asset that allows it to differentiate itself on the market. Usually, this advantage should be sustainable; it is not easy to be obtained, it is not accessible or inimitable by other companies (such as, for example, the reputation of the company or the brand of the product). The most important resources of the company are not the land, the work or the capital, but its intangible assets: its knowledge. The objective of knowledge management and competencies consists of formalizing and storing (storage) the existing knowledge before they are mobilized and operational at the level of the entire organisation and providing the favourable conditions to create new knowledge;
- numerous technical and technological changes. The need to reorganise the enterprises comes from contemporary processes and phenomena, such as:
  a) the burst of micro-computer science with the increased power of jobs and cost reduction;
  b) ergonomics, flexibility, quality of biotic solutions (automation of administrative work) offered to all users;
  c) The important advantage of networks, especially local networks and interconnection of heterogeneous systems. Actually, knowledge management is based on the fundamental qualities of computer networks;
  d) continuous extension of the business on the global market;
  e) universality and spontaneity of the effects of using computer networks.

The ability to perform activities characterised by complexity, difficulty, adaptability, original accomplishment and social value, allowing various combinations and subtle differentiations of ideas, intelligence is, in the opinion of dictionary authors, the ability to understand, notice through thinking, the ability to adapt to a situation, to change depending on the circumstances. In reality, it is differentiated from thought, measurable, because, as J. Gatty says, it is translated through "the ability to mobilize theoretical data into a practical end".

Different from the notion of spirit or thought, intelligence is priceless in armed conflicts, as it gives the possibility to decipher complex situations, to get their meaning, to achieve their higher understanding. Without intelligence, it would be very difficult to discover the meaning of phenomena, events from the battle scene, the essential, the logical relations between them; it would be difficult to find logical solutions to solve complicated situations.

Operational side of the business owned intellectual, intelligence, being a constant restructuring, combinations, reversible transformations, etc., generate mental efficiency, so necessary in the conduct of military operations.

To distinguish it should be noted that armed struggle organization and management issues, organized intelligence intervenes, allowing to solve them, that consists of improved techniques of knowledge, not the usual.

As a general feature of thought, intelligence gives commanders the ability to easily capture hidden connections between phenomena, moving quickly from one situation to another, to combine in a unique military skills. Rightly military experts consider "functional gradient of human thought", which allows a solution to a complicated problem level fight.

Undeniable progress achieved in the last decade in the field of military theory and practice due to all human intelligence, actively involved in the analysis of political and military phenomenon, the regional and global security environment, geopolitical and geostrategic trends, optimizing the correlation political - military strategy, deciphering the evolution of war and modern armed confrontation, their mutations future issues of peace, the war in strategic management and developing prospective field, in the foundation of viable options for peace, crisis and war or political-military military system design.

The overall war solving problems, but also of the operational, the organization, planning and preparation of strategic military action, and not only relates directly to intelligence, its acuity. Call for intelligence is the sine qua non of ownership victory optimization consumer report - results, saving forces and means, gain or enforcing peace, connection close military strategy with other strategies fields of society. Prospect of Euro-Atlantic security structures and European intelligence involves extensive assimilation of modern management procedures and in assimilating new elements of management in achieving interoperability and viability for effective strategic military actions. Last decades of the century were marked by changes in scale far unprecedented. Information revolution, far exceeding the industrial revolution, means moving from society based on production of material goods in society based on the production of intangible goods.

This mutation was only possible because of performance information. During recent information, the dissemination of it and improved tools for collecting, processing and transmission have grown exponentially, with a wide applicability in all fields, thus the economy.

The economy has become an economy of information, and the decision depends on the total, croind the premises dematerialized society based on modern concepts of economic intelligence, which extends far beyond the strict information, becoming a driver of economic societies. Intelligence economic essentially paints based on information that allows reducing the randomness of decisions.

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LEADERSHIP IN KNOWLEDGE BASED ORGANIZATION

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Abstract: T*he foundation of organizational competitiveness in the contemporary economy has shifted from physical and tangible resources to knowledge. The key focus of information systems has also changed from the management of information to that of knowledge. Many organizations are increasingly viewed as knowledge-based enterprises in which formal knowledge management (KM) is essential. The development of the KM field has led to the identification of various critical success factors (CSFs) for its adoption, as well as leadership and support.*
Keywords: *knowledge management, critical success factors, knowledge leadership, social intelligence, process.*

INTRODUCTION

Knowledge of strategic leadership is essential as the role has become more critical and the demands have increased in complexity. Strategic leaders are no longer responsible for simply maximizing shareholder wealth, but instead are expected to meet an increasing array of stakeholder expectations.

As the roles of strategic leaders expand, we need to understand how these leaders have the greatest positive impact on our organizations while meeting societal expectations. This realization prompts the following question: What does it take to be a successful strategic leader in today's business environment, and in particular, do the values and leadership styles of our strategic leaders differentially affect multiple dimensions of organizational performance?

The literature provides several perspectives that help define strategic leadership. One perspective focuses on executives who have overall responsibility for an organization, their characteristics, what they do, how they do it, and particularly, how they affect organizational outcomes. The attention is on those individuals having overall responsibility for the organization, not just the CEO (Chief Executive Officer) but also the dominant coalition. In summary, these perspectives adds another dimension to the role of the strategic leader and reflects the increased challenges of multiple and sometimes conflicting expectations. Thus, we will view strategic leadership as being concerned with the leadership "of" organizations as opposed to "in" organizations.

Most research on strategic leadership has examined organizational performance effects from a financial perspective alone. Stakeholder theory has long held that leaders and their organizations are held accountable by a large number of stakeholders and that limiting the assessment of their effectiveness to the realm of economic success, as observed through shareholder value or return on assets (ROA), is shortsighted. Although there is evidence that strategic leaders often emphasize economic over noneconomic responsibilities. In addition, many organizations are evaluated by their value creation in multiple arenas, as well as by their value to shareholders. Examinations of leadership styles have found significant evidence that values, which we address in the next section, play a key role in styles, and in the leader's ability to meet multiple stakeholder needs. The tool to help organization benchmark their knowledge management processes are grouped into these four categories of enablers: Leadership, Technology, Culture, and Measurement.

The model attributes good knowledge leadership to four essential properties:

- Management of organizational knowledge is recognised as being central to the organizational strategy.
- The organization grasps the potential of its knowledge resource and develops strategies for marketing it.
- The organization uses knowledge and learning to support existing core competencies and to create new ones.
- Individuals are appointed, evaluated and rewarded on the basis of their contribution to developing organizational knowledge.

ROLE OF THE LEADERSHIP IN KNOWLEDGE-BASED ORGANIZATIONS

The success of a knowledge leader is identified by following roles as critical:

- Promote the knowledge agenda/Support education and learning
- Develop the infrastructure:
    - Promote 'best practices and processes'
    - Create a knowledge sharing culture
    - Advocate communities of practice
    - Use incentives and rewards
    - Provide tools and technology
- Connect, co-ordinate and communicate
- Development of the 'big picture':
    - Provide leadership and strategy
    - Measure outcomes
- Competencies needed by the knowledge leader.

The process of diffusion and acceptance of new ideas about knowledge that is articulated into a new knowledge management programme is far more complex and involves all levels of management in the company. Top management provides the vision, the frontline looks at reality, and middle management closes the gap between dream and reality.

The information management consultancy carried out a research project and compiled a useful framework. In essence the researchers distinguish between the four competencies listed in Table 1. Skills, experience, attributes and behaviour are needed to be a knowledge leader.

Table 1 *Knowledge management competencies*

Knowledge management competencies			
Skills	**Experience**	**Attributes**	**Behaviour**
Information skills Communication skills Skills transfer Value adding	Information technology Communication General management Information management Business strategy Human relations Strategic planning Operations planning	Business focus Team approach Values ethos People focus Leadership Innovation Understand potential of IT Flexibility Adaptability Recognition of opportunity	Confidence Influencing Sharing Skills transfer Risk taking Identify with business Listening skills Understand issues Networking

LEADERSHIP AT ALL LEVELS

The process of diffusion and acceptance of new ideas about knowledge that is articulated into a new knowledge management programme is far more complex and involves all levels of management in the company. Top management provides the vision, the frontline looks at reality, and middle management closes the gap between dream and reality. Knowledge leaders don't work alone. Typically the knowledge team is a small core of fulltime staff with a network that extends into other parts of the organization. This team includes people from several backgrounds, such as sales, marketing and information management. Expertise includes knowledge about culture, behaviours and rewards. The main role of team members is that of facilitators of knowledge sharing and they act as a focal point for knowledge activities.

One of the roles of knowledge leaders is to oversee the development and implementation of a comprehensive knowledge management architecture.

This framework is illustrated by visualizing knowledge management as being supported by three pillars of methods and approaches that rest on a broad foundation. The three pillars are the following:

- Exploring knowledge and its adequacy. Here knowledge and its related activities are analysed, surveyed, elicited, codified, organized and categorized.
- Establishing the value of the knowledge. An appraisal and evaluation of the value of knowledge and its related actions are done.
- Managing knowledge explicitly. In this phase, knowledge-related activities are synthesized. It covers the handling, use and control of knowledge. Lastly it encompasses leveraging, distribution and automation of knowledge.

Leaders play a crucial role in building and maintaining an organizational culture of learning. They specifically infer that leaders must attach a high value to knowledge, encourage questioning and experimentation through empowerment, build trust, and facilitate experiential learning of tacit knowledge. Thus, the leaders need to focus on:

- Establishing a culture that respects knowledge, reinforces its sharing, retains its people, and builds loyalty to the organization;
- Ensuring that anyone in a supervisory position receive training, empowerment, and support to promote the desired culture;
- Establishing a knowledge infrastructure and support system that enhances and facilitates sharing and application of knowledge;
- Design, implement, and oversee an organization.s learning infrastructure;
- Manage relationships with external knowledge providers;
- Provide ideas to improve the process of knowledge creation in the organization;
- Design and implement a knowledge codification approach;
- Measure and manage the value of knowledge;
- Manage the organizations professional knowledge managers;
- Lead the development of learning and knowledge strategies, focusing the organizations resources.

Different researchers have proposed a number a CSF (critical success factors) to form the basis for KM adoption in the SME sector: leadership and support; culture; information technology; strategy and purpose; measurement; organisational infrastructure; processes and activities; motivational aids; resources; training and education; and human resource management. The research differs from a typical survey on CSFs in that it not only solicited the perceptions of companies which are adopting KM, but also the opinions of a group of academics, consultants and practitioners who have contributed to the literature (contributors). The rationale for doing this was to allow cross comparisons to be made on the importance of the factors perceived by both groups. In the table 2 is presented the ranking of CSFs.

Table 2 *Ranking of CSFs*

FACTORS	ENTERPRISES	CONTRIBUTERS	IMPORTANCE CLASSIFICATION
Management leadership and support	2	1	A
Culture	1	2	A
Information technology	8	7	B
Strategy and purpose	5	3	A
Measurement	11	11	B
Organisational infrastructure	10	10	B
Processes and activities	3	5	A
Motivational aids	9	9	B
Resources	4	4	A
Training and education	7	8	A
Human resource management	6	6	A
Note: A = important-very important; B = moderately important-important			

Based on qualitative observations of KM projects in large organisations as well as intuitive feeling, that the most important factors were culture, organisational infrastructure, motivational aids and management support. However, the study revealed a slight departure from this; motivational aids and organisational infrastructure were shown to be less important. In addition, resources, training and education, and human resource management, which have received little attention as CSFs in previous studies in large organisations, were also shown to be imperative in the enterprise. This suggests that there are differences in the perceived importance of factors for adopting KM, between large and small businesses. The results are convincing since they are founded on a thorough quantitative and statistical analysis, not merely on observation.

CONCLUSIONS

Successful KM requires proactive entrepreneurial support and leadership from top management. Besides its importance, the fact that this factor was ranked the highest probably means that it should be addressed first, before dealing with the other CSFs.

Top management or leaders should devote themselves to promoting a corporate mindset that emphasises co-operation and knowledge sharing across the organisation. They should also contribute to the creation of an environment in which knowledge creation and cross-boundary learning can flourish. More essentially is for them to provide continual support and commitment to initiate and sustain the KM effort. The second most important factor, culture, indicates that a knowledge-friendly cultural foundation is certainly more important than the deployment of information technology in KM. In fact, it has been asserted that the success of KM is 90 per cent dependent on building a supportive culture. Important facets of a knowledge-oriented culture include such attributes as trust, collaboration and openness, to name but a few.

The importance of organizational learning and knowledge sharing is growing: As a result, innovation is more and more becoming the driver for value creation and sustainable success in commercial enterprises. Knowledge-based organizations require specific leadership skills and behaviors to successfully create an environment that supports innovation strategies.

Individual leadership *and* organizational leadership are equally important for successful leadership in a learning organization.

Intelligent leadership is based on *social intelligence* on the individual level. Even though competition among individuals, as in a capitalistic market, constantly increases development and performance, it does not always support knowledge sharing and organizational learning.

Enhancing the level of awareness for personal and team reputation is an important motivator supporting knowledge sharing and organizational learning. A learning strategy that is a part of the overall organizational strategy and embedded in the organizational configuration and value system.

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RESEARCH ON THE RECEPTION OF THE PARLIAMENTARY CONTROL PHENOMENON OVER THE NATIONAL SECURITY SECTOR IN ROMANIA

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Abstract: *The scientific papers published in the field of parliamentary control over the institutions in the national security system are relatively small in number, and the the issues approached are limited to formal aspects, mainly legal and organizational. Under these circumstances, it becomes obvious that this field is insufficiently explored and scientifically investigated, especially in terms of personal appreciation of MPs, the main actors who exert and improve the parliamentary control mechanisms.*
Even if it is absolutely necessary to establish the legal framework for the organization and operation of the institutions in the national security sector under democratic control, not all procedural aspects can be legislated, therefore, customs and practices of the parliamentary control may develop and perpetuate, based on social norms , trust and mutual respect. In addition, the political will of MPs to use the mechanisms and tools at their disposal is the primary condition for exerting de facto the parliamentary control.
The approach of parliamentary control in terms of perceptions, opinions, legislative representatives over this phenomenon is defined as a new subject of study, meant to supplement the work of scientific substantiation of a complex phenomenon, in which, subjective aspects, regarding concepts, motivations, attitudes, ways of action and communication of the parliamentary control committee members in relation to the institutions in the national security system, but also civil society, become defining, able to influence, sometimes decisively, the effectiveness of control.
Keywords: *parliamentary control, scientific research, security environment, public perception*

I. INTRODUCTION

Since there is no standard regulatory model of democratic control over the institutions in the national security sector, being determined by both the political systems and normative frameworks governing this activity, as well as cultural diversity and political systems in which they manifest, the content items of this phenomenon are relatively diverse, being adapted to the governing system, policies, interests, history and culture of each state.

In terms of functional perspective, exerting the parliamentary control over the institutions in the national security sector allows the ***assessment of the way in which the political option or the civil society one turns into institutionalized regulations and practices, that apply to the social life***. In this respect, the parliamentary control is a ***dimension of the governing process***, which the supreme public authority accomplishes in the democratic states, respectively the Parliament.

Within this complex mechanism, the rules and manners of exerting the parliamentary control are established by constitutions, laws, regulations or other regulatory acts, and the variety and evidence of the forms of parliamentary control differ depending on the conception to be printed to this phenomenon, by the span which the political system has and the practice of exerting it.

Thus, as it is not possible that all behaviors and acts to be regulated by law, beyond the legislative framework established in the field, ***we must develop and maintain the customs and practices of parliamentary control over the security sector,*** based on social norms or trust and mutual respect. At the same time, ***the trasparency of the activity of Parliamentary Oversight Committee towards the civil society***, to the extent that the rules of confidentiality permit, is a mandatory condition of the public confidence in the capabilities of their members.

Most studies and analyses in the parliamentary control sector over the institutions in the national security field are focused on the legal dimension and the interest of the civil society, especially media, ***but there are relatively few approaches of the issues related to the motivation and political will, but especially the perceptions of the members of the legislative*** regarding the mechanisms of exertion and the socio-cultural, political and security context in which this control might improve.

In Romania, such research was conducted in the parliamentary mandate 2008-2012, which focused, in particular, on the assessments and perspectives of thought and action of the key actors involved in the implementation of the most appropriate ways of parliamentary control over the security sector, respectively the MPs.

Such an approach designed starts from the premise that the legislative representatives are the most important vectors that may intrinsically create the harmonization of the legal framework in the field of parliamentary control with the new security requirements, imposed by the current risks and threats, as well as those that may trigger a campaign to improve the effective exertion of parliamentary control in Romania, in the current social and political context

II. METHODOLOGICAL ISSUES OF THE RESEARCH

In order to achieve a ***scientific research focused on the assessment, motivation and perspective of thought and action of Romanian MPs*** regarding: the necessity, level of development, assessment of deployment and effectiveness of the democratic control over the institutions in the national security system, in terms of identifying prospects for improvement of this field, the ***methodological approach chosen was to design instruments and collect research data, using methods and techniques typical of sociology.*** The interpretation of these data was carried out in an interdisciplinary approach, in which the military sciences, of information, legal and communication are dominant.

At the same time, ***the research was exploratory one***, which involved several stages such as: operational concept of parliamentary control over the security sector, choosing the methods and techniques of research, designing and pre-testing the research instruments, collecting and processing the field data.

The quantitative analysis of research themes was based on the results obtained following the sociological survey based on questionnaire, the most accessible and efficient method of collecting data on the reality subject to research, and to identify the most relevant research variables that determine the structure of the opinion questionnaire, a qualitative analysis of the results recorded after performing focus group interviews was used.

Thus, the two research techniques completed each other, in the sense that they have been subject to the assessments of MPs included in the research group, in particular, those variables identified and detailed in the focus group interview stage, considered by those investigated as relevant to the issues studied.

The research group consisted of 50 MPs, senators and deputies elected in the legislative mandate 2008-2012, with the following socio-demographic characteristics: mean age - 46 years old, mean parliamentary experience - 5.1 years; 32% being in the first mandate, 44% in the second and 24% in the third and fourth mandate.

III. RESULTS OF RESEARCH ON THE PERCEPTION OF THE LEGISLATIVE MEMBERS REGARDING THE PARLIAMENTARY CONTROL

After carrying out the applied research, from the analysis and interpretation of results, there were revealed ***some relevant aspects of the parliamentary control exerted on the institutions in the national security sector in Romania*** as follows:

- All MPs included in the survey agree that the role of parliamentary ***control is "very important" (24%) and "important" (76%)*** but only 58% of them acknowledge the effectiveness of parliamentary control over the institutions in the national security sector in Romania.
- A significant majority of Romanian MPs, ***66%, are in favor of improving and strengthening*** the mechanisms of parliamentary control over the security sector, which demonstrates the perception of, both its limitations and the need to improve it.
- ***Most of the democratic standards generally applicable to parliamentary control in Romania are seen as functional***, except that related to maintaining the political neutrality of the institutions in the security sector, where more than ***70% of opinions express reservations about the fulfillment of this condition***.
- More than half of MPs ***(62%)*** said that the ***members of the control committee are influenced in one way or another by the controlled institutions*** of the security sector, which indicates a problem of authority, which may lead to unpredictable results in the process of control.
- The security sector, through complexity and sensitivity, is a real challenge for parliamentary oversight committees, which, as shown in the opinion of ***52% of the participants in research, are not used by all the means and resources available to them, to obtain the information required to perform the most effective control***.
- ***The cooperation and open communication of the parliamentary committees with the civil society is thought to be achieved by 54%*** of the respondents, the others claiming the opposite, which requires a more profound investigation to clarify the relationship between control entities and society.
- ***The highest weight in triggering certain actions of the parliamentary committees is held by the incidents promoted by media***, while the lowest percentage is recorded in connection with allegations of violation of law or alleged corruption, claimed by the representatives of the security structures, which may indicate a relatively small range of concerns in the field of parliamentary control, but also the sensitivity of their members towards the public pressure exerted by the media.
- ***Over 60% of MPs included in the survey claim that the members of the control committee find difficult to have access, in-depth, to the control issue concerned,*** which makes the mechanisms of exerting it to be deficient, in terms of effectiveness.
- Almost two thirds of respondents **(64%)** think that there ***is an overlap of competence within the Parliamentary Oversight Committee***, which impedes their activity.
- Over two thirds of MPs investigated ***(72%)*** stated that the efficient feed-back of the decisions adopted, respectively ***monitoring*** the recommendations and measures adopted pursuant to the control actions ***is done to „a very small extent” (16%)*** and ***"to a small extent”(56%)***.
- Starting from the consideration that, due to difficulties inherent in exerting the parliamentary control, the implementation of certain proactive mechanisms of exertion may provide a reasonable supervision of the activity of the institutions in the national security sector, the research data reveal a ***relatively small concern of the parliamentary control committees about the establishment and perpetuation of such approaches, being most likely prone***

to a reactive way of working, determined by special circumstances, by the requirements of the moment. Thus, the representatives of the legislative claim up to:

- ***76%,*** that the expectations and needs of citizens in terms of security, compared to the activity of the security structures, are not entered as a topic itself on the agenda of the parliamentary control committees;
- ***80%***, that there are no analysis documents of the previous operations of the security structures, on topics of high public interest, including the lessons learned, either to guide some aspects of the activity of controlled structures, either for public information;
- ***92%***, that the dialogue with civil society organizations, possibly specialized in national security issues, or even with the media, in certain matters of interest for the parliamentary control, is rather absent;
- ***84%,*** that no forms of post-factum control of certain causes already solved are adopted.

- ***The mechanisms of parliamentary control over the institutions in the national security system are required to be developed in terms of preventive action***, meant to anticipate and prevent the occurrence of dysfunctions of the controlled structure, as follows:
  - ***62%*** of respondents believe that the final goal of the parliamentary control contributes "very little" and "little" to remedying the issues raised at the level of the security structures;
  - ***78%*** of them have a less favorable opinion about improving the security sector activity after exerting the parliamentary control;
  - ***84%*** believe that the means of exerting the parliamentary control contributes to a small extent in preventing the occurrence of similar problematic situations at the level of institutions in the national security sector.
- Almost ***96% of MPs included in survey believe that the training of the control committee members is insufficient*** and constitutes an obstacle to fulfilling an effective parliamentary control, being identified as a major vulnerability in this field.
- Another obstacle affecting the effectiveness of the parliamentary control is the restriction of the access of parliamentary committees' members to classified information, ***91.66% of respondents believing that the structures subject to the parliamentary control provide very difficult access to this type of information***.
- ***The reluctance from the institutions of the security system against an external control*** is perceived by almost all MPs investigated ***(95,92%),*** as representing another limit in exerting parliamentary control efficiently.
- Two other difficulties raised by significant percentages among respondents concerning the parliamentary control activity are related to the ***restricted duties of the parliamentary control committees (86%) and the insufficiency of the development of the legal framework and the procedural incident one (74%)***.
- ***76% of MPs claim that the cooperation and transparent communication relationships between the institutions in the security sector and the control parliamentary committees is done relatively with difficulty***, which may represent one of the main arguments for the existence of these problems.
- Almost all MPs investigated agree that measures are required at the level of the institutions in the national

security sector for: *the development of civic responsibility, real depoliticization and observance of legality and democratic norms*.

IV. CONCLUSIONS

Starting from the consideration that the mechanisms of parliamentary control over the security sector institutions cannot be conceived and cannot work but within a nation, it follows that its defining elements in terms of exerting it are strongly influenced by the socio-cultural characteristics of the population.

From the analysis of the specific way in which the parliamentary control exerted over the security sector, together with its legal and organizational features, but also within the specific context of the evolution of state institutions, within the effort to comply with the democratic standards of the rule of law, we can talk about ***a style of parliamentary control over the institutions in the national security sector in Romania***. This style is defined, on the one hand, by the means and practices of parliamentary control settled in the last 23 years in Romania, and on the other hand, by the means of public communication of the Parliamentary Control Commission members and the representatives of the institutions in the national security system, which resulted in shaping the public perception on the phenomenon of parliamentary control.

Considering that, in Romania, the establishment of the democratic state is relatively recent, and our accession to the NATO and EU standards is a process recently completed, taking into account the results of the research presented ,which delimits the defining elements of such a style of parliamentary control, we can draw the following ***conclusions***:

- ***a series of democratic principles of the parliamentary control over the institutions in the national security system started becoming representative***, and others are under consolidation, having a moderate representation in the perception of MPs investigated, but mostly favorable;
- one of the most controversial and debated issues in the Romanian civil society, such as the ***political neutrality of the institutions in the security system, is still actual, highlighting their functioning which is specific to the beginning of the implementation of the democratic state principles***, which reveals an insufficient development of the parliamentary/civil control mechanisms over the security structures.

To be effective, the parliamentary control over the institutions in the national security sector must constantly generate solutions for managing the risks inherent to these institutions – abuses, politicization, unjustified spending of budgetary resources or inefficiency in the activity, etc. but also to actively and competently support them in order to adapt to asymmetric and continuous threats against the current security environment, while ensuring financial conditions and regulatory required.

For this reason, creating, even on the basis of this scientific research data of the phenomenon of parliamentary control over the security sector, of a structured and well coordinated system by effective mechanisms and levers of control, involving all three powers of the democratic state, creates the prerequisites of ensuring the functioning of the institutions in the security sector to the interest of the state and citizens.

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OPINIONS OF THE ROMANIAN MPs ON THE EXERTION OF DEMOCRATIC CONTROL OVER THE INSTITUTIONS IN THE NATIONAL SECURITY SYSTEM

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Abstract: *Beyond the legal and organizational analyses and solutions of the parliamentary control over the security sector, as they are established and supported, by the Centre of Geneva for the Democratic Control of the Armed Forces, the subjective issues, as resulted from the practice and context of the effective exertion of this control, completes the analysis frame of this phenomenon and offers additional possibilities of interpretation and generation of improvement solutions in the field.*
The evolutions of the security concept in the last years, as well as the increase of prevention and combat measureas of the actual risks and threats on the security environment resulted in the perception among the communities, and sometimes certitudes, that certain fundamental rights and freedoms have been affected, which generated political and diplomatic reactions as never before. Thus, the manifestation context of the democratic control over the institutions in the national security system has become a topic for analysis and public debate of maximum interest, generating perspectives about reconsidering the specific instruments of it.
Given the context, the investigation of the MPs' opinion and the interdisciplinary interpretation of the data obtained may prove to be viable solutions, not only for a deeper knowledge on the phenomenon studied, but especially for the establishment of certain ways of strengthening the parliamentary control mechanisms, adapted to the political and social issues at a time and more easily to be accepted by those appointed to promote and implement them.
Keywords: *democratic control, MPs'perception, national security, scientific research.*

I. INTRODUCTION

The international security environment, defined by evolutions and major changes, that require a relatively high degree of instability and the occurence of certain new risks and threats, asymmetric, determines a permanent adaptation of the objectives and means of intervention of the institutions in the national security system, in order to ensure an optimal security environment of the citizen, which indicates the important role that they have gained in the functioning of the modern democratic state.

The parliamentary control over the institutions in the national security sector falls within the responsibilities of the Parliament, "*the supreme representative body of the Romanian people and the sole legislative authority of the country*"[1], to which, "*the Government and the other bodies of the public administration, within the parliamentary control of their activity, are required to submit the information and documents requested by the Chamber of Deputies, the Senate or the parliamentary committees, through their presidents*",[2] an attribute that must be exercised systematically and professionally, in order to guarantee the citizens that these bodies with special organization and functioning do their duty fully and responsibly for the allocated resources, without abusing their exceptional powers, exerting an excessive power, violating the law, to the prejudice of the public interest or outside the democratic standards.

To ensure an effective parliamentary control, but especially to grow public confidence in the effectiveness of control mechanisms, it is necessary to establish a collaborative framework between MPs and the representatives of the controlled security institutions, to provide access of MPs to necessary data and information, so that, **the results of the activity of control Committee should rely on facts and meet the expectations of the civil society**.

[1] Art. 61, para (1) of the Constitution of Romania

[2] Art. 111, para (1) of the Constitution of Romania

Summarizing the legal and organizational principles applicable to the democratic control sector, we can infer the **conditions of a powerful parliamentary control of the security sector**[3], as follows:

a) Clearly defined constitutional and legal powers - the constitution representing the most powerful instrument that guarantees the legislative powers in the field of parliamentary control over the institutions in the security sector.

b) Raising awareness of practices - which requires that not all procedural aspects may be legislated, therefore, customs and practices of the parliamentary control, based on social norms and mutual trust are developed and perpetuated.

c) Resources and competence - the level of competence and especially resources available to Parliament, in exerting its powers, considering the fact that the members of the legislative body hold, most of the times, a competence inferior to that of the representatives of the executive body, regarding the issue of the security structures, which led to the establishment of permanent liaison bodies, which can be accessed by MPs, to provide advice on security issues.

d) Political will, to use the mechanisms and instruments available to members of Parliament, which is the decisive condition for exercising *de facto* the parliamentary control over the the security sector.

Given these premises of the parliamentary control, the instruments for exercising this function can be used more actively or with a certain degree of passivity from the members of the legislative body. However, any MP has the constitutional duty and the important task to critically examine the intentions and actions of the executive body, including security.

Under this context of analysis, we designed and implemented an applied research, which is focused mainly on the opinions and perspectives of thought and action of the very key actors involved in the implementation of the most appropriate ways of parliamentary control over the institutions in the national security sector, respectively of MPs.

To make operational the concept of **parliamentary control over the institutions in the national security system**, we defined five topics of applied research, by which we investigated the opinions and perceptions of MPs, as follows:

- The need for parliamentary control over the national security institutions.
- The level of development of parliamentary control over the institutions of the national security system in Romania.
- Evaluating the progress and effectiveness of parliamentary control over the institutions in the national security system.
- The cooperation between parliamentary control committees and the structures in the security system.
- Prospects for improving parliamentary control.

The quantitative study of these research topics was achieved by means of a questionnaire-based survey, the most accessible and efficient method to collect scientific data appropriate to the facts subject to research. However, to identify the most relevant research variables, in order to achieve the questionnaire, a preliminary exploratory qualitative analysis was necessary, within some focus-group interviews. Thus, the two research techniques completed each other, in the sense that those variables identified and detailed in the focus-group interview stage, considered by the subjects investigated as being relevant to issues studied, have been

[3] Source: *Parliamentary Oversight of the Security Sector: Principles, Mechanisms and Practices*, (2003), published by the The Interparliamentary Union (IPU) and the Centre for the Democratic Control of Armed Forces (DCAF), available on line at: http://www.dcaf.ch/content/download/35247/525711/file/ipu_hb_romanian.pdf. (20.10.2013)

subjected to the opinion of th MPs included in the research group.

The focus-group interviews have been attended by 5 MPs and 3 parliamentary experts on national security issues, and the quantitative research group, based on questionnaire, consisted of 50 MPs, senators and deputies, elected in the legislative mandate 2008 - 2012, with the following socio-demographic characteristics: mean age - 46 years old, average parliamentary experience - 5.1 years, 32% were in the first term, 44% in the second and 24% in the third and fourth parliamentary term.

Given the exploratory character of the research, but especially the complexity of topic and the difficulty in collecting data, from a professional category difficult to access, we identified certain limitations of the research, of which the most important is the sensitivity of the topic approached, which generates certain problems about the objectivity of answers, determined by: the restraint of respondents in assuming a clear personal position, perceived as "inappropriate" or that produces public debates with significant social impact; the tendency of giving desirable answers in terms of functioning of the parliamentary control mechanisms; compliance with the official opinions of the political faction they belong to, etc..

II. RESEARCH RESULTS ON THE OPINIONS OF ROMANIAN MPs

Following the performance of the applied research, the analysis and interpretation of results obtained using the questionnaire, the following ***opinions of the MPs investigated have been drawn, concerning the relevant aspects of the parliamentary control over the institutions in the national security sector in Romania***:

1. The connection between the democratic parliamentary control and the principles of the rule of law represent the purpose of permanent establishment and exertion of it, an aspect noted by the participants in the focus groups, however, the tendency of interpreting this relation is mostly theoretical, because the examples or the actual invocation of certain democratic principles justifying the parliamentary control, with its elements of specificity, are missing.

On the other hand, for all participants in research, the role of parliamentary oversight is ***very important (24%)*** and ***important (76%),*** which indicates that they are fully aware of the fact that a system of checking and control of the security institutions may further contribute to the observance of basic principles of democracy, after the assessments Romania undergone on the occasion of NATO and EU integration.

Thus**,** ***the role which the parliamentary control has in strengthening democracy in Romania,*** from the perspective of national security, ***is seen as essential***, a fact confirmed by the answers of more than 60% of respondents, who agree with the improvement and increase of parliamentary control, while only 30% would choose to *limitate it* to special circumstances, and only 4% for *the total renunciation of the current form of control*.

These research data reinforce the idea of parliamentary control supremacy compared to that of the executive, which reflects the understanding of the fundamental principle of the democratic state, the one of the civilian control over the activity of the institutions in the national security sector.

2. The similarities and differences between the mechanisms of parliamentary control over the institutions in the national security sector in Romania and those from other NATO and EU countries, reveal, firstly, the goodwill of Romania and also the success in the integration process in these international organizations, together with the obligations arising from this statute, which, according to the respondents, made compatible the civilian control institutions. On the other hand, the

relatively low experience of our country in the field of parliamentary control over the security sector is invoked, in relation to other states that have consolidated democracies, which gives the impression that there are drawbacks in case of Romania, at least in terms of making professional the parliamentary oversight structures.

Given this context, ***the less democratic experience of Romania is interpreted as an advantage***, being able to learn from the experience "lived" by other countries, but it ***may also be the risk of being seen as a pretext, by which certain delays or postponement*** of establishing the mechanisms of parliamentary control over the security sector institutions more efficiently could be explained.

Relating the proper functioning of parliamentary control in Romania to the similar structures in other NATO and EU countries betrays the subjects' belief that ***this cooperation acts as a "pressure element" that stimulated the compatibilization of control institutions***, at least in terms of establishing the necessary legal framework.

Thus, in terms of MPs' opinion regarding the development of parliamentary control mechanisms over the institutions in the national security system in Romania, it is found that ***64%*** of them consider that ***the existing mechanisms of parliamentary oversight are being strengthened "much" (54%) and "very much" (10%),*** while only 36% have the opposite view, arguing that they are ***"little" developed***. Under these circumstances, we may consider that ***the premises for achieving a relatively consistent parliamentary control really exist, at least theoretically***, but the reluctance of more than a third of respondents regarding the current level of consolidation, associated with the important percentage (66%) of those who want an improvement and increase in this field, may reveal that, at least half of the current problems of parliamentary control over the institutions in the national security sector in Romania are due to the relatively low level of development of mechanisms for exercising it.

3. ***Among the strengths*** of parliamentary control in Romania stands out: "***the existence of the legal framework made compatible with the democratic systems" and "transparency"***, which reveals an acknowledgement of insufficient development of the parliamentary control mechanisms, as well as a certain "indolence" in assessing them, as the assessment under this context of transparency appears to be fully justified (even difficult to justify, perhaps an exercise of political speech), if one considers only the issues raised by the civil society, widely publicized in the press.

On the other hand, ***the weaknesses*** invoked by the respondents, which appear to be relatively more numerous than strengths, have shaped a particular profile of the vulnerabilities of parliamentary control in Romania, characterized by ***an insufficient training of the control committees members, by a collaboration rather reduced with the international bodies with similar powers, as well as a certain ambiguity in terms of establishing the prerogatives of control committees,*** which makes that, in some cases, the control activity to be hindered or, in some aspects, even impossible to achieve.

The main obstacle the respondents perceive is related to the ***lack of confidence of the institutions in the national security sector in the manifestation of certain democratic principles.*** Thus, the lack of confidence in a transparent manner of operation, in the communication with the organizations qualified to exercise control over them, in the way in which the parliamentary control is achieved stands out as defining elements of certain dysfunctions or obstruction in achieving an effective control.

At the same time, ***the political neutrality of the institutions in the security system*** is still actual, revealing their functioning which is typical of the beginnings of implementation of the principles of democratic state, a situation which also reveals a possible insufficient development of the parliamentary/civilian control mechanisms over the security structures. Thus, over two-thirds of the opinions expressed by MPs are unfavourable, meaning that 30.61% completely disagree that the ***organizations in the national security system are politically neutral*** and 46.94% hardly agree with this statement, while only 22.45% have a favorable opinion, 16.33% agreeing and 6.12% expressing complete agreement with the desideratum of the political neutrality of these institutions.

Typically, the principle of political neutrality of the parliamentary oversight, which, according to the results presented, is poorly represented in the opinions of the respondents, has a negative impact on the 'good governance', which is characterized by an adoption of the political decisions less established, by a functioning which can run out of control and by the overestimation of the executive power or by encouraging corruption.

The analysis of these answers revealed that the activity of parliamentary control over the institutions in the national security sector in Romania is also affected by some drawbacks, which are likely to provide a predominantly formal character, breaching the confidence of civil society in the results achieved by this.

4. Among the main fields of control, the respondents identified a relatively small ***area of the mechanisms for exertion***, which demonstrates an ***approach somewhat limited, unilateral of the parliamentary control***. These are limited to the assessment or control of the budget allocated to the institutions in the national security system (more in terms of legality, than opportunity) as well as to the direct check of the overall activity of these institutions.

At the same time, those who participated in the focus-group did not mention anything about the fields covered by control, such as: public policy in the national security sector, maladministration, charges of corruption or violation of law, which shows a smaller concern for these issues and, therefore, a minimum operation of the parliamentary control in these directions.

The analysis regarding the exertion of parliamentary oversight over the institutions in the national security sector may be completed by the results related to the ***objectiveness of parliamentary Committees***. Thus, the research shows that ***62% of respondents believe that the members of the control parliamentary committees are influenced by the controlled structures*** and only 38% believe that they are acting in an objective manner, which confirms a "reversal" of authority in the cooperation process between the two entities, for exercising the parliamentary control over the institutions in the national security sector.

Also, a significant majority of the MPs questioned, namely ***62%*** of them believe that the ***parliamentary control over the structures in the national security sector is efficiently exercised***, to a small extent (60%) and a very small extent (2%), and only 38% say that it is possible to a large extent.

Nevertheless***, the values of these percentages cannot be interpreted exclusively as a limit of the objectivity of control committees,*** which is rooted in the acceptance, more or less conscious, of such an influence from the security structures, but especially as ***a consequence of preparedness and relatively low experience of committee members***.

5. The quality of cooperation and communication between the institutions in the security sector and parliamentary control committees is defining for an effective control, deprived of suspicions and mistrust. Thus, the respondents believe, on the one hand, that these institutions are prepared to accept the parliamentary control, based solely on the legal provisions, and less as a result of their initiative and openness, and on the other

hand, they argue that the institutions in the national security system are completely unprepared for the implementation of the parliamentary control mechanisms.

As for the extent to which the institutions in the national security system have adapted to the requirements of the democratic parliamentary oversight, ***62***% of respondents believe that the ***institutions in the national security sector in Romania have adapted*** to the parliamentary control imposed by the principles of the democratic state "***little***" (52%) and "***very little***" (10%), while only 38% of them believe that this has been achieved "much" (36%) and "very much" (2%).

Given these results, very close in terms of distribution of percentages of opinions towards the ones mentioned above, one may argue that the ***prerequisites of an effective cooperation between the parliamentary oversight committees and the structures in the security system are not fully recovered***, which makes difficult a deep parliamentary control.

These drawbacks can be mitigated according to MPs' opinion, firstly through ***an improvement of the special training of parliamentary control committee members***, but also by an ***increase of the powers of these committees***. Also, the consolidation of the main democratic principle of the parliament was considered, making direct reference to a more powerful collaboration between them and the civil society, the interests of which they represent, including the national security sector.

III. CONCLUSIONS

The analysis of opinions and perceptions of Romanian MPs regarding the democtratic control over the security sector, beyond the novelty of the scientific research of this phenomenon, revealed that some functional aspects appear to be problematic, despite the fact that the legal or administrative elements are adopted and carried out successfully.

Thus, given that the importance of parliamentary oversight over the institutions in the national security sector was considered unanimously, the perception among the representatives of the legislative power, according to which there would be some suspicions regarding ***full neutrality*** of both the activity of the national security structures and the position of some members of the control structures, ***seems to define as a vulnerability of the parliamentary control system in Romania***, likely to affect both the efficiency of its exertion, but especially the credibility of parliamentary Oversight Committee and Parliament as a whole, among the civil society.

Also, ***the communication in one direction***, from the legislative power to citizens, ***is not enough for the implementation of democratic principles in the sphere of action and civilian control of the national security structures***, but only by creating appropriate mechanisms of mutually beneficial cooperation, that would provide the citizens the opportunity to communicate on security issues, mainly at the level of the parliamentary committees, may be an important prerequisite to achieve this.

Given the particular nature of the institutions in the security sector, ***appealing to certain bodies with complementary functions from the civil society or the media***, who have staff trained in this issue, ***could contribute to increasing the effectiveness of control in certain aspects***, such as participation in the preparation of certain basic documents of the security system (strategies, policies, etc..) relevant to the control committees, to public hearings or within a limited public manifestation etc.

As for the actual and long term problems, regarding the strategies and activities of the institutions in the security system, the parliamentary control Committees must have enough time to identify their tendencies of evolution, which makes time become an important constraint. Under this circumstance, ***an efficient method to avoid the temporal constraints is to develop proactive strategies for the control of the security sector, which, at their turn, may be also based on the knowledge of subjective elements***, of both the environment in which the institutions in this sector run and develop, and the cooperation between them and the democratic control bodies.

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PERSPECTIVES ON THE NEED OF IMPROVING PARLIAMENTARY CONTROL OVER NATIONAL SECURITY IN ROMANIA

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Abstract: *The evolution of democratic state in Romania, dynamics and multitude of risks and threats to the security climate generated analysis and public debate topics relevant for political class and civil society, which determines, concomitant with the efficiency of the institutions' activity in the security field, also an improvement of mechanisms of parliamentary control over them.*
Parliamentary control over the security sector is performed more or less effectively depending on the power of Parliament in relation to Government and the institutions from national security field.
This power derives not only from Constitution and the legal framework of the organization and functioning of institutions from the national security field, but also from the rules of parliamentary procedure and from the practices established and improved over time, depending on the social-cultural characteristics of a nation, but especially on the security climate which these institutions are obliged to ensure it at optimum parameters.
Keywords: *national security, parliamentary control, civil society, mass-media.*

I. INTRODUCTION

In the last two decades, in Romania, the theme of civilian over structures from the system of national security has been a constant topic of public debate, which has aroused the interest of many social categories, from media representatives and members of non-governmental organizations, up to representatives of Government and national Parliament.

The persistence of such topics of discussion and analysis, which often focused on the issues appeared in the process of reforming of the security services, after 1990 and after the accession of Romania to NATO and EU, but also on their way of organization and functioning, in relation to the standards and principles of democratic state, has emphasized **the manifest public interest for the need of instituting and improving parliamentary control over institutions from the national security system**, meaning in this expression the organizations in the fields of defense, public order and national security.

Thus, at least from this overall perspective, of the public interest, but also of some specialists with responsibilities in the field, we can say this area is a topic of interest, especially since the debates related to the parliamentary control of the security structures, continues to occupy public agenda today.

Beyond this first category of arguments, resulting from the analysis of the subjects from the mass-media and civil society public agenda from the last years, have been also identified other **grounds,** some of **legal, procedural** nature, as well as **related to the evolution of the democratic state in Romania,** and others, **imposed by the dynamic of the security** of national and international **environment,** both supporting, equally, the need of improvement of parliamentary control in the security sector.

In addition to the aspects related to legal and procedural framework, specific to the parliamentary control, elements which are related to the **particularities and dynamics of risk factors to the national, regional and international security,** impose not only a reconfiguration of activity security structures, but also a rejudgement of the role of the parliamentary and civilian control bodies over them, adapted to the new situations, in order to deal with these forms of action.

II. DIMENSION OF PUBLIC INTEREST

From the documentation of main topics debated on this theme in the public area, at least three analysis marks can be drawn, which reveal the need of a reconsideration of the parliamentary control mechanisms over the institutions from the national security system:

a) The prevalence of the topics from the mass-media public agenda, in which there are emphasized eventual slippages of the security structures from the legal and ethical conduct regulations, especially in the area of wiretaps or electronic communications of population. In this respect, the consistency with which such incidents are dealt by the media or civil society representatives, the positions adopted by the Executive or Legislative officials, but mostly some decisions of the judicial power, which have ascertained some law defaults, from some information structures, may lead to the fact that some aspects of the security structures activity are insufficiently subjected to the parliamentary/civilian control, in that respect, requiring researches and propositions of new solutions, adapted to the context and evolution of the current Romanian society and the evolution of security problems.

Moreover, the problem of interception of electronic communications also turns out to be of great interest in some countries with consolidated democracies of the European Union, being debated by the recent disclosures of the former NSA adviser (National Security Agency), Edward Snowden, with respect to the USA[1] PRISM program in Europe.

b) Proven questionable quality of some security structures representatives in Romania, especially in moral, ethics, but also in respect of the law, which caused in recent years, not only the change of some of them from the positions held, because of public scandals in which they involved the institutions they lead, but also the existence of situations, in which they were either detained and investigated by criminal investigation body, either even condemned. Even the simple finding of such fact would be likely to trigger a thorough investigation of Parliament (actions which, if they existed, were not finalized also with public clarification needed), being well known the fact illegal activity of these individuals wouldn't have been realized, unless it was performed in a supportive, defined environment, both through persons promoted there, through poor control of the entitled officers, as well as through concrete way of work, which allowed criminal proceedings.

Furthermore, suspicions of committing immoral and illegal acts have dominated and are under investigation also in the case of former members of Parliamentary Control Committee over the institutions from the national security system in Romania. Such situations lead to regulatory gaps and good practice regarding the election, especially in terms of moral values, of persons designated to perform parliamentary control or the administration of security structures, as a form of civilian control. Often, their public activity was not supported by a strong business card, which defines, by attitude and notorious public action, a person devoted to the principles of democracy, which recommend them for such position, and the involvement in business, generally, without mentioning the dark ones, or conflict with the law, materialized in case files for the research of authorized institutions, not being of nature to block relentlessly their access to these positions. This situation imposes a deepening of the elements, which are related to professional competence and human resources probity involved in the activity of parliamentary/civilian control.

1 According to several press publications (Radiofranceinternationale of 11.06.2013, *Gandul* Newspaper - electronic edition of 30.06.2013, *Deutsche Welle* - electronic edition of 20.08.2013 etc.). Germany adopted a hard official position against NSA alleged information espionage within the EU, through the Ministry of Justice and even through Chancellor. In some of these official positions is made reference including to the Parliamentary control committee of federal services, whose work has become more "bubbly" and "transparent" after the announced espionage activities.

c) The perception among the media, but also at the level of civil society, with respect to the existence of some issues related to certain methods of non-transparent action of some security structures in Romania, in the performance of their duties, which induces the suspicion of undue interference of them in some areas of civilian activity, with some responsiveness, eminently in the economic one, but also in the judiciary or the media. These sources of distrust are indubitable related also to the limits of parliamentary control exercising, which should provide the society a strong and reliable guarantee regarding the correct operation of security structures.

III. ADMINISTRATIVE COMPONENT OF THE PARLIAMENTARY CONTROL

From the analysis of the legal and organizational framework, of the executive and legislative powers concerns for the adoption of good practices in exercising the democratic parliamentary control over the institutions from the national security system in Romania, as a member state of NATO and UE, it can be drawn several arguments which support the need of improvement in this area.

From the perspective of democratic state philosophy, the need of parliamentary control over the designated institutions to exercise the acts of public administration or national policy, as it is the security area, arises from the application of the mechanism of power separation and of social responsibility of those who run these institutions. From this point of view, after the replacement of the communist regime, even before the first free elections in Romania and the existence of democratic Parliament , the need for establishment of civilian control over security structures was legislated by Decree of SRI *(Romanian Intelligence Service)* establishment, of 26 March 1990, in which was stipulated that this institution is responsible for all its activities against the legislative body constituted ad hoc (CPUN) and subsequently against the Parliament, and the **SRI manager was obliged to regularly submit reports on the main issues arising from the specific activity and to directly answer on the questions related to service,** questions raised by the legislature.

In the political and social context, the main concern of international society and the Euro-Atlantic organizations was the removal of compromised former Security officers from the newly composed service of information, being a major challenge, both for the institution, which based its activity substantially on their contribution, and for the representatives of the political class, which were supposed to ensure political neutrality and establishment of civilian control over information services.

Although the number of the personnel from former security service decreased steadily and consistently in the following years, their existence itself even warranted of technical and operational requirements, but mainly manifested in the decisional areas, of staff training or human resources management, has induced to public perception the suspicion that the reforming national security institutions, especially regarding civilian control over their establishment, has been hampered by the very presence of security officers and former communist activists. This influence would be exerted, if not directly, at least by perpetuating the "worker" spirit, towards promoting some people, duplicate by the "their image and likeness" in spheres of influence or decision of the security structures also by the relations in the “nostalgic” political environments.

This issue, at least at the level of information structures was significantly resolved in the pre-accession of Romania to NATO and to EU, but in the area of politics maker, the primarily responsible for the exercise of parliamentary control, some critical decisions such as lustration process, trained within present, although such action was a social fundamental desideratum, still in the early stages of the 1989 Revolution[2], as, indeed, happened in other former communist countries[3].

Thus, ***it has been established a collective perception dominated by doubt about the capacity and the will of politics exertion of an effective parliamentary control over national security institutions***, supported by the decisions of the competent forums (CNSAS), as a results effect of applying Law No. 187/1999 on access to their own files and disclosure of the Security as political police, including subsequent amendments and additions[4], as well of the numerous journalistic investigations that have demonstrated links between the policy makers and the former communist regime or structure controlled by the former Security Service.

On the other hand, ***the appointment of some people, especially in information services management*** that comes from outside the executive or militarized area, appointed by the Parliament ***as the first guarantee of an effective civil control over these institutions, has not fully convinced in terms of expectations regarding professionalism and full adherence to the genuine principles of democracy and in terms of proving their political neutrality***.

Thus, although the content of the legal framework regarding national security and intelligence services[5] is expressly required staff's and activity's information structures political neutrality, demonstrating that requirement was made rather formal, as long as there are enough controversial decisions and actions that have generated mistrust among many representatives of civil society on the right balance between security requirements and those of democracy.

Although there were relatively few complaints compelling information structures acted after 90s as a political police, there were still registered cases, intensely debated in the media, where some corporate executives have delayed the disclosure belonging to the former Security were expressed about partisan politics or entered politics immediately after dismissal, with relevant positions in the party hierarchy, either came from among the members of some political parties. These situations some maybe regular in consolidated democracies cannot be seen as useful decisions strengthening democratic regime in Romania and, particularly, trusting involved institutions.

All these situations, but especially ***the appointment in the management of some specialized services of former non-professional politicians in the area of national security, with limited public awareness and confidence,*** raised a series of questions about their ability to exercise a real control over these institutions, as representatives of civil society, but also concerning the temptation management to fully adhere to the activity of led structure, manifesting itself more as part of the system

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[2] Paragraph 8 of the the Timisoara Proclamation.

[3] **Czechoslovakia,** by Law no. 451/1990, maintained after the dismantling of the state; **Poland** through policy "thick line" established in 1989 and later in 1997 the lustration law, **Hungary**, through the lustration law 1994, as amended in 1996 on grounds of unconstitutionality, Albania, through the two laws in 1995, Law no. 8001 of genocide and crimes against humanity committed in Albania during the communist regime for political, ideological and religious reasons and Law no. 8043 regarding verification of the moral character of officials and other persons connected with the defense of the democratic state. Source: Lavinia Stan (2006), "The long way of lustration in Eastern Europe", *Sfera Politicii* magazine, year XIV, no. 120-121-122.

[4] Although Law no. 187/1999 came 10 years after the fall of communism, was amended by Government Emergency Ordinance No. 16/22.02.2006, and in 2008, though Constitutional Court Decision no. 51 of 31.01.2008 was declared unconstitutional, an eligible final form was adopted only in late 2008, by Law no. 293 of 14.11.2008. Thus, it can be observed the lack of interest of political will to uncover the Security Service as political police, more so for the adoption of a legal framework for a broader lustration which was declared unconstitutional in 2012 and rejected by the Senate on February 12, 2013.

[5] Law no. 51/1991 on national security of Romania, Law no. 14/1992 on the SRI organization and functioning.

at the expense of the operating requirements under the democratic control of it.

An additional argument for this is that the relatively low level of cooperation of the security structures with civil organizations or with the specialized academic environments in achieving the main security documents. While the views adopted therein belong exclusively to the specialists from these institutions, and supposedly prove their natural limits, determined by a certain degree of subjectivity, but especially facilitating the achievement of their own goals and "simplification" of liability context.

On the other hand, ***the organization and functioning of the Parliamentary Control Committee***, it is noted some procedural problem, which could be important arguments for a rethinking of how to exercise this kind of control.

Firstly, the features of cooperation between the security services in Romania and their parliamentary scrutiny committees, meaning that, although the principle established by the legislation requires a collaborative relationship and authority exercised by the parliament, often the heads of the information structures relies on procedural grounds to minimize the parliamentary scrutiny and the specific normative restrictions the classified character of some necessary documents for evaluating their activity for reasons of national security, in the output of parliamentary control publication.

Thus, in post-communist history of the Romanian Parliament, there were not identified data showing that there was a parliamentary inquiry on intelligence service from ex-post, in which to be completely analyzed the files of some causes, which were subject of suspected legal or ethical violation. Also in the last years the annual activity reports intelligence services have not been debated in Parliament.

It can also be mentioned a certain focalization on the „spectacular" security issues, such as terrorism, to the detriment of depth issues. Thus, university autonomy, guaranteed by the Constitution, strongly affected today and severely limits efficient functioning of the institutions providing education, does not appear to be a subject of interest either for Parliamentary control committees or even for the media, as long as, outside a modern and quality education, Romania's development possibilities are drastically amended.

All these give rise to a theme of relevant and current reflection, respectively if the representatives of the Parliamentary control committees, truly verifies the activity of security structures or these manage to escape, even to reverse the relations of authority in the cooperation process specific to the activities of parliamentary control, sometimes with the suspicion regarding their affiliation right at the controlled institutions.

Secondly, it was found that the ***activity of the Parliamentary control committee over the institutions from the national security area in Romania is very slightly clear to the concerned public,*** and *the* results of these legislative bodies are not available on the official website, not even in the form of synthesis or briefings regarding discussed issues and the decisions adopted in the working meetings. This issue, noted by default, is a further proof that a rethinking of the parliamentary control phenomenon is required, at least in terms of ensuring transparency to civil society, whose legitimate interests they represent. Transparency still remains the most powerful form of control and voluntary limitation of the slippages, with the rigorous limits in the field, understandable in the context, but not with totally avoidance of it.

Considering the above, ***even if the existence of the judicial and procedural framework***, established with celerity after 1989 and updated in accordance with the presumed requirements by Romania's integration into NATO and the EU, ***provided a reasonable operational security structures in Romania in the last 23 years,***

***the security status ensured being a proof in this respect, the way in which this framework has been interpreted and implemented, the modality of effective exercise of civilian or parliamentary* control over them** generated the multitude of exposed issues, which allows the opening of analysis and reconsideration perspectives of functional components in this area.

In this respect, the point of view of the current head of the SRI Control Commission, Deputy Georgian Pop, it is worthy to be considered: *"We need to adapt the law,* it's the oldest from NATO – since 1991, the Law on national security, since 1992, the Law on the organization and functioning of SRI. I hope to find, in the coming period, the political will and necessary consensus"[6] The adaptation of legislation should be based on solid models, results of scientific research in the field.

However, political debate and some of representatives of current civil society from the public space on amending the Constitution of Romania, which would redefine the exercise and control way between the state powers, with direct impact on the national security area, requires an analysis of the mechanisms parliamentary control mechanisms over institutions in this area, so that they become more efficient and responsive to greater social expectations.

IV. THE DYNAMIC OF SECURITY ENVIRONMENT

Since the end of the Cold War, especially after the events of 11 September 2001 in the U.S.A. the number of international conflicts has significantly increased, terrorism being at the forefront of the security agenda of the NATO countries and the EU.

Globalization has increased the interdependence of national security structures and the threats of some states began to affect other states easily, with the risk of destabilizing a region or even the world's peace. This new reality has caused the onset of the fundamental changing processes of the role of those involved in providing optimum security environment, including those responsible for exercising parliamentary control of national security institutions.

New types of conflicts and threats, and intensification of cooperation between states to strengthen security have generated innovative solutions and a new way of thinking the concept of security itself, this being increasingly citizen-oriented. Thus, the fundamental problem that arose and which still concerns the environment specialized academic or the political sphere is that of guaranteeing individual freedoms which had, once, represented the undisputed social values, given the necessary steps of increasingly restrictive the citizen, in the name of ensuring a proper secure environment.

The United Nations, through the "United National Development" Program launched since 1994, the concept of "*human security*"[7], which established approach to security issues preponderant from the perspective of sustainable social development.

From the functional point of parliamentary control over the institutions of national security, an important analysis theme is represented by the improvement of parliamentary control mechanisms to ***evaluate the objectivity and relevance of defining risk mitigation measures and their monitoring*** proposed by security structures, both in terms of resources involved, and especially the impact on fundamental liberties as surveillance of communications population programs from

[6] Source: ziare.com, (3 June 2013), available on line at: http://www.ziare.com/stiri/sri/seful-comisiei-sri-despre-stenogramele-pnl-cazul-birsan-si-pericolul-cartelelor-pre-pay-interviu-1238977

[7] Human Development Report (1994), available on line at: http://hdr.undp.org/en/reports/global/hdr1994/ (14.05.2013)

the U.S. or of the EU states, have generated controversial debates and political trenchant positions in recent months.

This led to the admission of the Barack Obama Administration that "*the National Security Agency (NSA) has violated the law between 2008 and 2011, illegally intercepting emails of Americans unrelated to terrorism*"[8], as well to a stance of the party representatives political, such as those from Germany, even Chancellor's Anghela Merkel in favor of reforming the law on parliamentary control of federal intelligence activities, and "*this reform will involve a change in the mentality of those working in secret services that it will remind them the duty they have, to make transparent certain aspects of their work"*[9].

These international events generated reactions and the political class and civil society in Romania. Thus, following an investigation by journalist among the 48 parliamentary on the introduction of PRISM program in Romania, 58% said they were against it, 16% agreed and 26% did not answer the question "*Do you agree to an anti-terrorism system monitoring the Internet as do the Americans have?"*[10].

V. CONCLUSION

The concerns of the competent bodies or civil organizations as well the published scientific studies and research in the field of parliamentary control of the security sector are found to be relatively small in number, and the issues addressed are limited to formal aspects, mainly legal and procedural. Thus, it becomes obvious that this area is poorly explored and analyzed, especially in terms of depth elements of parliamentary control so that they can scientifically generate solutions to improve it.

The specific and dynamic nature of the security sector is a challenge for parliamentary control over the institutions of the national security which entitles us to believe that any research and proposals for improvement in this area are part of the present and future concerns of the Romanian Parliament, given membership of NATO and of European Union.

In this context, effective parliamentary control has become crucial to ensure that these new solutions are designed and implemented in a transparent and accountable way, that the restriction of fundamental freedoms is justified in relation to the actual existence of the security threats and the resources spending to ensure the security climate is proportionate to the identified risks objectively and professionally treated.

In the absence of such a complex approach, there is a danger that the institutions which provide security to misinterpret the mission and become "state within a state" or benefiting unjustifiably of the significant budgetary resources or exerting excessive political and economic influence.

Without an effective parliamentary control exercised by competent persons in the name and for the public interest, it cannot strengthen public confidence in both the security structures and the Legislative and Executive prerequisite for democratic and efficient functioning of these institutions.

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[10] Source: ziare.com (22.07.2013), „*E-mail "at sight"* in the name of the fighting against terrorism – what are MPs say", available on line la: http://www.ziare.com/internet-si-tehnologie/internet/vor-parlamentarii-sa-ne-citeasca-e-mailurile-1247388.

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THEORETICAL HIGHLIGHT OF SCIENTIFIC RESEARCH ON INCREASING THE EFFICIENCY OF THE PARLIAMENTARY CONTROL OVER THE INSTITUTIONS IN THE NATIONAL SECURITY SYSTEM IN ROMANIA

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Abstract: *Considering the actual security environment, the democratic evolution and efficiency parameters of security sector institutions require a comprehensive, systemic and deep approach, involving, in addition to increasing the quality of management and ensuring their functional integration in the security system Romania is part of, efforts to professionalize the parliamentary control over them, respecting the principles of democracy, transparency and political non-partisanship.*
Generally, the efficiency of parliamentary control is influenced by the authority of specialized parliamentary Committees, the frequency of their meeting, as well as the number, experience and preparedness of MPs and administrative staff, who support the work of these Committees.
The national security, which is first of all human security, places the individual and the community at the center of concern of the specialized institutions, and the implementation of this new paradigm also implies some important reforms in the national security sector institutions. Nevertheless, an enhanced involvement of the security sector in the civil society may generate a number of problems, such as assuming increased powers by the institutions in this field in the demilitarized areas of the society or, conversely, their malfunction as a result of managing an extensive areas of duties, which implies the improvement of the mechanisms of parliamentary and civil control over the institutions in the national security sector.
Keywords: *parliamentary control, national security, democracy, rule of law.*

INTRODUCTION

The parliamentary control over the institutions in the national security is ruled and explicitly derives from the regulatory framework of organization and operation of these institutions, which is a set of basic laws of any democratic state.

The objective followed by the parliamentary control presents both similarities and differences from one state to another, primarily depending on the way in which the philosophy of the democratic state is implemented, which underlies the establishment of parliamentary control mechanisms and which determines, in general, two distinct orientations: one according to which the control of security institutions should be quasi-total, providing assurance on the legality and efficiency of their functioning, and the other one is aimed at exercising a more temperate control that does not greatly affect the activity of these institutions, by violating the principle of confidentiality of their operations.

Under these circumstances, we may infer that we cannot speak of a standard model of parliamentary control, to be adopted by all democratic states, especially a polarization of this phenomenon to one or the other of the two orientations, but most likely a dynamic balance between these tendencies, given the speed with which the international security environment, regional or national is changing, under the pressure of new asymmetric threats.

Thus, although it has a fundamental role in the rule of law, *the democratic control over the security sector indirectly exerted by the heads of the institutions in the security sector, selected from among civilian specialists, is not and should not be the only form of control*. The risk of politicizing this sector, as a natural consequence of the cooperative relationship between the policy makers and the heads of security institutions, determines the need to complete the democratic control mechanisms, with those specific to parliament.

The main argument for such a reinforcement of the democratic control over the institutions in the national security sector *is the need to balance the power and authority these institutions are required to be invested with, in order to fulfill their mission of providing an optimal security environment*. Thus, we may infer two categories of arguments that support the phenomenon of parliamentary control, namely:

- establishing the fundamental democratic principle, that of public responsibility for all executive state authorities;
- risks specific to these institutions, such as partisan politicization of the activity, abuses of their staff, violations of fundamental rights and freedoms of citizens.

Consistent with these arguments, we may infer that, in essence, the *parliamentary control over the security sector has two major objectives*, *to ensure efficiency of the institutions in the national security field* and *to monitor the principle of legality in their activity*, especially observing human rights. In fact, the purpose of the parliamentary control is given by the need to identify and correct the deficiencies of the institutions in the national security sector, to investigate possible accusations regarding abuses, violation of the law or the rules of ethics and deontology within them, and ensure a political consensus on security policies.

Considering the reasons for establishing the democratic control over the institutions in the national security sector, its assessment can be made, on the one hand, at the level of the courts that exercise it, the executive one, the parliamentary or judiciary one, and, on the other hand, at the levels at which they exert control: budget, operations, observing the law and the rules of ethics and deontology, development and improvement of security policies etc..

GENERAL PRINCIPLES OF INCREASING THE EFFICIENCY OF THE PARLIAMENTARY CONTROL

Considering the particularity of the operations of the institutions in the security sector, the activity itself of the committees of parliamentary control is not always public, which limits the access of civil society to information which, finally, may be considered public. Thus, *to ensure effective parliamentary control, but mostly to increase confidence in the efficiency of control mechanisms it is necessary to establish a cooperation between parliamentarians and representatives of controlled security institutions,* providing easy access to data and information required, so that *the results of the control committees could meet the expectations of civil society*.

Most states apply formal control over the security institutions, usually under the form of parliamentary control committees. *The competence of this committees is however determined differently, depending on the configuration of the security sector, the political system, the cultural and historical factors etc*. Thus, in certain countries, the Parliament has established specialized committees dealing only with intelligence oversight, while in other countries they have extended powers over the sector of defense and public order. Some are under the authority of the executive, others operate independently of it.

Summarizing the legal and organizational principles of the parliamentary control, *we can define the conditions of an effective parliamentary control of the security sector*: legal and constitutional powers clearly defined; practice in force, resources and competence, political will[1].

[1] *Controlul parlamentar al sectorului de securitate - Principii, mecanisme şi practici*, (2003), published by the Inter-parliamentary Union (UIP) and the Centre for the Democratic Control of Armed Forces, available at: www.dcaf.ch/oversight

In Romania, according to the testimony of a former member of the control Committee of the Romanian Intelligence Service, *the expression of increasing the efficiency of the security system is determined by the ratio between the national security level and the individual rights and freedoms to be waived. The optimal balance is determined by the greatest individual freedom possible and a high level of the national security*[2]. This ratio can be maintained by developing and making efficient the levers of parliamentary control over the security sector.

According to this MP, the control mechanisms over the security sector must consist of:

1. **evaluative vector**, in the sense of qualitative monitoring of the process of information dissemination.
2. **constraint vector**, allowing appropriate measures in case of finding infringement.
3. **ethical vector**, allowing the control institutions to establish ethical standards in the information activity, so that the individual rights and freedoms could be met only as a last resort and in cases strictly regulated by law.
4. **social vector**, by the evolution of the role of the control structures to the dialogue between intelligence and civil society[3].

Long term or unjustified limitation of certain citizenship rights, by adopting laws motivated by national security issues, may affect the fundamental principles of a democratic society. However, *as such measures tend to be sometimes adopted in the current security environment, the parliamentary and civil structures*, which ensure democratic control and transparency of the security sector, *must make sure that they are not used in a way contrary to the international conventions on the fundamental human rights*.

For example, *the fight against terrorism must be done by means, both legal and legitimate, the level of legitimacy being given by the national interest*[4]. The open societies may be the target of structured terrorism, but it is this openness of the society, the individual freedom of citizens that must not be sacrificed in the name of fighting against terrorism. Even if it requires that a state threatened by this problem to provide answers necessary to ensure national security, we must not resort to means that would undermine the basic democratic values it seeks to guarantee.

Another idea discussed in Romania, regarding the optimization of parliamentary control over the security system aims at *creating the mechanisms enabling the intelligence officers also, in cases provided by law, to address the parliamentary control bodies*[5]. This method proved to be effective in some countries, since the employees of different institutions in the field of security used legal proceedings, including internal communication channels to correct the abuses, without risking sanctions or retaliation, protecting at the same time, classified information, vital to national security.

Such a course of action is supported by the principle according to which, the

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[2] Stănişoară, Mihai (2006), *Controlul parlamentar asupra serviciilor secrete- vector de eficientizare a sectorului de securitate din România*, Committee for Defense, Public Order and National Security of the Chamber of Deputies, Bucharest, available at: http://audieri.advocacy.ro/sites/ audieri.advocacy.ro/files/files/depozitie/documentul /2012-08/depozitie_mihai_stanisoara_deputat.pdf (11.05.2013)

[3] *Ibidem*

[4] *Ibidem*

[5] Source: Academia de Advocacy, The synthesis of testimony presented in the Public Hearing, with the topic: „Libertate individuală versus securitate naţională. Echilibrul între transparenta şi secretizare" (Individual freedom versus national security. balance between transparency and secrecy), of 27th of June 2006, Palace of the Parliament, Chamber of Deputies, available on line at: http://audieri.advocacy.ro/libertate-individuala-versus-securitate-nationala-echilibrul-intre-transparenta-si-secretizare-6 (14th May 2012)

optimization of parliamentary control levers is an important way for improving the security sector, but *it is necessary to take the first step from within the system, not outside it*.

A particular problem in the effective exertion of parliamentary control over the institutions in the national security sector is related to *the access of Committee members to "sensitive" information of the operations of these institutions, respectively to classified information*, being one of the problematic aspects of the relationship between MPs and controlled institutions.

In this regard, it was found that there are points of view claiming that, given the popular mandate, there must be no limits to restrict the access of MPs to relevant information, even if classified; on the other hands there are situations that have shown that *excessive dissemination of certain data considered relevant to national security implies significant risks*, because the MPs, generally, develop their political career by appealing to arguments expressed publicly, about their parliamentary business achievements.

In most states, the access of MPs to classified information is limited, but in the case of Romania, in some circumstances, the procedure for issuing authorizations for access to classified information for MPs appointed in Special Investigation Committees formed a leverage to limit, even temporarily the parliamentary control.

Although we can identify elements of parliamentary control over the institutions in the national security system in Romania resulting in accordance with the democratic standards of the rule of law, in practice, there is quite a lot of failures in exerting them efficiently, which opens perspectives for research in order to find solutions to improve it, especially for those qualified to reform the sector, namely the MPs.

RESEARCH RESULTS ON IMPROVING THE PARLIAMENTARY CONTROL ACTIVITY OVER THE SECURITY SECTOR IN ROMANIA

Having performed an applied research, consisting of a sociological survey based on a questionnaire, from a group of 50 MPs in the legislative mandate 2008-2012, intended to *evaluate the perception of MPs in Romania, on the necessity, the level of development, assessing way of performing and effectiveness of parliamentary control over the institutions in the national security system, in terms of identifying prospects for improvement in this field*, the following issues revealed:

- Soon after Romania became a democratic country again, ***the mechanisms of parliamentary control*** over the institutions in the national security system ***had been established and began to operate***; however, although the regulatory framework in the field is aligned with that of NATO and EU partners, the general perception regarding the ***effective exercising*** of parliamentary control shows that, ***this important work of the parliament does not correspond to the expectations of the society***.
- ***The cooperation between security sector institutions in Romania and those similar to other countries in NATO and the EU*** acted as a catalyst element, available in the future also, in ***supporting the effort to make compatible the parliamentary control mechanisms***, with the international practice, especially in terms of ensuring the legal framework.
- ***The ways of improving parliamentary control*** are focused, in particular, ***on the need to ensure a certain level of professionalisation*** of ***parliamentary control*** committee members, but also ***to increase the***

powers of these committees, within the general framework of the practice of democratic states, but also with some specific notes, imposed by the national context of evolution of the problem, in order to increase the effectiveness of this activity.

- The security sector institutions, but also the civil and parliamentary control entities have not reached in their evolution a condition that would allow them to cooperate for an enhanced control formula yet, beyond the formal aspects, which appears to have as a main cause a ***certain distrust between those involved***.

As a whole, *the main lines of action, considered by the MPs questioned as necessary to increase the efficiency of civilian control over the institutions in the national security system*, should cover: a specific training for control committee members, increasing cooperation and exchange of experience with similar international bodies, a better cooperation between the institutions controlled and those exercising control and a real engagement, supported by the necessary political will, control structures in clarifying the issues identified.

The actual ways of improving parliamentary control in Romania over the institutions of the national security system, as they have resulted from the appreciations of the MP members included in the research group, aims at:

- ***Increasing the level of competence of the committee members, through appropriate training*** (e.g. by attending the lectures of the national intelligence College courses or other specialized initiatives), which resulted from the research as being absolutely necessary for 96% of the participants.
- ***Improving the legal framework, in the sense of defining more precisely the duties and responsibilities of the parties involved*** in connection with the implementation of parliamentary control, ***as well as the access of parliamentary committee members*** to specific information owned by the institutions of the national security system, proposal supported by ***98%*** of the respondents.
- ***Promoting fairness attitude and orientation towards the common good***, of both sides involved in exercising parliamentary control, supported by 84% of the MPs included in the research.
- ***Improving procedural means and multiplying resources available to Parliamentary Oversight Committee***, supported by ***90%*** of the respondents.

Data analysis of the applicative research clearly confirms the imperatives for exercising an effective parliamentary control, including ***training***, as a prerequisite of the competence of members, *the access of control committee members to the categories of information relevant* to the document control, necessary to perform special checks, including post factum, as well as ***increasing cooperative relations*** between them and the representatives of the institutions subject to control, ***based on openness and mutual trust***.

All these are key factors that can contribute decisively to a favorable end of the parliamentary control mechanisms and their compliance with the principles of the modern democratic state.

CONCLUSIONS

The ***expression of the increasing of the efficiency of parliamentary*** control is not given only by the form of organization and functioning of the institutions of the national security sector or the Parliamentary control committees expressed by the specific normative framework and the political and organizational system of the democratic state, but ***is strongly influenced by socio-cultural issues***. The public perception on this field has a key role in shaping the opinions and appreciations of specialists in the national security sector or the MPs of the control committees, as well as the civil society in general.

To make the activity of the institutions in the national security sector truly effective, it is necessary that *the ways of action and public communication, including the results obtained, be accepted by the public opinion, the civil society*, the interests of which they should represent. Therefore, this goal can be achieved due to the *formation among the civil population of a security culture,* which can be materiallized, mainly, under the impact of direct experience with the phenomenon or those mediated by the means of public communication.

Thus, in order to strengthen a security culture, we need *the existence and efficient operation of the means of consultation and dialogue between the institutions of the national security sector and civil society, as well as between the representatives of the legislative and electors*. As such, the opinions and perceptions strengthened by these mechanisms of collaboration and communication become essential in knowing and understanding the new security environment, the new risks and threats to democratic values, but also to enhance trust in the mechanisms of parliamentary control over the security sector.

Moreover, in the current system of international cooperation among democratic states, in order to ensure an optimal security environment to the citizen, ***developing a certain global security culture*** is encouraged, by stimulating the civil society to acquire common values, not only nationally, but especially regionally or internationally, which must be in accordance with the security policies and the results of the actors involved in the field.

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CHALLENGES IN THE MANAGEMENT OF EXPERTISE - REASSEMBLING AND RESTRUCTURING PREVIOUS KNOWLEDGE IN THE LIGHT OF NEW PROFESSIONAL OBJECTIVES

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Abstract: *The changes which affect the professional trajectory of a person are generally acknowledged by researchers as major stress factors with various and (often) unexpected ramifications. When stress is further enhanced by an unfamiliar organizational framework, the individuals should resort to all their internal resources in order to handle the crisis. In such circumstances people go through an adjustment process and re-evaluate their previous experiences so as to fit in the new context. One solution to overcome critical points and meet the new objectives is the efficient recycling and restructuring of the already existing skills. Scrupulously re-evaluating one's professional expertise can reduce the impact of change and smooth the way of adaptation.*

Introduction

The social context nowadays has become quite intricate: on the one hand, we are offered a wide range of professional opportunities, but on the other hand we are confronted with an increased number of occupational hazards. At present, careers which were initially meant to unfold linearly are subject to constant changes. Predictable evolution as regards professional development seems to become obsolete since it is greatly influenced by the dynamic law of supply and demand. Consequently, in a world of diversity, employees are compelled to keep up with the changes by continuously reinventing themselves.

Facing the unknown is no easy task; individuals are expected to successfully handle unfamiliar situations and find innovative solutions to the assignments they were given.

In order to effectively adapt to the new circumstances an individual must be open to change and willing to acquire new skills. Each new role means taking risks, tolerating uncertainty and assuming responsibility.

In the initial phase of the transition from one professional status to another, creativity and heavy reliance on previously acquired knowledge seem to be a practical solution. Undoubtedly, such situations generate high levels of stress and anxiety, especially when changes in one's professional development occur unexpectedly and independently of the individual's will and intentions. In such cases integration in the new context becomes a major personal objective.

In order to achieve success, an individual needs to take firm action and stay focused on his/ her final goal. Mental and physical endurance further enables a person to remain calm and be aware of opportunities. Moreover, two other key aspects in someone's professional reconstruction are initiative and resourcefulness so that situations could be dealt with in the absence of conventional methods.

Case study

In what follows we shall approach an institutional reshaping and its consequences for some of the employees involved in the process. To be specific, a new faculty (The Faculty of Security and

Defence) was set up within "Carol I" National Defence University and this undertaking highly influenced the professional trajectory of a certain part of the teaching staff.

Although it belongs to the military training system, the Faculty of Security and Defence is more similar in its organization to a civilian faculty than to the Faculty of Command and Staff, the analogous academic structure from which it actually detached.

Whilst the Faculty of Command and Staff adheres to traditional military training policies, instructing only officers in accordance with the necessities of the Ministry of National Defence, the Faculty of Security and Defence opened its gates to the civilian society. This means that starting with 2006 its educational offer has included postgraduate studies for both civilians and military staff, and it has recently developed an undergraduate programme of studies in the field of public and intercultural communication (academic year - 2013-2014). Additionally, other educational offers are currently being developed.

However, this reorganization proved to be consequential in many respects, particularly as regards the teaching staff. Incorporating new courses in the syllabus meant that the teaching staff had to broaden their domains of expertise and acquire new skills. We shall analyse the challenges some individuals had to face in this process of institutional restructuring and reshaping.

Our sample group comprises foreign language teachers with many specific characteristics. The entire process on which the present paper is focused began in the summer of 2013 when the Foreign Languages Department within the "Carol I" National Defence University was dissolved. The reasons why this dissolution occurred are controversial and still veiled in mystery, many aspects remaining puzzling and unexplainable for those involved. Nonetheless, the management malfunctions in the Foreign Languages Department are beyond the scope of this paper; our intention is to analyse the consequences of this decision for the professional development of the teaching staff whose department was disbanded.

Practically, a large number of language teachers became part of the Faculty of Security and Defence, and in October 2013, within a few months since the dissolution of the Foreign Languages Department, they had to modify their professional path. Most of these people faced the necessity to change their domain of expertise and start teaching new courses in the field of communication. Therefore, in short time, a significant change occurred in the professional lives of these individuals who had to assume the responsibilities attached to their new status. This category of personnel had to cope not only with the stress generated by the integration in a new institutional structure, with new colleagues and new superiors, but also with the challenge of their professional re-defining. At the time this article has been written, the transition under investigation was still in progress, consequently we cannot comment on the results of the process, but on the efforts of the teaching staff to overcome the difficulties encountered.

Recycling previous knowledge

A generally agreed upon aspect is the fact that the attempt to successfully fit in a new context requires the mobilization of the entire resources of an individual.

One manner in which the stress level could be reduced is to restructure the pre-existing knowledge and to rely on the experience already acquired.

Mention must be made that all the teaching staff involved in the process under analysis are experienced and highly specialized professionals in the field of foreign languages: they have attended numerous national and international training courses, have participated in conferences and have written a vast amount of articles and books on linguistics and language learning. Moreover, many of them have diplomas in communication studies; yet, the accomplishing of the new performance objectives caused a great deal of mental and emotional stress to the individuals. A significant aspect these educators are aware of is the difference in approach between teaching languages and teaching communication sciences. In teaching languages, constant feedback from learners is absolutely crucial, as well as the interaction between peers. If knowledge gaps remain unfilled progress becomes impossible; students also need constant practice to improve the four skills: speaking, listening, reading and writing. By comparison, the study of communication sciences is not so inextricably linked to the role of the teacher/ trainer. Students can learn and do research by themselves, without needing close guidance from the teacher, or interaction with other speakers.

Nonetheless, there are significant similarities between the two domains, as languages are the main tools by which communication is achieved. Therefore, language teachers can rely on much of their previous knowledge and skills when approaching the field of communication sciences.

Below we shall closely investigate the process of reassembling and restructuring previous knowledge in accordance with the new performance objectives. In our opinion this transition incorporates several stages, as follows:

1. In the first stage the new objectives should be clearly identified and defined; this means that the most relevant part of previous knowledge will be revived and put to use. The objectives will be of two types: some of them will touch upon the integration of new comers in a different organizational framework, while others regard the teaching activities. We consider that the educational objectives are the top priority: teaching means direct contact with students and errors at this level may imply damages in public image. By comparison, occasional behavioural slips among colleagues are easier to rectify as long as there is mutual confidence and support. A relaxed and encouraging atmosphere can constitute a moral aid for the integration of new colleagues, whereas an inflexible attitude can affect and demoralize the entire teaching staff, ultimately impacting on the individuals' self-esteem.
2. The second stage entails the reliance on one's own skills and practical knowledge (of any kind), which can be utilized in the attempt to meet the new objectives. In our opinion this is more of a personal undertaking, since every person comes from his/her own special background, with discrete characteristics that render them unique. Therefore, at personal level there is no integration recipe to suit all the people involved.

However, as far as the knowledge to be recycled is concerned, we could identify several guide marks of a more general nature. An important part of the already existing expertise is in connection with the domain of communication as the observations below will show:

a. Firstly, a large number of the teaching staff have attended courses in public relations, cultural studies and anthropology, and have even worked in the mass-media; such practical experience will definitely prove beneficial in the transition under analysis.

b. Secondly, other subject matters teachers have studied could be revisited from the perspective of communication sciences. Thus, semiotics, rhetoric, psychology, sociology, etc., can all facilitate the accomplishment of the newly set objectives.

c. A third category of functional information comes from each individual's general knowledge and life experience. In this respect, we consider that two areas are particularly relevant: the academic practical knowledge of the staff and their personal experience as translators and/ or interpreters (mention must be made that most teachers have performed such activities throughout their careers). A further class of useful knowledge includes all types of disparate information, apparently not connected to any particular domain, but which can sometimes perfectly round off an educational undertaking.

3. The third stage of restructuring knowledge entails the identification of constructive judgements and assessments, of re-usable paradigms. Such a process is generally sparked off spontaneously, as a response to a sudden, external impulse. The innovative chain of reasoning is triggered by the urge to solve an unexpected problem; sometimes a remote memory can help to clarify an unfamiliar context, and original connections can facilitate the research-based approach. For instance, literary devices and techniques can often be employed in scientific or journalistic articles. Novel associations may be the basis of innovative solutions to unforeseen difficulties, or even lie at the centre of certain academic endeavours. An example to illustrate this point of view could be the original approaches in designing academic courses, which sometimes utilize techniques from creative writing workshops rather than rigid scientific methods.

4. A last stage in recycling knowledge and abilities involves their fusion with the new informational and cognitive framework. We witness a knowledge transfer which actually generates each individual's unique style and professional personality.

Conclusion:

In real life the process of reassembling and restructuring previous knowledge does not necessarily go by strict rules, neither is it smooth or consistent. The pace of change is different from one individual to another, and unconventional, salutary solutions are exclusively based on spontaneity. Actually, the durability of such solutions is limited and influenced by a multitude of factors. The ultimate goal in such circumstances is the complete mastery of the scientific field in question, which can only be achieved by thorough research and skill improvement. Although there are innumerable aspects that such a process may encompass, it is surprising how unusual solutions can sometimes save the day, despite their unconventionality. These solutions are unique and spring from each individual's specific cognitive mechanisms. On this account one can ultimately feel proud that routine has not hindered practice, but enriched it in an unexpected manner.

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TEAM BUILDING

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Abstract: *The continuous changing of business environment and workforce has determined the organizations to reckon with the important role of the continuing professional training and development. Many companies admit that their long term stability and productivity are based on the quality of their human resources. Therefore, professional training has become a joint element not only for the improvement of the individual efficiency, but for the organization efficiency too, by fulfilling individual and organizational needs.*
Key-words: *team-building, training, performance, adult education*

In the past thirty years the organizations adopted new initiatives, such as total quality management or computer-based leading management. These premises led to integrate work perspectives that need growth of the coordinating effort. Due to this context, many organizations adopted a team-based working system: with good training, teams can solve complex problems and develop efficient solutions.

"The team consists of a small group of people with complementary abilities that are dedicated to a common purpose and equally responsible of achieving it. "

Team members must have well determined roles and responsibilities, but in the same time, they should work together for accomplishing the common goals. In becoming efficient and effective, team members have to be aware of how their actions influence others and vice versa.

Teams need time for becoming cohesive and training for increasing efficiency and productivity. From the continuing professional training point of view, in transforming a group of individuals in an efficient and productive team, the basic ingredient is the development of a variety of competences. These means necessary information, skills and attitudes in accomplishing objectives according to standards.

Recent research shows that there are three aspects in distinguishing an effective team from a less effective one. First of all, the members of the effective team are very well trained in accomplishing a great variety of assignments by team work. Secondly, they have the ability to work as a team, they know the secret ingredient for working together, as a single organism. We are talking here about interactions between team members, regardless of their objectives (adaptability, knowing the situation, performance monitoring and feedback, leadership, interpersonal relations, coordination, communicating and decision oriented). Also, the effective teams develop problem solving abilities; they are not satisfied with their actual level of functioning so they transform this in a premise of changing the organization.

Team building represents an organized effort in developing team efficiency. It means defining and clarifying objectives and policies, procedures revisal and refinement, improving creativity and innovation. Team building also means development of management practices in areas such as communication, decision making, delegation, planning, coaching, career development, better relationships between team members, between team members and clients or contractors, between other team members and improving procedures and services.

In forming a team, we set the premise of continuous measured performance. Another thing to start with is considering that the team cannot lower its rhythm just because of its former success, that members should make efforts in achieving high performance, self-examination and constructive feedback and that they should develop values such as openness to experience, trust, spontaneity, risk-taking and experience.

A team building session is needed when the leader sees a block in the team efficiency, meaning that it doesn't work at its highest parameters and, therefore a change is benefic.

Team building is not going to achieve its objectives if the motivation consists in: other department went for this method or: a manager ordered it, as being a "cool" method.

A team building technique is "transition team build". This is used when the purpose is defined by a new manager entering an ongoing activity. Every manager has a lot of things he can learn from team members and vice versa, and the faster the better. The manager wants to find the strong points of the team members, and also the weak ones, their temperament, possible interpersonal problems, in what measure do they form a team, team history, present objectives, priorities, problems. On the other hand, the team members want to find out more about their leader, to know his working manner, his personality, his expectations, "his sensitive sides". Some organizations consider the transition team building technique to be one of high importance, therefore they ask for it to happen every time a new manager is taking charge.

Team building is also wanted when a readjustment, a fusion or an acquisition takes place, or personnel cut. It can also take place due to new organizational tasks: reorganizing job descriptions, mission change, introducing new programs, quality improvement.

Team building objectives can be: a better definition of its mission, politics, priorities, expectations, get the employees to know each other better and have a great start in developing an authentic relationship.

There are moments in which team building is not recommended: for example, when a significant personnel cut is taking place. In these moments, people are concerned with their own survival and the level of trust or cohesion is a low one. Usually, in these situations, the employees are looking for a leader, a person who knows where the organization is heading and who can guide and tell them what to do.

Before we prepare ourselves for a team building, we should reassure that this procedure represents the answer to the existing problems and that we can develop the best team building program related to the situation. Robert W. Barner, trainer and consultant, advises us to start with finding an answer to the following six questions:

1. *What performing problems do you hope to solve with this team building?*

If the problems are isolated or they are integrated with the whole organizational context, or if the leader has an authoritarian style of management then, the team building program is not the solution. The problem should affect the whole team and it has to have a common solution.

2. *Does the team building program responds to problems coming from inside the team or problems regarding the connections with other teams?*

For inside problems one has to look into:

- Decision making: how are decision made, who makes them?
- Role definition: who and what for is responsible; are the member's contributions appreciated?
- Leader – members communication: do the employees get enough guidance and assertion for performing at their best?

For problems regarding connection with other teams, one must first take into consideration:

- Aligning: in what measure does the team comprehends and respects the other team's objectives, priorities and deadlines?
- Comprehension: do the teams rely and support each other in performing at their best?

- The client-contractor interface: do the teams work well together in answering the clients and contractor needs?
- Work procedures: is it enough cooperation for keeping typical conflicts between departments under control? The role definition is absolutely necessary, and the type of assistance that each department offers to the other, in order to obtain a good performance has to be well and clearly described.

3. Are the team members working fully or part-time?

If the team members are working part-time, one must concentrate on obtaining a full time hire in order to obtain success and also on an affiliation feeling to the results that he hopes to accomplish.

4. Are there different levels of power and authority within team members?

If there are many management levels within a team, the trainer should work on reducing unavoidable differences. This is important because the lower level managers might want keep some information for themselves or might be unsecure when working with the higher level of management. In this case, the trainer should find out "which are the managers that go with the flow before expressing their own opinions." says Barner. One technique that can solve this kind of situations are the "break-out sessions". He will split the initial team in two or more little teams; managers and their employees are placed in little, different teams. The procedure will dissolve the statute and authority accent and will provide the safety needs of every team member.

5. What is the team's level of experience – is this team formed and working together for a long time?

Different levels of experience need different learning approaches:

- For new-formed teams: because the team members are working together for a short time, the simulations have to develop the inside relationships and management abilities – a kind of preventive maintenance;
- For the long time teams, that have a history behind, the team building process is oriented towards renewing and renovation. Also, the trainer can record the sessions for observing interaction between team members when they are dealing with real problems and decisions.

The novice team will be in a bigger need of a trainer, while the experienced team will regard the trainer as a guide in resolving critical problems. Besides, the latest won't need to practice all the management abilities, therefore the trainer will focus on the aspects that don't function very well.

6. What is the trainer's role? What is the level of control and guidance that he needs to provide?

Barner shows that there are two categories of programs, according to team's needs:

- Directive programs, in which the trainer role is essential, the methods are well structured and every stage of the program is under control;
- Nondirective programs, in which the trainer's role is one of a coach – a not so directive approach. The trainer is there for giving advices, for guidance, while the team leader is the one who directs every step of the program.

The advantage of the directive approach is that it offers the new build teams a quick method, with a low risk level of problem solving. In opposition, the coaching type approaches – nondirective-offer the team more opportunities of necessary management abilities for creating their own training sessions.

In conclusion, it is clear that there are a lot of serious reasons for the trainer to catalogue and assay the team's needs and only after doing this to start professional training. To act without a prior analysis means "to encourage a boomerang effect".

It's essential for the trainer to bring together information about the team, before the first session. This means:

- interviewing team members

- questionnaires
- questionnaires completed by interviews.

The gathered information will help the trainer to create a proper impression about the team – personalities, problems, needs, differences, hopes; he will have the chance to meet the members face to face and vice versa; it will make the people understand that it's a serious process, an effort that is worth doing; they will offer details that will be introduced in the session for being looked into more deeper.

The information gathered during the interview can be categorized as follows:

1. General questions – they can be like:
   - Which are the key problems of the group?
   - Which are the strong points? The weak ones? The opportunities?
   - Which thing do you consider to be the right one to help the team be more effective than it is in this moment?
   - How do you feel belonging to this team?
   - What can make you be more efficient?
   - Which are the main satisfactions / dissatisfactions in your job?
   - What would you want to experience during the team building, to make you feel that it was worth the effort?
2. Questions about the tasks / job:
   - What are the team objectives? Are they clear, logic, realistic?
   - Do the existence or lack of politics influence the team's effectiveness?
   - Are the priorities well – set?
   - Are there any procedures that disable the effectiveness and efficacy?
   - It's your job description clear?
   - How do you know if you did your job well?
3. Questions about interpersonal factors:
   - How are the relationships between team members?
   - Do you feel like you are part of the team?
   - How would you describe each member?
   - Who has the biggest influence within the team?
   - Are there members that stir up conflicts? If so, how can this conflicts be resolved?
   - With whom do you work more?
   - How is your relationship with your colleague?
   - How would you describe your relationship with your boss?
   - How can this relationship be improved, or make it stronger?
   - How would you describe your boss, from a leader point of view?
4. Questions about process factors (they refer to the way the team is executing its assignments and fulfilling its objectives):
   - How are the decisions taken?
   - Are decisions making problems resolved?
   - How would you describe team communication?
   - Do people trust each other?
   - Is your group creative or conformist?
   - How efficient are the meetings with all team members?
   - How efficient are problem solving sessions?
   - How are the conflicts solved?
   - In what kind of climate does the team work?
5. Questions regarding influences from other organizational systems:
   - How efficient is the informational system?
   - Which is the nature of rewards?
   - Are the rewards fairly given?
   - What can you say about the way the salaries are given?
   - What about the personnel training – development system?
   - What about promotion system or career development?

A problem that can appear during these interviews is confidentiality. The trainer must make himself very clear about the fact that he's not going to give away names of the ones who reported problems, but these problems need to be talked about. Otherwise it would not make sense to list problems that cannot be talked about with the entire team.

Once this information is gathered, the trainer must organize and present it in a logical way to the group. He will not try to interpret them, this task belongs to the team members, because the information about different problems is theirs, and it's their responsibility to resolve those problems. Only the team can decide if they want to use or ignore some of this information.

Also, this information will not be given to anyone before starting the team building. The data represents the team property and must be treated accordingly. Therefore, questions like "What did you find out until now?" or "What did Mr. Ionescu said?" – Coming from anyone inside the team – will be politely avoided by the trainer, mentioning the rule of confidentiality or the incomplete character of the information.

The team building process is a difficult and important one, that's why it should take place in a pleasant and atmosphere and location; a hotel or a conference center, away from the city would be a good choice. This "cultural island", how Eitington names it, is essential for getting the client away from the pressures and distractions from family of job and to help him focus on the team building tasks.

The team building session should be planned for two or three days. A good idea would be to plan the beginning of the session in a reunion meeting, perhaps a cocktail. This would be followed by dinner and by the opening session, within a total of three hours maximum.

The first session is crucial, because the team members are eager to find an answer to the following questions:

- Will this take a real effort, or it's just "another way" of relaxing on the firm's expense?
- Will I be "studied"?
- How should I behave?
- In what measure should I involve myself?
- How is the trainer? Is he his boss' right hand? Will he take anyone's side?
- How eager are the boss and everyone else to find out about their own flaws?
- Can our team be really helped?

It's important to admit that the participants have anxious, preconceived ideas, expectations and hopes. A way to start the team building session is to give them a two columns table to complete:

"Hopes regarding the program" and "Fears about the program". This way, we reassure the clients that it is perfectly normal to have doubts about the program. It's not necessary to process the information in the "fears" column, the fact that we acknowledged them is a step forward (this can sound like this: "We will going to look into something that we have done before", "Reinventing the wheel", "Wasting time", "Don't make me dumber that I already am"). If we wish to discuss all the information, it's better to split the group into two groups. One of them will have to answer the following question: "How can we attain to our hopes?", and the other one: "How can we defeat our fears?"

Or, we can start the team building session in a positive manner; therefore, we can split the participant in more groups and we ask them to answer the following question: "What is the team good for? Which are its strong points?" The answers can be noted on a flip-chart. Next, they are asked to identify "What are the functional team aspects that can be improved?"

Here is another method for starting the session: the trainer splits the team into groups, asking each of them to make a list of problems that they are dealing with. The information is presented, prioritized and this way, they become the team's agenda.

I tried to suggest more ways for starting the session in order to demonstrate that there isn't a unique and best method for opening the session. One can be good and functioning for one group, and unfit for another, different group. Hence the need to know as well as possible the team, the leader and their problems. Also, it would be a good idea to set some rules from the beginning:

- Nobody is to blame for what is happening. Opportunities, challenges, problems, difficulties, constraints will be openly discussed;
- The persons that there are not present, will not be discussed;
- When we talk with somebody, we address directly to this person. Instead of saying "she is always exceeding the deadline…" we can say "Ioana, the problem is that you…"

These can be settled as three ground rules. The list can continue and can be completed together with the team members (using cell phones, respecting the program and breaks etc). It is well known that it's easier to lead a training session that to evaluate it. After two-three days of training, every participant is going back to office, where the pressure of working conforming to old methods can dissolve what they have learned.

The team building is, though, more difficult to lead than to evaluate. If the process is a successful one, the results will be seen in the members' attitudes and also in quantitative data (level of performance, meeting the standards translated into profitability, organizational / department competitiveness).

We can take into consideration different indicators of how the team members are feeling in the first six months after the session. We can ask them how are they feeling inside the team, which is the level of cooperation, communication, about the climate, how are creativity or problem solving seen, about decision making, leadership, which is the level of trust or the clarity of goals. For gathering quantitative data we can guide ourselves by the following indicators:

- The roles are well defined;
- The goals are well set and clear for everybody;
- Revised politics;
- Established procedures for making the operations more efficient;
- Building an agenda for the next team building sessions;
- Improved relations with external groups;
- The group is no longer depends on the trainer;
- The high level of delegation;
- Reduced costs;
- Personnel fluctuation has been reduced;
- Raised profitability;
- New products / services are introduced.

One of the main problems of this method, pointed by Cutcher-Gershenfeld and Ford[1] is the learning transfer in a context where the pressure of sustaining productivity and „puting out the fire" is bigger than sustaining individual development for those who experienced a training process, offering them the opportunity to practice what they learned.

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OPTIONS REGARDING ELECTRONIC COMMERCE AND ON-LINE MARKETING FUNCTIONAL INTERCONNECTIONS

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Abstract: *On-line clients wish nowadays to be able to track their order instantaneously from the moment they click on the buy-button to the moment their shopping is delivered, to calculate the cost and the necessary delivery time and to redirect the orders. Shifting the „power" from the seller to the buyer triggers a new „eve of expectation," so the customers, be they private consumers or firms, will not tolerate anymore negative experiences, such as the partial shipment of goods ordered, delayed delivery or inappropriate return policies. The development of electronic commerce imposes the profound transformation of traditional logistics, which has to be adapted to the new requirements, electronic commerce thus imposing active, flexible and structured approach to logistics according to the e-commerce model and type of products and services.*
Key words: *management, transactions, e-commerce, e-marketing, e-logistics*

1. The Importance, Characteristics and Relationships of Electronic Commerce With E-Marketing and E-Logistics

Electronic commerce has quickly become a strategic instrument for enterprises. It provides the company with the following possibilities: flexibility in the inner working procedures for building close relationships with clients, choosing the furnishers based on cost-quality criteria and not geographical ones. As one can buy and sell on a global market, electronic commerce allows the development of global business.[1].

The option for electronic commerce involves the development and the implementation of inter-organizational information architectures based on Information and Communication Technology, especially of Internet technology in commercial transactions, and in the activities of the logistic system.

Electronic commerce plays a structural part in the functioning of enterprises and forces organizations to reconsider their information flow and coordination mechanisms. Thus, processes and relationships are organized on new bases, which involve important organizational changes. Processes are integrated in a value chain based on electronic commerce in order to generated value added. This eliminates the intermediaries and gets closer to the final consumer, the evolution towards the Web Value Chain (WVC) becoming a reality for most enterprises[2].

Thus, the economic relevance of electronic commerce resides in the changes introduced into the functioning of enterprises, which assimilate it. As a result, an increase in productivity is recorded because of the efficiency of economic processes and the cost reduction at the level of the firm. These reductions usually result from: more reduced expenses to settle and manage a virtual firm (compared to a physical one), cost

[1] Bayles Deborah, *E-commerce logistics and fulfillment: delivering the goods*, Prentice Hall, New York, 2001, p. 30.

[2] Daniel Micu, marketing professor at Bucharest School of Management/*Programul Canadian MBA., p.35.*

reduction related to the management of stocks (by adopting the just-in-time systems), better market forecast of market demand, increase in the efficiency and reduction of time management of orders, increase in the efficiency of selling process, decease of the post selling services, and reduction of distribution costs in case of products delivered electronically such as financial services, software etc.

The main characteristics of electronic commerce, compared to the classical form of commerce, which impose new demands on the marketing system that supports the e-commerce activity compared to the traditional marketing, refer to[3]:

- reduced number of small parcels, both quantitatively and dimensionally, that go to a larger number of customers who order directly from the manufactures;
- more unknown, anonymous customers;
- demand is more unpredictable and unstable as it comes from more on-line buyers;
- origin and destination of parcels that contain on-line ordered goods are more dispersed taking into account the fact that more customers order on-line directly from the manufacturers and distributors and more and more sellers interact directly, on a global scale, with the Internauts;
- responsibility of fulfilling on-line orders expands to the whole chain of supply and delivery; consumers have more expectations related to the quality of additional services and request faster delivery;
- more returned parcels compared to traditional commerce;
- greater request for information, but more available information about the order on the whole chain of supply and delivery;
- interest in direct marketing which generates demand for personalized delivery ways and post selling services;
- complexity of processes involved in fulfilling international orders, compared to the traditional commerce, triggers the reluctance and precaution of on-line sellers regarding international commerce;
- existence of legal requirements regarding on-line processing of order, including products reservation, price calculation and management of costs;
- substantial increase of the amount of small orders as quantity and dimension which leads to an increase in the demand for storage facilities and other logistic infrastructure which allow the manipulation of a large number of small parcels;
- increased possibility of self-service (personalization). [4]

Electronic commerce enables transactions on several markets to be made in different ways than the ones from the classical one. Largely, the innovation generated by the electronic commerce is of two types: "product innovation *(*involves the development of new products and services and/or new product/service features); process innovation *(*refers to how products and services are designed and made); relational innovation *(*refers to new ways and methods for buyer-seller interactions in the market)"[5].

The structure of commercial transaction where innovation or motivation to innovate applies, involves three elements: "*transaction preparation (*involves placing information about products and services in the market, and retrieval of this information by market

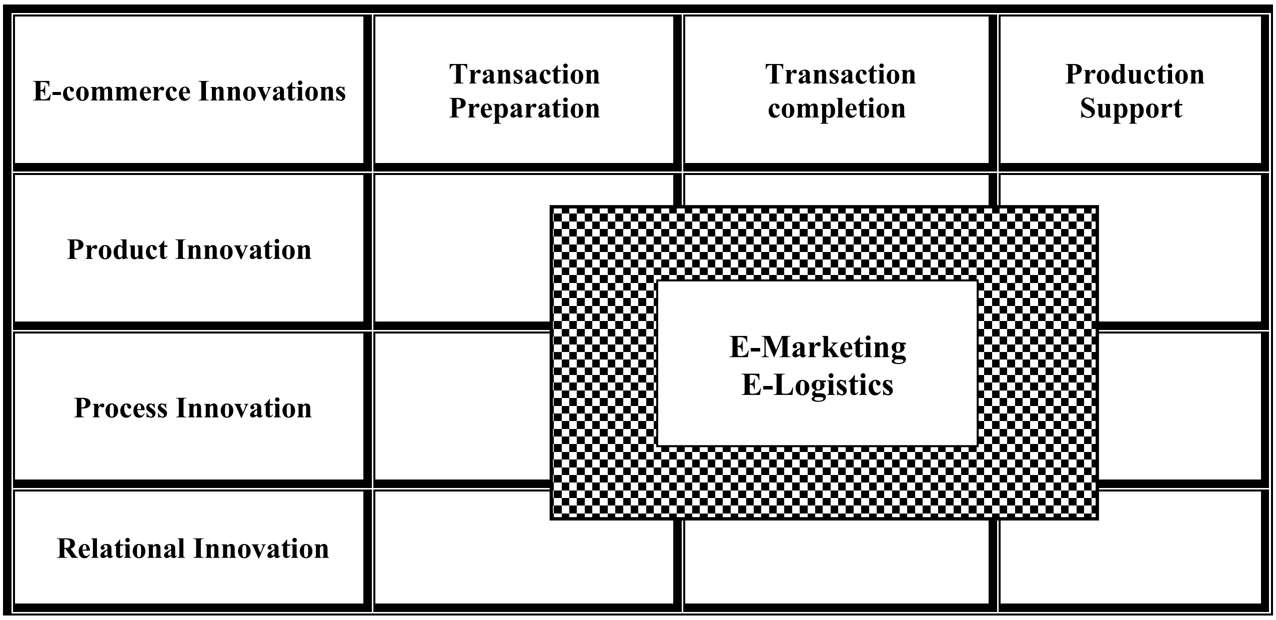
[3] Claudiu Gămulescu, *Marketing Online - concepte de bază,* Conference: Marketing Forum, 30 noiembrie 2005, W TC.

[4] UNCTAD E-Commerce and Development Report 2001.

[5] Dantuma şi Hawkins, 2001.

participants); *transaction completion (*comprises two components: settlement, referring to ordering and the transfer of payments, and logistics, referring to the transfer of products and services from sellers to buyers; *production support (*relates to the capture and use of transaction-generated information to assess market performance and trends, and apply this knowledge to support the development and marketing of new products - goods and services).” Three stages of the aforementioned transaction are presented in Figure 1.

Today companies regardless of their size have the same possibility to develop on-line business. Thus, if large companies have conducted over years “carefully planned and researched activities to strengthen the brand and marketing ones,” the Internet places small firms as newcomers “at the same level with large corporations, allowing them to compete on equal basis for new business”.



Adapted from: Dantuma L.M.Y., Hawkins R.W., *E-commerce in the logistics sector. Assessing the effects on the logistics value chain*, TNO Report 01-41, TNO and Telematica Instituut, Delft, 2001, p. 89.

Figure no. 1 *The interconnection matrix between electronic commerce, marketing and logistics*

Electronic commerce is the key to competitively in the information era as it ensures the access to new market segments; it ensures high speed of transactions, increased flexibility for commercial policies, decrease of the provision, distribution and promotion costs etc. Thus, the future of e-commerce seems to be bright even in the context of the current financial crisis because it involves low additional costs compared to those of the traditional trade and because it provides many opportunities to deal business.

2. Mechanisms of On-line Marketing

Internet marketing is meant to promote organizations using on-line media in order to increase sales and maximize profit. Companies can get involved in e-marketing activities such as creating their web site, promoting their products on-line, and founding or participating in on-line communities or using the webcasting[6].

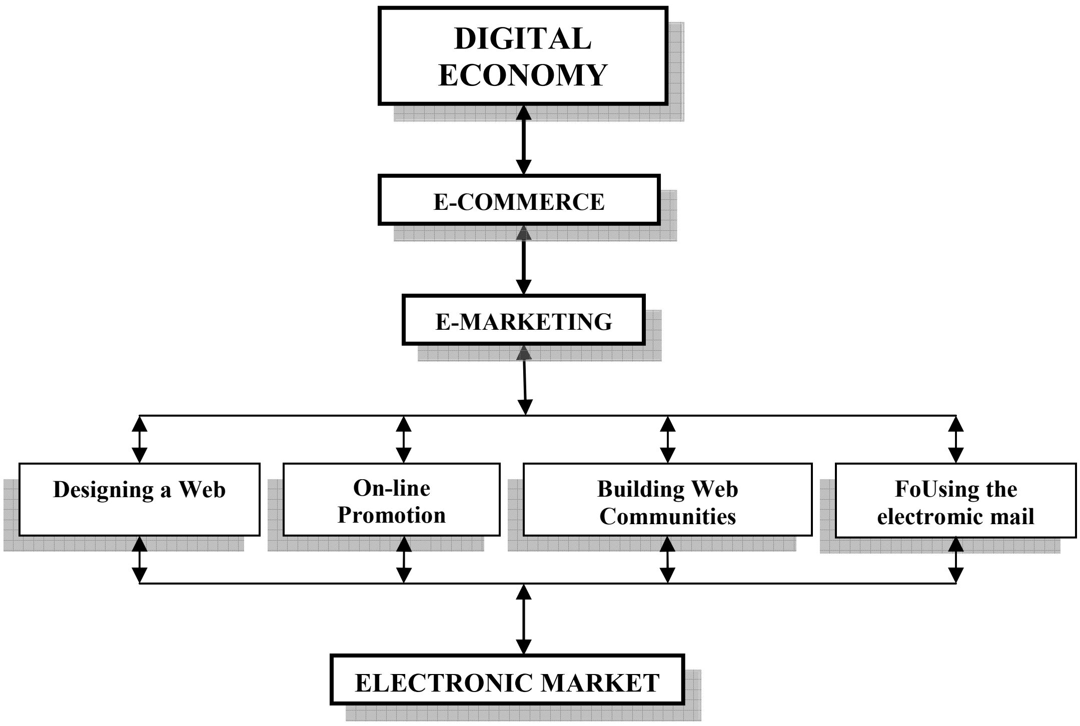
Figure 2 shows the systemic elements of e-marketing that will be presented further:

- ***Web sites***

They are different in terms of content and purpose. The most common are the web sites that belong to a company. These web sites are more designed to build a database of clients and enhance sales, and less to sell directly the firm's products. When the websites belong to certain corporations, they offer a greater variety of information and facilities in an effort to answer customers' questions, create closer relationships with clients, and make the company more active in the market. Usually, they provide information regarding the history, mission, policy of the firm, or about the products and services, they offer.

Web sites are meant to provide information about current events, the personnel, financial balance, and employment possibilities. Most of them also provide entertainment to attract and retain visitors. Finally, the sites give customers the opportunity to ask questions or comment via email in order to mirror real face-to-face communication.

[6] Philip Kotler, Gary Armstrong, *Op.cit.*, p. 789. http://facultate.regielive.ro/cursuri/marketing/*marketing_in_era_internet*-65152.html



Adapted from: Philip Kotler, Gary Armstrong, *Principles of marketing*, Editura Teora, Bucureşti, 2008, p. 789.

Figure no. 2 *Systemic elements of e-marketing*

For fast connection with the market, companies create marketing web sites as real instruments of selling, promotion, research, public relations, and direct marketing. Therefore, if the site offers the possibility to sell product, it becomes a real instrument of selling. To this purpose, when registering customers on the site, they are asked the permission to be sent newsletters with the offers and promotions of the firm. Therefore, the site becomes a powerful *promotion instrument*. More then this, the information about products, identity, value, culture and the mission of the firm provides data for the market studies conducted by business partners, the site, thus, becoming an important instrument of *target market research.*[7]

So marketing websites make clients interact in such a way that they are coming closer to purchasing products. Such site will offer a brochure, hints about ways to shop, and promotional items such as coupons, selling events, and contests. Through marketing, companies can promote themselves by using leaflets, different types of publicity, or ads run on other sites.

The web site of a firm is first an efficient way of communication with market partners. In the context of global development of e-business and of the opportunities it provides, a must in being successful involves the design of marketing web sites, which should be attractive and interesting enough to make clients revisit them.

- ***On-line promotion***

On-line promotion is considered one of the most efficient forms of marketing because of the costs and long time effects. Virtual sellers use on-line promotion to introduce their own brands on the Internet or attract visitor to their web sites. Being extremely useful, on-line promotion as an instrument of marketing, involves reasonable costs compared to other means of communication.

On-line promotion is in fact a group of methods and techniques such as *SEM, email marketing (including spam), viral marketing, and advertisement through banners, CPM (cost per mille), on-line advertisement, and contextual advertisement. Advertisement involves free software, social networking, on-line reputation management, on-line market surveys, social bookmarking, Web-blogs, marketing through mobile Internet; affiliate marketing; newsletters, etc.* On-line promotion also involves SEO (Search Engine Optimization, SEO)[8].

Further, I will briefly present some of the aforementioned models and techniques.

Search Engine Marketing (SEM) is used to promote by increasing visibility in search engine results pages in order to maximize the capacity of the company to design, manage and shape a mixture of marketing taking into account research, contextual publicity activities and several events by developing the search value and the digital marketing. SEM is a general term that covers two domains: free traffic through SEO and traffic through paid traffic sources. [9]

A search engine usually includes three components:

- *the search one*: which is an automated program called spider or crawler. It is also known as robot Web or simply bot. This permanently looks for text or code behind the web sites and adds the pages to huge databases.

- *the index has n impressive number of information about web sites (title, address, key words, links associated with the web site or links with other pages etc.)*

- the *software* application which comes with the results of the search on user's computer [10].

A *search directory* is an organized collection of web sites, organized in categories, on hierarchical

[7] Manoela Popescu, *Site-ul web: Între modalitate de comunicare şi instrument strategic de marketing,* Revista de Marketing Online - Vol. 2, Nr. 1, p. 43.
http://www.editurauranus.ro/marketing-online/21/pdf/6.pdf

[8] Mihai Rusoaie, *op. cit*., p. 18.
http://www.netlogiq.ro/Servicii/*Promovare-online-*-eID236.html

[9] http://searchengineland.com/guide/what-is-sem

[10] *Internet - spatiu informational si de comunicare,* http://oradeinfo.wikispaces.com/file/view/Generalitati+Internet.pdf

structures, according to their subject. Among the most popular search engines, we can mention Google, Yahoo!, Microsoft, Netscape and the newcomer A9 from Amazon, launched in 2004, built based on Google technology with many options to personalize the interface and the search[11].

For more efficient search, MetaCrowlers, meta search engines can also be used as they simultaneously go over more search engines eliminating duplicate sites.

SEO „optimizes" the content of the web site in order to obtain superior results after a search. According to the context, SEO can be an umbrella term for several means of putting something on the market, including a SEO web site, or conversely, concentrating only on the paid component

http://searchengineland.com/guide/what-is-sem

E-mail marketing is a more suitable way to promote business, with fewer expenses than direct marketing, being thus avoided postal taxes[12].

It is an efficient promotion instrument as it allows fast connection with potential clients with a simple click and is more convenient than sending a letter. The e-mail provides efficient and proactive communication with the target clients, which increases the success rate of the company and sales as it brings new customers. The e-mail thus becomes an important instrument of on-line marketing for both B2C and B2B merchants.

Viral Marketing is for Internet companies the equivalent of door-to-door sales. It involves a message sent via e-mail, which is so appealing that the receivers will wish to forward immediately to their friends. As clients themselves spread the message or the offer to others, viral marketing is very cheap and efficient for digital economy. When the information comes from a friend, it more possible for the receiver to open the e-mail and read it.

Affiliated marketing was coined by CDNow.com in 1994 and imposed in the market by Amazon.com in 1996 through "Associate Program". This type of marketing has rapidly developed from its inception being based on e-commerce web sites. The principle of affiliated marketing is simple: the company (*advertiser*), which wants the promotion of products rewords one or more affiliated site (*publishers*) for every visitor or client brought to them (Fig. 3). Therefore, the publisher is the webmaster or any other representative of a website that wants to publish advertiser's banners and links on its site in order to earn from on-line advertisement[13].

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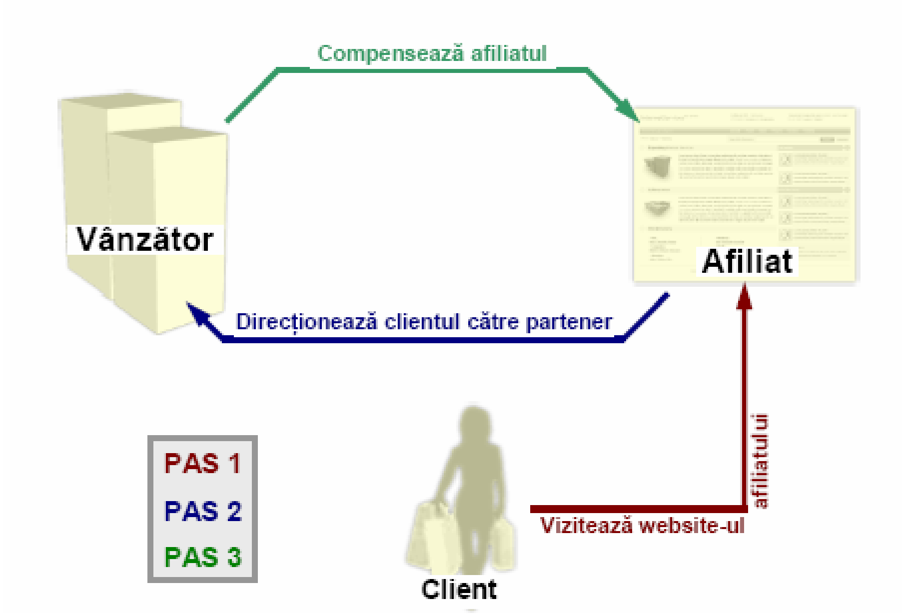
[11] www.google.com; www.yahoo.com; http://search.msn.com; www.netscape.com http://a9.com; www.metacrawler.com

[12] *De ce Marketing prin E-mail*? http://www.attagency.ro/blog/internet-marketing/internet-marketing/email-marketing.html

[13] http://4money.ro/strategia_de_marketing_prin_afiliere.aspx



Source: Mihai Rusoaie, *E-business models in Romania*, Master of Business Administration - Executive, The Polytechnic Institute, Faculty of Management in Production and Transportation, Timisoara, 2008, p. 19.

Figure no. 3 *Concept of affiliated marketing*

Internet advertisement appears when users navigate on the Internet. Therefore, they include banners and tickers (banners that move on the screen surface)[14]. The new formats include skyscrapers (prolonged and thin banners placed on one side of the web page) and rectangles (frames that are bigger than a banner). Interstitiaries are web advertisements that appear unexpectedly when passing from one website to another.

Sponsored web content is also a form of Internet advertisement. Many companies earn the right to put their name on the Internet because they sponsor the content of web sites such as news or financial information. The sponsor pays for site in exchange for his recognition as the provider of the respective Service on the Internet. Even if many companies experiment with publicity on the Internet, they pay a minor part in most advertising mixes.

Contextual Promotion (Pay per Click, PPC) is the most efficient method as far as online publicity is concerned, but it still plays a minor part in advertising mixes. It is based on placing on-line thematic resources as far as the theme of the site corresponds to the one of the contextual publicity. Therefore, the advertisement domain of the potential client depends on the content of his site.

Contextual publicity creates the conditions to draw the attention of those interested in certain goods. A simple example to demonstrate the aforementioned: an advertisement referring to car parts on sale will be more efficient if placed on a drivers' web site or on a similar one etc.[15]

Another category of contextual publicity is „search publicity". It consists of placing the advertisement on the web pages of search engines (such as Google, Yahoo, Yandex etc.) Publicity appears because of specific searches within search engines. When working with this type of

[14] Philip Kotler, Gary Armstrong, *Op.cit.*, p. 793; http://facultate.regielive.ro/cursuri/marketing/*marketing_in_era_internet*-65152.html

[15] http://avansare.com/*pay-per-click-publicitate-contextuala*/#ixzz1hN2SjaBJ

advertisement, it is important to pay attention to the key words that will trigger those advertisements on the page of the search engine. According to specialists, contextual publicity gradually gained its market segment on the Internet. Actually, it has already gained this segment because of its characteristics, which allow the efficient marketing and promotion of goods and services within the global network.

Web-blogs. In its most simple form, a blog (short form from Web log) is the most recent communication instrument (2003) being a special site that has revolutionized not only the Internet, but also many professions that are based on this such as journalism, public relations, marketing, information management, virtual communities or social network.

The Internet is full of definitions of blogs, from those that refer to them as an authentic, uncensored form of expressing the self, to more descriptive ones regarding the frequent publication of personal thoughts and to the connection with other sites that are considered interested by the author(s)[16].

Rebeca Blood, one of the first bloggers defines it as a web page with a constant, regulated and chronological series of posts about a subject or a number of subjects that often have links to other web sites. The blog posts are often arranged in chronological order, the most recent ones being more dominant as they will appear as the first listed. The blogosphere is defined as the total of ideas, information and original posts from blogs within a definite geographic, social or technical space. The activity of updating the blog is called *blogging* (some blogs are maintained by one person, others have more authors behind.)[17]

Social networks are specialized sites that build communication links between people with similar interests. Those who wish to integrate and communicate in the network create a profile on *tweeter, facebook, myspace, linkedln etc.,* dedicating their energy to this hobby. It works for building personal, but also professional relationships as social media has replaced somehow business cards. Other sites like ecademy.com have fewer members, but it is a good opportunity to build business relation. Globally, linkedin.com is the most popular business site, and those interested know that they will be visited by people from the same domain because now everything can be done on World Wide Web.

LinkedIn, located in California, the largest professional socialization network with more than 100 global users, launched in June 2011 the Romanian version. „The Romanian version was launched as a response to the increasing number of Romanian users that make personal accounts on LinkedIn. The number of members from Eastern Europe is increasing constantly and I think that LinkedIn has a tremendous potential in this area, ” said in a release, Ariel Eckstein, Manager Director for Linkedln Europa[18].

Over 400.000 employees from Romania already have profit on LinkedIn and over 1000 groups are connected to Romania. Large companies like Romtelecom, Petrom and Romstal have already created pages on LinkedIn. The best-represented three Romanian industries on LinkedIn, according to the numbers of visitors from Romania, are the finance, IT and services, and telecommunication industry. The larges three companies with the largest number of employees with accounts on LinkedIn are Petrom, BCR and Romtelecom. More than 25 million European professionals are now establishing their professional identities, building their networks and gaining access

[16] *Internet - spatiu informational si de comunicare,* http://oradeinfo.wikispaces.com/file/view/Generalitati+Internet.pdf

[17] *Ibidem.*

[18] http://www.gandul.info/magazin/reteaua-de-socializare-linkedin-si-a-lansat-versiunea-in-limba-romana-8372296

to insights and opportunities on LinkedIn" added Eckstein[19].

Online Raputation Mahagement (ORM) wishes to stress the presence of a person in the virtual zone, addressing those who are interested in that person's reputation, and those who want to build reputation on-line (for example politicians before elections).

Marketing via mobile Internet. Mobility is a key factor to create new life and working styles, which redefines management business techniques, and interactions between people and organizations. Therefore, the rapid development in telecommunication contributes to the globalizing the economy. To this end, the use of wireless networks is considered the key element to increase the productivity of data and information broadcasting. Moreover, mobile Internet as being available through a portable device is considered the *new economic Eldorado*.[20].

Wireless communication includes mobile phones, PDA, tablets and other devices that are generally used by air and tourism companies, or by ordinary people to book rooms, tables etc. For banking operations, music downloads, accessing information on forecast or sports etc. They open new perspectives for marketing messages, as they are timely and precisely, being a cheaper alternative to more expensive third generation networks. Even if it is difficult to predict now the future impact on marketing of this omnipresent connection, which is mobile technology, it is predictable that it should play an important role[21].

- ***Web communities***

Popularity of chat rooms and group discussions has resulted in a boom of commercial and web sponsored sites, called web communities, which use the C2C advantages of the Internet. Such sites allow their members to meet online in order to exchange opinion on common topics. A possibility of connection for these communities is the *web conference*, with distance image and sound, and in real time through Internet technologies. Web conferences not only reduce the costs, increase productivity and sales, but they also offer more possibilities for development and promotion of a certain type of web activity by encouraging collaboration and strengthening relationship with customers, partners or coworkers regardless of their geographical position. Companies increasingly use web conferences as a communication medium that easily combines teleconferences with the interactivity given by the Internet connection. [22]

The rapid development of blogs is extremely important for customers that are part of a web community in exchanging opinion regarding the products and services.

- ***Use of webcasting***

Companies can make a contract with a webcasting firm that will immediately transfer information to customers. Webcasting involves sending important information to customers. Also known as the push program, webcasting provides an attractive channel through which online firms can send via Internet their ads and other information[23].

However, similar to other types of commerce, firms have to be precocious not to disturb their customers who are already overwhelmed by unwanted and low quality junk mails. Some analysts warn that there is a very fine line between giving the

[19] *Ibidem.*
[20] *Internet - spatiu informational si de comunicare,* http://oradeinfo.wikispaces.com/file/view/Generalitati+Internet.pdf
[21] *Ibidem.*

[22] *Internet - spatiu informational si de comunicare,* http://oradeinfo.wikispaces.com/file/view/Generalitati+Internet.pdf
[23] http://facultate.regielive.ro/cursuri/marketing/*marketing_in_era_internet*-65152.html

customer the impression that he is offered something valuable and bothering him. Companies have to try not to be annoying by sending clients unwanted mails.

* *

Unwritten rules regarding the Internet suggest firms that they should ask for customers' permission prior to sending them commercial emails and explain them how to enter or exit advertisement campaigns. This approach known as ecommerce with permission has become a standard model for Internet commerce.

On-line publicity will remain for most companies only a way to advertise which will work together with other means within a complex marketing strategy. However, e-business and e-commerce will finally lose their "e" because companies will increasingly adopt e-commerce and integrate it into their usual market strategies.

Even if e-commerce and e-marketing seem promising, they still have to face many drawbacks. Among the problems on-line firms have to face, some stand up: limited visualization of ads and purchases; special profile of users from the psychological and geographical point of view; chaos; security of firm data and clients accounts; ethical problems etc. [24]

However, regardless of these problems, both large and small firms rapidly integrate e-commerce and e-maketing into their own strategies and techniques. In time, e-commerce and e-marketing will become powerful instruments of establishing strong connections with customers, improving selling, communication of information about companies and their products, and their more efficient delivery.

[24] Philip Kotler, Gary Armstrong, *op.cit.*, p. 794.

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PROJECT MANAGEMENT AND THE MILITARY ORGANIZATION

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Abstract: *The new realities, generated by globalization and asymmetric conflicts, have a great impact and influence upon society. The military organization has to adapt itself to this new reality. The efficacy of military action is based on the pragmatic process of defense resource management, through the instruments offered by project management.*
Key words: *military organization, project management, defense resources, degree of satisfaction of the actors involved*

The purpose of any living organism is survival. The natural means of survival resides in consuming as little energy as possible. Energy is obtained by processing the resources the respective organism has available in a specific environment. The strategy of survival consists first and foremost in adapting to the surrounding environment. An important issue to be considered is that this environment is continuously changing. In this respect, it acquires a strongly competitive character. The species which do not manage to adapt to the changes occurring in the competitive eco-system have only one option left: extinction.

Generally speaking, organizations have as main goal obtaining profit in a competitive environment. As such, the organizations are compelled, if they want to survive, to adapt to this environment.

Contemporary military organization

In its current configuration, the contemporary military organization has not been as such for too long. The moment of its appearance is connected to the moment when mass armies – a creation of modern history following the French Revolution – turned into professional armies, endowed with highly technical combat means and capable of preparing and undertaking highly specific and diversified actions.

Modern armies specific to a knowledge-based society are complex and dynamic organizations with a high capacity of self-adaption and self-development.

As they were originally conceived as force instruments in order to accomplish certain political goals of the state, through war, contemporary military organizations have acquired a larger and larger importance in preventing, deterring, and limiting the armed conflicts in an integrated context of alliances or security structures, that is, in an integrated management of defense resources.

The mass of soldiers integrated by conscription in the military organization is replaced by a complex and highly specialized social entity, based entirely on the willingness to join in of all its members.

The modern military organization thus represents *a specific social entity formed through the deliberate association of a group of citizens whose number depends on the decision of the political factor, the interests and possibilities of economic-financial sustainment of a state or alliance, and whose members hold certain statutes, perform well-defined roles and undertake activities in an organized manner in order to accomplish goals specific to national defense or to the different alliances they belong to.*

The characteristic features of the military organization derive not only from the aspects mentioned above, but also from the specificity of their organization and functioning. They could be expressed through the following aspects: its character of uniqueness among the fundamental institutions of the states; a rigorous, bureaucratic organization; its character as social entity with a particular system of stratification; highly detailed rules, norms and procedures; the predominance of formal relationships; a specific educational environment; a specific character of the relation between present and future of the activities and actions undertaken within the military organization.

Defense resources

The syntagm ”defense resources” as such does not have a unanimously accepted definition. The concept of *resources* is perceived as „the forces, materials, and other goods or capabilities, distributed or allotted to the commandant of a specific or unified command”[1], while *military resources* are considered to be „the military and civilian personnel, facilities, equipment and supplies controlled by a certain component of the Department of Defense”[2].

Judging from these definitions, one may infer that defense resources are those resources, including the military ones, allotted to a commandant, to be used in order to protect the vital interests of a country or those of alliances and coalitions it belongs to.

According to NATO[3] Handbook, countries must „allocate sufficient resources to defense in order to be able to cope with the commitments inherent to and subsequent to the moment of joining the organization, with respect to collective actions initiated by NATO”. Thus, in the NATO alliance system, the most significant type of individual contribution to collective defense is given by the funds meant for NATO common budgets. This contribution depends in significant measure on the economic state (the payment capacity) of the respective country, according to the distribution formulas of the costs established by the Alliance’s specialists.

On the other hand, it is also true that there are other national resources, such as personnel and materiel resources, which form an important part of the country’s efforts to protect the interests of NATO as such and its member states.

The preoccupation with defining and explaining this term related to resources, which occupies an essential place in generating the defense power and capacity of a certain country or alliance, has become particularly manifest in the military organizations, where it has also acquired new connotations.

Thus, according to the opinions of Romanian specialists in the military field, defense resources represent „*the complete volume of capacities and possibilities the Romanian state has available at a given time, in order to support and promote the fundamental national interests and to protect them, by any means, including the military ones*”[4].

There is another opinion according to which defense resources represent „*all the possibilities of the state and society, at a certain moment, to support the war effort*”[5]. These possibilities encompass the political, diplomatic, economic, demographic, structural-territorial, moral, and information-related resources. Moreover, the „Military Lexicon” points out that they represent all the means (possibilities) existing at a certain time to satisfy certain needs imposed by military actions (people, materials)[6].

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[1] Department of Defense, *Dictionary of Military and Associated Terms*, Joint Publication 1-02, 12 April 2001 (as amended through 30 November 2004).

[2] *Idem*

[3] *NATO HANDBOOK*, NATO Publications Office, 2001.

[4] *Strategia Militară*, www.mapn.ro/indexro.php.

[5] Col. dr. Marin Dumitru, lt. col. Petre Deaconu, *Resursele apărării naţionale a României. Conceptele, conţinutul şi rolul lor în susţinerea efortului de apărare a ţării*, in Gândirea Militară Românească, nr. 2/1996, p. 12.

[6] Lt. col. dr. Petca Ioan, Managementul, resursă a constituirii şi dezvoltării sistemului militar, www.actrus.ro/

Romania's Law of National Defense stipulates at art. 14 that „*The resources of national defense consist of the entire range of human, financial, material, and other type of resources, ensured by the state and engaged by the state in supporting the efforts to defend the country*". Obviously, this implies that the resource issue has been, and still is, one of the most stringent and complex issue of social systems.

According to this broad framework, we might conclude that "any human activity, including the military activity, is based on using specific resources, in determined quantities and of an adequate quality, called economic resources"[7]

Considering that the military action represents one of the pillars of security of a social system and defining the military action as a functional system and part of the social action, while within it the force formation for military action is its main functional element, it is quite clear that, as a whole, all these aspects function well when based on economic resources.

An argument in favor of this statement could be the content itself of the phrase "economic resource" and also the types of resources. Thus, the economic resource can be defined as "*all the material and human resources, real and monetary, which can be attracted and used in the production process of new economic goods in order to satisfy economic needs*"[8].

Regarding the force formation for military action, it is important to rephrase the phrase "economic resource", in order to determine a working measure specific to the security demands of a social system, as well as in order to fathom the projection and dynamics of force formation.

Furthermore, essentially keeping the same expression of economic resources, we consider that this rephrasing must be made first of all because through the military action in itself and, respectively, through the force formation for military action, no new economic goods are obtained.

Starting from these observations, we may define the economic resources of military action as being all the material and human elements, real and monetary, which can be drawn and used in order to satisfy the security needs in general and for the projection and dynamics of force formation, in order to satisfy the needs of military actions in particular.

In this respect, the economic resources of military action encompass, beside economic resources in general, primary resources (both human and natural), and derived resources (the stock of capital, information, innovation, scientific and technical progress etc.).

Taking into consideration the integrated defense resource management, it is essential for the contemporary military organization to consider defense resources as being an identifiable and accessible potential for ensuring national security and stability, or the same at the level of an alliance.

Project management and military action

The project is a well-defined, organized, temporary effort and performed only once in order to create unique products or services. The purpose of a project is represented by satisfying a social need. This social need may be found in Maslow's theory of needs. In this respect, projects must satisfy basic level needs, biological and physiological; security needs; social needs; self-accomplishment or self-development needs. In other words, the result of any project must materialize in a product or service which could contribute to

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[7] See also Tudor Borcea, Dispozitivul Forţelor Terestre, Analiză şi proiectare, Editura Academiei de Înalte Studii Militare, Bucureşti, 2001, p 144.

[8] Cf. A.B.C.-ul Economiei de Piaţă, Editura Casa de Editură şi Presă "Viaţa Românească", Bucureşti, 1991, p. 159.

satisfying one or several needs situated on the same level or on close levels.

The project is an accomplishment which has one or several definable objectives, consumes resources and is constrained by limitations such as time, costs, and quality. The complexity of project approaches results exactly from reaching the initial goals under the circumstances of the limitations imposed by the resources available, the actual time in which it must be finished, as well as the degree in which the initial objectives are accomplished. These constraints must not result in not accomplishing the project's goals, but may affect the degree in which the social need for which the project was initiated is satisfied.

A contemporary form of structural organization which characterizes the actions of organizations in the current economic context is that in which the management is determined to make projects whose fulfillment is envisaged by the respective organization.

This style of organization was mainly imposed by three types of factors:

a) Economic factors – in the current competitive environment, characterized by the growing importance of the time factor for the success of competitors, project management may contribute to improving resource allotment, especially the human resources, to the purpose of doing a certain activity;

b) Organizational factors – resulting from the inadaptability of the known forms of organization (even the divisional one) to the performances requested by an ever-changing and extremely well-defined demands, imposing rapid reaction, flexibility, and creativity;

c) Dimensional factors – the business environment has become global and controlled by multinational organizations compelled to adapt their development strategies to a local specificity which is extremely diversified.

Military action, in turn, has undergone numerous transformations. The purpose of any military organization is given by ensuring the security and defense of our national territory. At this moment, there is no state, no matter its economic, technological, human, and territorial potential which may be able to ensure its national security all by itself. Ensuring one's security is performed mainly as part of certain alliances. The specific character of military action within these alliances is first and foremost given by the extraordinary diversity of the environment in which the actual combat takes place (from a geographical, technological, cultural, dimensional point of view), by the multinational character and the complexity of missions (conflict prevention, stabilization, post-conflict action, anti-terrorist actions). The situation reveals the fact that a significant number of the actions undertaken by military structures are actually not combat actions as such; they are performed in cooperation with non-military structures (NGOs, local and national administration, professional associations, and mass media) and their outcome is evaluated by the political environment.

In this respect, we consider it important to perform a comparative analysis of the actors belonging to the social environment of military action and to a project environment.

	Military action	**Project**
Actors	The military structures involved	Project team
	Local and central public administration	Local and central public administration
	Security organizations	Beneficiaries
	Mass media	Mass media
	NGOs	NGOs
	Citizens	Citizens
	Ecological organizations	Ecological organizations

We notice that both in the social environment of military action and in that of the project, there are approximately the same actors involved and, therefore, we need similar instruments and methods in managing specific activities. In this respect we must underline the importance of allocating all the available resources, including those of political and diplomatic nature, to fulfilling the action's goal.

At the same time, we consider it necessary to introduce a parameter that may influence the activities generated by the project or military action upon the motivation of the actors involved: *the actors' degree of satisfaction*. According to this degree one could calculate the probability of the mission to be accomplished and, as a result, the fulfillment of the initial goal.

The resemblance between a project and a military action also resides in the fact that as it is impossible to say that a project has been 90% successful (this meaning that the social need that generated the project has not been satisfied and the need of a new project occurs), it is equally impossible to say that an army managed to obtain 90% of a victory (this meaning that the enemy has only bought time until the moment when they will manage to modify the force ratio to their favor and obtain the victory themselves).

According to all the arguments mentioned above, we consider we must use the methods and techniques specific to project management in planning and undertaking military action, just as we must integrate the actors involved in the success of military action in a social network and modify the course of action depending on the degree of satisfaction of the actors involved. These implications of the social environment upon military action are in fact imperative demands for the adaptation of the military organization to the new circumstances generated by globalization and asymmetric conflicts.

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WAYS OF INCREASING TEAMWORK EFFICIENCY THROUGH INFORMAL ORGANIZATIONAL MEASURES

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Abstract: *Contemporary organization has to survive in a continuously and rapidly changing environment. Any organization is usually structured according to certain formal principles and therefore it is rigid and quite reluctant to change. Teams, on the other hand, have more reduced dimensions and a higher degree of sensitivity, and that is why they are more inclined towards adapting to change. Organizations that desire to increase their capacity of reaction need to support the ability of teams to perform self-management.*

The good functioning of an organization and the performance levels acceptable in a useful social context may be characterized by the results the respective organization is able to obtain. Fulfilling objectives on an organizational level (the company's efficiency and expediency in reaching the proposed goals) involves taking into consideration three aspects analyzed and presented synthetically in the figure below:

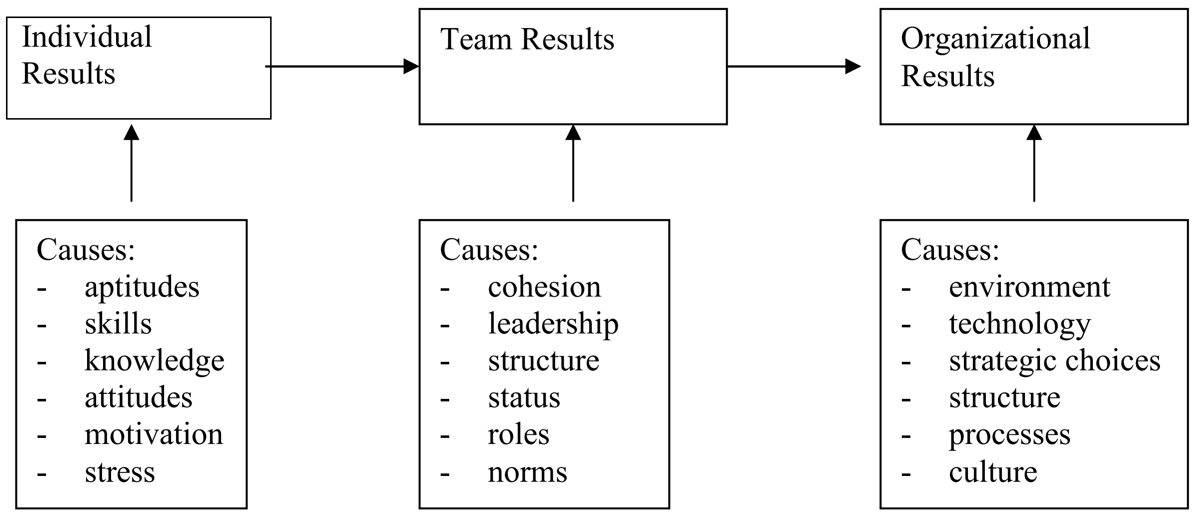

Figure no. 1 *Obtaining results within an organization*

We are going to analyze the way in which the results of an organization are influenced by team action or, to be more precise, the way in which the structure of the team adds to the capacity to obtain these results. We have to stress out that, regarding the team's results, the causes mentioned above act according to a complex combining law, having different intensities and therefore different weights in fulfilling objectives.

The manager placed at the level of the respective team has to understand very well the role and the place of the team in the organization in order to ensure a good level of performance. Understanding the informal organization and knowing how to intervene upon it are part of this line of action. Being able to act upon the informal organization offers a series of managerial advantages leading to the possibility of solving individual problems[1].

By informal organization we understand the whole range of human interactions with a spontaneous character which emerge naturally among its members due to the polarization (attraction - rejection) of the inter-relationships established. This type of organization is not created purposefully, does not follow the formal hierarchy, and appears as a response to certain social and economic needs of the individuals.

We have to underline that the two types of organization, formal and informal, exist and evolve at the same time in a parallel manner. A formal structure is doubled by an informal organization which has its own direction of action. People build their team identity by adopting and supporting a role which is built and completed within the process of one's integration in the team's activity[2]. The informal organization is characterized by a high level of dynamics and flexibility, which allows easy adaptation to the demands which the respective team has to deal with.

Using a holonic concept of social system means attempting to ensure for them simultaneously a certain stability to the disturbances produced by the environment and adaptability to the evolutions in the environment, through miming natural structures that have these properties and actually have them at a remarkably high level. In his endeavor of mediating between atomism and holism, Arthur Koestler, referring especially to technological processes, started from the observation and assumption that, in the natural system, there is no such thing as an absolute part and an absolute wholeness. In a natural structure, any structural element is part of another element, from a superior level, but, at the same time, it is a whole element whose constitutive parts are lower structural elements and it has received the name *holon*, from de la *holos* – wholeness and *on* – part (Fig. 2).

[1] Oscar HOFFMAN, Management – fundamente socioumane, Ed. Victor, 1999, p. 51.
[2] C. BURSUC, Andreea NEAGU, Skill Role, in Procceedings of the 5-th International Conference on Knowledge Management: Projects, System and Tehnologies, Bucureşti, 2010, pp. 310-315.

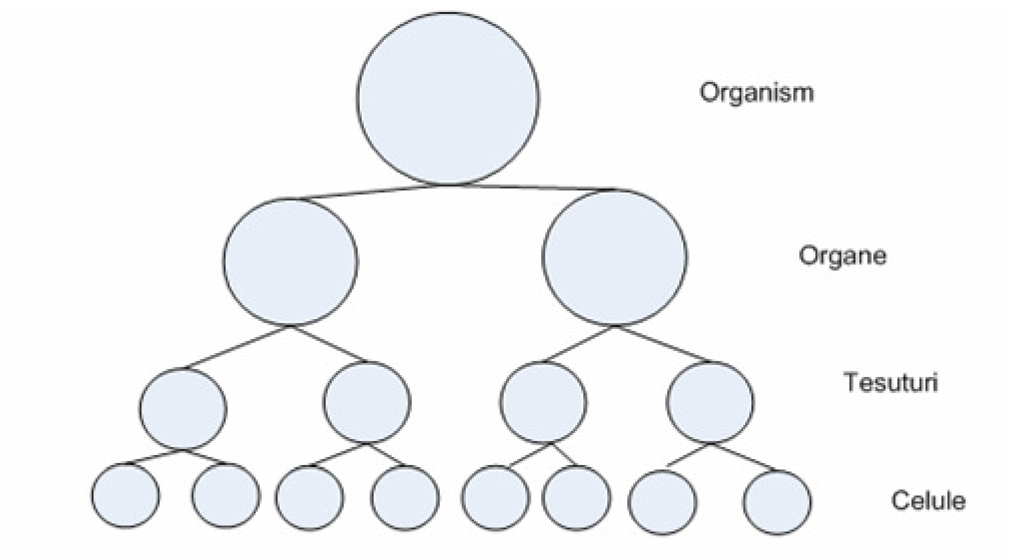

Figure no. 2 *Natural holonic organization*

The features which characterize a holon are the autonomous functioning and autonomous adjustment to disturbances and evolutions from the social environment. With respect to their belonging, holonic structures may be represented as a tree, having as root the whole structure (the highest holon) and as leaves the holons that can no longer be split without losing the characteristic features of a holon. This representation was called holonic tree. Between holons there is a cooperation relationship that ensures the appropriate functioning of the holonic structure when it has to fulfill the task received. The basis for working together is given by the functional attributes each holon constituting the respective function is endowed with. According to purpose for which the holonic structure is created, functional attributes may be more synthetic or more specific in nature. The holonic structure resembles cooperative or self-organizing societies. In such a society, the army has a fluid organization, as for reaching its organizational objectives it establishes intense cooperation with other social structures which take over part of its missions or use civilians and civilian technique belonging to these structures in military operations.

Generally speaking, although hierarchically organized, the holonic organization has a strong informal character in the sense that the connection between parts is established freely.

Formal vs. informal in increasing the teams' efficiency

Formal teams are teams created in a deliberate manner by the manager, they are formed according to a well-established normative framework, and they fulfill specific tasks that allow the company to reach its goals. The formal organization is characterized by certain rigidity and a well-determined hierarchy, with a distribution of authority following the position occupied by each member of a team.

In a formal organization, the authority respects the following characteristic issues:

- an individual possesses authority due to the position he/she officially holds in the team, position which was granted to him/her officially by the management of the firm;
- this position is accepted by the subordinates as an obligation resulting from the statute;
- it is performed vertically within a circuit from upside downwards following the hierarchy;
- the power relationship created by authority is legitimate.

Following the same characteristics in the informal organization we may say that:

- the authority of the individual does not stem from his/her position in the hierarchy, but is rather a consequence of personal qualities;
- it is not accepted as an obligation, but rather due to the consensus upon directions of action;
- it usually follows a horizontal structure created by positive affective relationships among its members;
- it is not legitimated through norms and therefore may get into contradiction with this legitimation;
- it becomes efficient in case the organization's members are willing to participate in it and it ensures their satisfaction.

From this comparative presentation we may infer that authority within the informal organization leads to the appearance of integrative team compartments in the sense of increasing efficiency or to non-adaptive compartments within the two types of organization. It becomes equally clear that it is impossible to find standard solutions for harmonizing the two structures and the manager's action has to be harmonized on a case-to-case basis. In this context, the informal organization must be watched as it may prove to be a useful factor which could generate motivation for work and which could be stimulated for increasing creativity and interest in the quality of work.

We must also keep in mind the negative results that this organization and – to be more exact – the system of norms and values adopted by the informal organization (groupthink) may have upon the productive process as a whole.

This fact was shown in a study made by E. Mayo at Western Electric Company – Chicago (1931). In this study, a team of workers was considered to be the best in the company and their involvement in all the difficult or most important projects was deemed as essential. Research disclosed that this was a false perception directed and maintained by the team's members as, in reality, the work performed by them was not so difficult, nor was their level of specialization so high. It was discovered that this was a clever mystification created and preserved at the level of the informal organization of the team that had the duty to protect them at the level of the firm.

Thus, the informal organization had been structured on two directions in which two informal leaders were acting having distinct roles:

- one, considered as a "ministry of foreign affairs", who took care of the image issues and the relationships of the team with the rest of the firm;
- another one, considered as a "ministry of domestic affairs", who ensured maintaining cohesion and a favorable climate within the respective team.

Given their experience, we may include here some functions through which the informal structure brings benefits to the formal organization and to increasing the firm's efficiency:

- maintaining and consolidating the norms and values commonly shared by the members of the organization even if they are based on theoretical grounds not necessarily embraced officially by its members[3];
- satisfying the human necessities of adherence, friendship, support and security;
- establishing informal channels of communication completing the formal structure of communication;
- due to flexibility and the capacity of self-organization, contributing to solving problems confronted with by the firm.

Managers must have a picture – as realistic as possible – of the informal structure – the invisible organization – in order to be able to ensure a certain correspondence between the norms and demands presented to employees by the formal organization and those of the informal organization. In this respect, the manager has to take care of the following aspects:

- preventive action must be taken in noticing the interest areas of the employees who are not sufficiently satisfied and including them in the formal organization. The manager is called to ensure efficient communication and cooperation relationships and also to select the leader from among the people who have a strong informal authority;
- when the desires of the employees cannot be satisfied within a formal framework, informal possibilities must be sought out to be satisfied in areas complementary to the formal organization;
- in case conflict zones emerge and are identified between the two types of organization, the manager has to perform mediation in a negotiation process.

The relationship and the ratio between the formal and the informal organization depend on the managerial notion and strategy of the organization.

[3] Peter F. DRUCKNER, Inovation and Entrepreneurship, Harper and Row Publishers, Inc. 1986, p. 225.

Possibilities of increasing efficiency through action taken upon the informal organization

Reform and transformation usually imply institutional efforts and resources allocation. In this respect we included a brief review and analysis of a few informal measures which could increase the efficiency of activities:

a) self-managing groups in which the members acquire roles in manufacturing, quality assessment, designing new products, marketing studies, ensuring product guarantee and post-guarantee. They are constituted on the grounds of certain principles such as inter-professionalization, reducing the importance of hierarchy, diffusing power and responsibility, innovation, complete quality management.

b) using an insular organization linked to anthropocentric production systems. Organization is performed for every project and aims at giving a certain task to the team in the organization which has the highest efficiency in performing the respective task. Within the firm, this team is an "island" which channels all its energies in order to complete the project.

c) putting the team in a co-acting situation usually implied by situations in which individuals are engaged in a task within the activity performed simultaneously by all the members of the team who are also in direct contact. We could overlap this action with the remarkable results caused by a certain conjuncture or especially favorable context[4].

d) stimulating collective performance in which the team has a collective task, the members of the team entering in relationships of interdependence with a view to reaching certain goals. Such a situation is characteristic for the teams working through cooperation in which labor division functions exclusively on principled of inter-professionalism and multi-functionality.

Conclusions

The organization and functioning of teams is based on various social approaches according to which management and work as such are parts of a relationship that may range from total discordance to complementarity and finally to complete overlapping.

The analysis performed shows the nature of the informal organization, the principles generating it and its characteristic features as opposed to the formal organization.

Counterproductive behaviors[5] and analyzing the risk that these behaviors may become permanent turn the informal organization into a space where the manager might induce changes at minimal costs and maximal efficiency.

The intervention methods mentioned above allow applying particular measures for concrete situations and may lead to increasing work efficiency in a firm, no matter its object of activity.

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ADVANTAGES OF PROGRAMS BUDGET DEVELOPMENT IN THE MINISTRY OF DEFENSE

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Abstract: *Within the Defense Ministry planning represents the establishing stage concerning specific measures and actions, designed to ensure military structures relation-shaping objectives, tasks and resources which are allocated by the Directive of defense planning, requirements and specifications hierarchically issued. It is the phase in which maximum effect in public funds management is attempted.*
Keywords: *budget, programming, military, economic, public.*

Under the context of changing global economic architecture, nowadays the whole world seems to change its course, heading towards a time when the state's role will be greater, while the private sector's will be lower. This might be the most dramatic consequence of the current crisis.

With this perspective as a departure point, the state will have to intervene under various forms to remedy the faults in the functioning of market mechanisms. Thus, there is need for "economic and social regulations" as clear, accurate and in the imperative as a prerequisite for the entire global economy, and national as well and work in "safety standards". Under these circumstances, it is imperious that the budget elaboration and execution processes should develop accordingly to principles concerning spending diminishing, economical, efficient and effective administration and management, to meet the real needs of the budget system.

In this respect, we consider the public budget is the main instrument of the state, through which activity regarding public finances is designed; it is also a legal act providing for and approving annual income and expenditure for the operation of state institutions.

Through the public budget, a proportion is established between public revenues, which are mainly taxes, and social needs, in an effort to avoid inequity in the distribution of tax burdens on the public. With a well-formed, rigorously founded budget, Parliament and the Government may have a clear picture, of the relationship between the value of tangible and intangible assets created in the economy and value of the efforts made to achieve them. The role of the budget is manifested especially in financial and economic domains. Financially, the budget is the one that attracts and directs the financial resources, necessary to the performance of state duties and functions; and its role in the economic domain consists in the use of financial and economic levers as a tool for influencing economic climate. To achieve the goal of the general consolidated budget, in the processes of formulation, execution and control, it connects to all factors involved in the national economy: public enterprises, private institutions in the immaterial sphere (education, health, culture), population and various external partners.

As a conclusion, budget is a compulsory forecast act that compares required income and expenditure for the specified period. It must reflect as realistic as possible the resources which can be attracted and their use, and it must also allow, during budget implementation process, to compare revenues collected with expenditure, income sources in the context of analyzing the source and expenditure by purpose. To fulfill these requirements in developing and implementing the budget, budgetary principles should be respected, explained by the Law 500/2002 regarding public finance, namely: universality, publicity, business, annuality, specializing in budget and currency.

The Ministry of National Defense integrated the System of Planning, Programming, Budgeting and Evaluation Force, through an OG no.52/1998, a modern method of management, which was subsequently improved through defense planning no.63/2000 concerning Romania's defense, then completed by the law no.473/2004 on defense planning. Among the advantages of implementing a defense planning system, we can mention:

a) achieve consistency between national defense objectives and resource allocations, ensuring civil society control over the military;

b) create interoperability with the defense planning systems of NATO member states;

c) a transparent resource allocation process;

d) sizing of military forces in accordance with the tasks set by their political leadership and state resources;

e) enhancing the role of control over the allocation and use of resources;

f) creating a database to support resource allocation decisions;

g) allocation of resources in the short, medium and long term;

h) enables correct decisions at the ministry.

Planning, programming, budgeting and evaluation system of forces, Ministry of Defense activities and resources is a set of measures, actions and processes which determine and establish the resources to establish, activities to evaluate, for the creation, training and modernization of army structures. This system achieves compatibility between the objectives of the Romanian Army and the resources the society can provide.

Operation of the system requires a relationship of collaboration, interactive learning, among all the structures involved, the cyclical activities taking place on different phases, at inter-related areas: planning, programming, budgeting and evaluation. Within this scheme, scheduling and budgeting occupy an important place.

Programming defense is essentially a process of balancing and integration of defense resources in different programs, depending on the real priorities of the military.

At the Defense Ministry level, planning stage is the stage where concrete measures are established, actions are designed to ensure military structures shaping the objectives and tasks, resources are established by the Directive of defense planning, requirements and specifications are issued hierarchically.

The program is an action or a coherent set of actions that relate to the same main budget coordinator, designed to achieve an objective or a set of defined targets and indicators established by the program, to evaluate the results to be obtained, to approve funding limits. It is the phase in which the maximum of effect in public funds management is attempted.

At this stage, strategic operational plans are developed, concerning the use of forces and major programs of the Ministry of National Defense.

These programs include all actions and activities necessary for creating, upgrading, equipping, maintenance on peacetime and preparing for crisis situations of all structures in the composition of the army. In essence, it is a process of balance and integration of resources within the different programs, depending on the real priorities.

Major programs of the ministry are among the most important tools in the new defense planning system, which sets concrete measures and actions to ensure the reorganization, training and employment of military structures in relation to the mission, objectives and resources that are set by the planning documents.

Major programs of the Ministry of National Defence are designed to ensure efficient management of resources allocated to meet military missions and tasks performed by Romania's Military Strategy and Defense Planning Directive.

Major programs are individualized by: name of the program, program objectives, program costs, activities, indicators and costs.

Program objectives and goals are associated with specific targets for achieving them, dimensioned by time and quantifiable terms: Operative - capacity for action, state of efficiency, quality - the level / standard of preparation of orders, level / standard of training of troops quality of equipment, technology availability status, quality of life, quantitative / physical - level / volume of stocks, the number of equipment types, the progress of the infrastructure.

The cost of each program is obtained by adding sub-component program costs, in turn, these costs represent the following categories of expenses:

a) Staff - the amounts allocated for salaries and other salary rights of military personnel and civilian staff for feeding, equipment, healthcare, personal training, rehabilitation, culture, religion and sport, professional conversion, social, military pensions, allowances of the staff found in theaters of operations;

b) Operation and maintenance - the sums allocated to pay administrative expenses, such as: household, fuels, lubricants, supplies, transportation, repairs, regular maintenance and spare parts;

c) Endowment – the allocated amount for purchases of weapons, combat equipment and machinery as well as for ammunition, explosives and fuels, lubricants raise stock;

d) Infrastructure - the sums allocated for the infrastructure investments and major repairs.

Performance indicators summarize information about the effects of activities and actions, so as to provide concrete data about the results obtained on the targets. Activities are classified in stages, deadlines, each activity is translated into costs and is associated to performance measurement indicators, which are designed to determine the activities scheduled for execution and evaluation of progress achieved by default.

Budgeting is the stage where program costs, based on activities included in these costs (personnel, procurement, maintenance, training for combat, infrastructure), are expressed in units (categories of expenditure), and they in turn will group the chapters, subchapters and parts of expenditure, budget classification, separate budget and separate the activity from its own revenues. Budget credits approved by the Budget Law are used to finance programs, actions, objectives and priority tasks, according to the purposes set out in laws and other regulations and will be employed and used in strict correlation with the degree of expected budget revenues.

Budgeting involves determining the cost of setting up and modernizing forces in the planning period, in relation to or forces missions. Budget process within the military budget includes the performance of two complementary tasks: establishing the necessary funds to the military structures, so that the program could be held for a period of one year; and to provide funds for the next three years defense program and to link budget priorities Government budget priorities.

Romania, as part of the North Atlantic, should continue to be part of international efforts to fight terrorism by participating in operations of international organizations or coalitions of the will to fight and prevent terrorism. The Ministry of National Defense, as a specialized institution of central public administration, will have to achieve effective planning and execution of defense for achieving national security and active participation of Romania to the security of NATO and EU areas of interest.

The strategic objectives of national security, as it is evident from the state budget law for 2011, it is developing at a high level, the capacity for decision and action of the military organization, adapting the regulatory framework in order to assert the interests of Romania and the use of opportunities within the European community, international and Euro-Atlantic. Medium-term strategic objectives of the Ministry of National Defense are:

• Strengthening Romania's profile within NATO;

• development of Romania's contribution to common security and defense policy, as an EU member;

• engaging in fighting terrorism and countering proliferation of weapons of mass destruction;

• increased contribution to regional security and stability;

• Romania's defense capacity development.

Achieving these objectives will address the following priorities:

• obligations arising from membership of NATO and the EU;

• continue the multidimensional transformation of the Romanian Army: legislative and institutional framework, force structure, flexible chain of command based planning capabilities. The fundamental purpose of the transformation process in Defense military structure is to achieve a modern, mobile, flexible, efficient, sustainable army structure, able to assume and fulfill a broad spectrum of missions both on the national territory and outside it;

• equip army with advanced weapons systems, in accordance with its missions within NATO and domestic security needs of major procurement programs;

• gradually increase the share of procurement spending on long term, that it represents at least 20% of the Ministry of National Defense, in accordance with the recommendations of NATO;

• development of individual career management and military and civilian personnel of military education system and increasing the attractiveness of the military profession;

• increased quality of life for Romanian Armed Forces personnel, in line with realities of domestic economy and NATO membership and EU status;

• ensure effective financial resource management processes, materials and property of the Ministry of National Defense;

• obtaining and maintaining information superiority in the defense information;

• reducing vulnerabilities and counter security threats in the military field.

The Ministry of National Defense does not meet the quality of management authority, intermediate body or beneficiary for programs related to EU cohesion policy and other facilities and post-accession instruments. In terms of equipping the Romanian Armed Forces, according to "the endowment of the Romanian Military Strategy", approved by the Supreme Defence Council nr.S-44 of 28.04.2009, the Ministry of National Defense priorities aim at: providing contingents deployed in theaters of operations with equipment and weapon systems, necessary to achieve the requirements set out in the situation and force structure of the Millennium Force, increasing protection and safety of troops participating in missions, acquisition of necessary equipment for completing the implementation of command-control concept national level, acquisition of equipment for investments that contribute to achieving other policy objectives of security of the country in the military, equipping with weapons systems and equipment the operational force with low capacity and establishment of long-term, software acquisition / upgrade to protect the national territory.

This prioritization is designed to ensure the achievement of key operational capabilities provided in the implementation of the Romanian Army's transformation strategy and allow the army to carry out the tasks entrusted, to fulfill the obligations and commitments, the strategic objective of foreign and security policy of the state. They determine the ability of forces engaged in combat operations and allow the Romanian military presence in risk areas and their proximity.

As a result of an analysis at the Ministry of National Defense, the priority projects for the reference period are fighting machines on wheels and tracks, points brigade and battalion command, individual and group equipment, engineering and EOD equipment, land vehicles armor and unarmoured, multifunctional transport platforms, short-term alternatives to ensure national sovereignty over airspace, air transport (aircraft and helicopters), including communications equipment and location specific protective equipment aircraft and aerial surveillance systems systems with ground-based air defense, achieving full operational capability of the fleet of frigates, the mine detector – alternative solution, integrated logistics support for ships, fixed and mobile systems, electronic countermeasures, security systems for the storage of weapons, ammunition and special materials, investment in infrastructure projects. In the chapter "Health" is envisaged completion of investment mainly from hospitals / clinics military Cluj-Napoca, Galati and Bucharest, investment in the "us" infrastructure projects. In the chapter "Defense", the main investment is the national contribution completion of investment funded by NSIP NATO (the NATO security investment program), other expenditure on infrastructure (independent facilities, repairs, etc.). Priority projects of the Ministry of National Defense are grouped into major programs (defined at the level of Ministry) and in the following table as achievements and projections for the near future.

Table no. 1: THE SYNTHESIS OF BUDGETED FINANCED PROGRAMS
The long term spending workframe

-thousand Romanian currency-

Budgetary programs	Achievements 2010	Proposals 2011	Estimations2012	Estimations2013	Estimations 2014
1. Land forces	1.960.295	1.869.014	1.889.907	1.960.340	2.078.697
2. Air forces	780.718	861.040	920.884	950.864	876.722
3. Navy	367.262	393.228	357.394	389.906	523.964
4. Logistic support	452.731	453.115	458.001	471.678	473.603
5. General Staff / Strategic management	297.570	401.720	420.759	441.629	444.212
6. Central administration	2.500.126	399.315	341.139	346.593	356.103
7. Defense inteligence	236.617	227.067	249.312	244.120	252.831
8. International representation	188.486	195.978	198.903	201.629	205.120
Total	**6.783.805**	**4.800.477**	**4.836.299**	**5.006.759**	**5.211.252**

The subject of the major financing programs of the Ministry of Defense results from their definition itself, established by Law no. Defense planning 473/2004, art. 9, paragraph. (A), that "... major programs, which include all concrete actions and measures undertaken for the creation, modernization, equipping, training, maintenance of peace and preparing military units for crisis and war situations, ensuring optimal living staff, providing logistical support for mobilization and war reserves, infrastructure development and maintenance for military action in defense of NATO, participation in international cooperative action with other states, and the resources annually needed to achieve them. "

Resource allocation in the budget proposed by the State Law is required by both the military assumed international obligations, avoidance of both a negative image of Romania in the international arena, and especially by the imperious avoidance of lives loss in the theater of operations, losses due to the inability to ensure adequate operational capacity of missions there. Romanian Armed Forces missions in Afghanistan takes place in an area where security incidents are common and threats are prevalent, requiring adequate training and equipping the forces involved, in accordance with NATO requirements and standards of operation in full volume, at a very short time and with full responsibility of the institutions involved.

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DIMENSIONING METHODS IN THE MILITARY EXPENDITURE BUDGET

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Abstract: *It is obvious that global economy, as well as national, will influence the necessary resources environment in order to achieve security goals, and the strategic option will consequently affect economic environments. In this respect, military spending will be rated in terms of subjective and objective economic implications on the security environment.*
Keywords: *planning, programming, budgeting, evaluation, budget.*

The current financial and economic crisis is an important source of vulnerability and insecurity. This difficult situation undermines the defense and security needs in the world, leading to the rethinking of foreign policy priorities and to the reshaping of military budgets, to providing and endowment programs, and last but not least, to forces equipping and training. Without the necessary financial support, response and action of national forces and capabilities in case of tension, crisis or conflict, will be affected regarding efficiency of internal and external missions.

Although the financial crisis has spread within the Romanian economy and therefore, in the public sector, where national defense belongs to, there is a government administration optimism, necessary to avoid massive macroeconomic slippages.

It is clear that global economic, as well as national economic environment will influence the necessary resources for achieving security goals, and strategic option will affect economic environments, too. In this sense, military spending will be rated in terms of subjective and objective economic implications on the security environment.

The modern economy is characterized by the phenomenon of more rapid growth of the necessary resources than the possibilities of purchasing them. Thus, resources are limited, while the resources demand shows a sharp upward trend, which requires dynamic analysis tools and techniques.

In Romania, as in other countries as well, an important destination of financial resources available to the State is the national defense, given that defense spending is unproductive expenditures (directly) dependent on the value of internal and external factors.

Management in the defense system is intended to achieve the purposes for which the system has been initially created, with maximum of efficiency, greater effects with certain costs, or to achieve a certain effect based on a low required cost.

Generally speaking, methods of forecasting the level of income and expenditure are of special importance for government policy and public finance management.

The state budget must reflect through its indicators, on the one hand, the needs of the state's financial resources arising from the implementation of the program planned for the next government, on the other hand, the possibilities of recovery of these resources, under defined economic conditions, from the financial point of view. Thus, correct determination of income levels and public spending is generated, determination which can be achieved by different methods based on analyses of cost - benefit and effectiveness studies.

Developing a budget requires the use of modern forecasting techniques and analyses of macro – economic environment, which illustrates the economic, social and political resources impact and purchase options for the spending.

Economically, the state budget in cash expresses economic relations that arise in the distribution of gross domestic product (GDP) in connection with the performance of state functions and tasks. These relationships are manifested in two ways, first as relations through which mobilize financial resources available to state and secondly, the relationship which allocates these resources.

In modern economics, the budget is considered a variable key in determining the level of gross domestic product and resource.

A certain level of gross domestic product and the extent to which it is assigned to gross capital formation and consumption determines the level of budget indicators and it constitutes the basis of favorable developments in the future.

Within judicial angle, the state budget constitutes an act which provides for and authorizes annual state revenues and expenditures.

The state budget is the main financial instrument that contains the deployed state revenues and their distribution by category of expenditure. Economic role of the state budget is reflected in attempts to use state taxes, subsidies and other economic levers of public expenditure, as a tool to influence the economic climate.

The role of the state budget is manifested both at financial and economic level. In modern democratic states, development, implementation and budgetary control procedures are carried out in accordance with the budget law and the principles of public accounting, ensuring, in equal measure, a balance between legislative and executive power in accordance with the Constitution.

The state budget is under the form of economic balance, a summary document, prepared and administered by the government and approved by a vote by Parliament, which provided annual state revenues and expenditures. But in today's economy, the budget is not a simple document regarding likely state revenues and expenditures over a period of twelve months, but a financial plan at macroeconomic level. The state budget is a tool for forecasting both on short and long-term, due to the sizing of public revenue and expenditure over a year, and as well as on medium-term, through budgeting programs development, especially for public investment expenditure.

State Budget Law is influenced by political, economic and social considerations, characteristic to different periods of time, as well as by interest groups exercised by political power. Fiscal policy is an essential means of state intervention to reduce unemployment and supporting economic growth.

When drafting the budget of the Ministry of National Defense, budget policy principles must be taken into account, established through the "Governance Program", namely:
1. Principle of minimizing the cost of collecting revenues, which means improving tax administration in terms of professionalism and logistics, to reduce costs for financial control and hence, the budgetary requirements for the collection, given the fact that they are the only charges with no direct impact on real economy;

2. Grounding principle of public expenditure, through which public revenue are used accordingly to specific programs that generate both levels of government prioritization of public expenditure and their amounts in the allocation;

3. The principle of performance of public expenditure, the public expenditure should be allocated so as to generate an over-unit impact on gross domestic product in relation to each monetary unit

spent, i.e. to have a multiplier effect on real economy;

4. The principle of traceability for public spending, which means that any expense should provide transparent information upon which one should be able to detect the route of public money use, rings of responsibility for this spending, and the possibilities for recovery in case of fraud or negligence;

5. The principle of equal treatment of public funds, public funds that national and European public funding should be subject to same institutional requirements of efficiency, economy and effectiveness, and the same procedures to ensure their safety and recovery in case of fraud or negligence;

6. The principle of multi- year budget management, respectively in the manner in which the general consolidated government budget is developed and monitored, following same directions, process (multi-year) budgets will be developed, on economic-social processes - relevant for the way economy turns towards providing real and nominal convergence with EU economies. Under these conditions, the budget act becomes the forecast of public resources and of the manner of using them, highlighting the size of income that can be deployed and the state's approved level of expenditures which will be made over a period of time.

The planning, programming, budgeting and evaluation system is based on cost analysis - advantages and objective definition of criteria for rational management of public funds for the purposes of allocation of budgetary appropriations based on net benefits imposed by the various categories of expenditure.

System operational planning, programming, budgeting and evaluation of long-term objectives includes identifying, quantifying (based on specific calculations) costs and benefits programs that can be financed from the budget and establish a ranking of their relative effectiveness indicators. The budget of an institution is not presented as a simple enumeration of budgetary appropriations - in this case being formulated on programs - , which leads to overall budgetary management to be seen as an optimal sub-policies system.

System functionality requires accordance with the law on public finances, which states the passage to program-based budget financing. Programs established by the authorizing officer must specify the desired results to be obtained from the program, define priorities, the financial effort required for this program, to highlight the qualitative and quantitative indicators of results, to reflect in detail the sources of financing for the entire program period of its progress.

The programs are, in the development stage of the budget, decision-making tool concerning prioritization within sectional strategy, and at the budget execution phase, it highlights the efficiency with which public funds were spent to achieve the objective – which is the subject program.

Planning, programming, budgeting and evaluation system requires a coherent action and assemblies in terms of integration and harmonization of relations between its constituent phases, a vital link in the effective functioning whole.

Planning, programming, budgeting and evaluation system of the forces, activities and resources in the Ministry of National Defense is a set of measures and actions that determine, establish, monitor and evaluate activities for the creation, training and modernization of military structures in relation to the assigned missions – by constitutional decision-making structures – and the available resources.

Planning aims at designing combat forces, governing bodies and administrative structures, as well as the structure and the allocation of resources necessary to achieve the objectives established by the institution.

Programming is essentially a balance and integration of resources process, within the different programs, depending on the real priorities.

Budgeting means to persuade the legislative power to approve the allocation of resources, it is strictly the necessary step in the institution, in which the program costs determined on the basis of the activities included in these costs (personnel, procurement, operation and maintenance, infrastructure, etc.) are expressed in categories of expenditure.

Evaluation consists in determining the optimal option to ensure the maximum force amid efficient use of resources available, activities taking place concurrently with the planning, programming and budgeting.

Planning, programming, budgeting and evaluation determines a rational approach to decision making in an integrated budgetary framework, the conditions under which, in order to make decisions, one must define operational purposes.

Planning, programming, budgeting and evaluation of forces, activities and resources takes into account the following:

- to achieve compatibility between the objectives (tasks and responsibilities) and the incumbent military resources that the unit may allocate on peacetime, for this purpose;
- to provide planning and programming, in a unitarian concept, of activities aimed at achieving the objectives established and at integrating management of human, material and financial resources allocated for this purpose;
- to strengthen the army's responsibility at all levels in carrying out approved programs and efficient use of available resources.

Through planning, programming, budgeting and evaluation the following issues are concerned:

♣ to identify the necessary military forces and planning capabilities, the determinate the term and the manner how they will be obtained and the costs of providing a real opportunity to achieve the objectives - planning, allocation of funds necessary to meet the set - budgeting;

♣ to ensure efficient use of resources;

♣ to demonstrate to Parliament and citizens that the defense spending of public money allocated is fairly and efficiently.

Analysis reveals the following advantages of implementing the system: a) it makes the correlation between national security objectives and available resources, ensuring civil society's control over the military;

b) it institutionalizes the rights and duties of the state political leadership on issues of national security;

c) it provides interoperability with NATO defense planning;

d) it creates conditions for the development of a rational, transparent, objective, accurate, allocation of resources process;

e) it ensures the sizing of military forces in accordance with the tasks set by the political leadership of the state;

f) it provides an institutionalized, but flexible process;

g) ensure free movement of budgetary information, both within and outside the military's;

h) it facilitates monitoring and reviewing of resources allocation;

i) it ensures a complete understanding of the costs for achieving military strategy;

j) it provides a mechanism for communication between various organizations (military, legal, political), who share common interests (such as regarding the use of national wealth);

k) it is a planning tool for short, medium and long term, which can be used by any organization;

l) it offers the ministry the possibility of making rational decisions.

Summarizing the considerations set, it must be stressed the role of planning, programming, budgeting and evaluation system, namely:

♣ use of available resources in an efficient way to achieve military capabilities;

♣ ensures the needs of both internal management and the development of planning documents required by NATO;

♣ effective integration of the efforts of defense structures involved in resource management.

At constitutive level, planning, programming, budgeting and evaluation system requires a coherent action and action-assemblies in terms of integration and harmonization of relations between its constituent phases, a vital link in the effective functioning whole.

Ensuring the system functionality is determined by the optimum grouping and ranking of all the elements which enter into its composition, but especially under current integrative developments, defined and developed relationships between its phases, their cohesion, without which the is system doomed.

Each phase of the planning, programming, budgeting and evaluation concur, by its specificity, to the fundamental purpose of the system performance.

Any analysis of the content and structure of relations between the phases of system planning, programming, budgeting and evaluation and how to optimize and streamline them, at the Ministry of Defense level, must take into account the fact that the military is an organization with certain features of the management nature, including: a bureaucratic system, consisting of highly specialized components, reliable, stable organizational and interpersonal relations are based on the control unit, the regulations are comprehensive and extremely resistant to change in character, it has a leading elite type, based on formal authority, imposed uniformity and detailed regulations allow little space for the manifestation of initiative, it is very intolerant towards uncertainty states, communication between chiefs and subordinates is largely unidirectional.

Taken actions and prepared documents in the planning phase, which direct the whole system of planning, programming, budgeting and evaluation, relates to actions taken during the budget.

During the programming phase, alternatives are developed and selected for obtaining the provided capabilities, falling within financial limits. The program is in itself a basis for budgeting. Programming phase is the bridge that connects between the planning and budgeting and it offers a vision of how funds are spent.

Links between programming phase and budgeting phase refer to: the budget reflects the decisions taken during the programming phase, the program represents the starting point in drafting the budget, budget is the most important financial document reflecting the cost of the program translated into economic classification, and at the budget phase, the financial flow is established on quarters, depending on when the activities are planned or major contracts are carried out.

It is relevant that the budgeting phase is influenced by the following factors: the quality and accuracy of programs within their estimated costs, the quality of forecasts for economic developments, the existence of a historical database of cost inflation index updated; correlation between the time of the activities/conduct contracts and funding in the quarters, the accuracy of the cost used in budget grounding is essential to the first year implementation success, level of expertise of staff.

Pre-budget difficulties are due to: delays in development, analysis and review of programs, financial limits for the following year are received after the developing of programs, it is important that forecasts of funds allocated to programs to be as close to the financial limits provided by the Ministry of Public Finance for the following year, the reduced the level of cooperation between the personnel involved in program design and responsible for preparing the draft budget and its execution; the table for costs program does not accurately reflect the cost objectives of the program, limited ability to determine the costs, failures in cooperation with the Ministry of Public Finance.

The phase budget analysis reveals the following conclusions: the budget is the plan that ensures financial resources for implementing the first year of the program, the table is the starting point of the program costs in the budget formulation process, it is essential to achieve a close correlation between the time of developing activities / performance of contracts and the funding in the quarters used in the foundation budget, cost accuracy is essential for successful implementation of the first year of the program.

Through its mission, the assessment stage establishes optimal variant of the programs to ensure the maximum force, within the frame of efficient use of available resources, highlighting the lessons learned from the analysis process.

Resource allocation is affected by a number of constraints; the first factor is the health of the economy. It should be noted that the estimates produced and made available by the Ministry of Public Finance, referring to the resources likely to be allocated, are not easily done even in a stable economy. But without a better assessment of the future funding for national defense, any short or long term programming is almost impossible.

Another important factor is the political decision, in concordance to which the funds for national defense will be established, in relation to the health, education, culture, etc.

Planning, programming, budgeting and evaluation system cannot eliminate any opposition, but it also gives us tools to fight against bureaucracy and to justify taken decisions to citizens. But, in order to ensure the functionality of the system, it is absolutely necessary the relationship between all phases, both acted and organizational plan, the co-operation between authorities, intrinsic linking of planning, programming and budgeting, according to the evaluation of all or part of their results. The unity of analysis and synthesis should be concerned, the unity between the historical and logical analysis, and not least, quantitative and qualitative analysis unit, starting from the premise that reality itself is characterized by such a unit. The very existence of the constituent phases depends on the action and organizational relationships, which otherwise may become an amorphous structure, of which planning, programming, budgeting and evaluation are shaped, limited within the effectiveness of their individuality.

In this uncertainties context, the goal of the military system consists in achieving the maximum effect in public money management, which is also a desideratum of the military system, in order to meet the actual needs arising from the successful completion of domestic and international missions.

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ECONOMICAL-FINANCIAL ACTIVITY – MAIN VECTOR REGARDING PLANNING AND USE OF FINANCIAL RESOURCES

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Abstract: *The current economic environment is of high complexity and it requires a different approach to the concept of economic-financial management, namely to have a preventive, proactive character, under the conditions of an unpredictable future, which should promptly respond to the challenges caused by planning and smart use of financial resources, more and more volatile.*
Keywords: *economic, financial, resource planning, activity, military.*

It is a well known fact that the economic dimension plays a decisive role in achieving national security. Even more so, by the new phase of globalization, dominated by partnerships and alliances, a strong, efficient, competitive, dynamic and macro-stable economy, is an important pillar of national security by ensuring conditions for social security. The economy has been and will always be one of the pillars of building a credible military power and achieving a sufficient degree of national security, regional or international. Only the extent that economic factors could be converted to defense and security resources differ from one period to another. Nowadays, the economy is the engine without which national power, whether political, social or military, cannot function within normal parameters. Interacting components of national power is obvious, and military power cannot exist without economic power, without a robust economy, with significant increases.

The current economic environment is of high complexity and it requires a different approach to the concept of economic-financial management, namely to have a preventive, proactive character under the conditions of an unpredictable future, which should promptly respond to the challenges caused by planning and intelligent use of financial resources, more and more volatile.

Financial-accounting management in the Romanian Army has integrated the Planning, Programming, Budgeting and Evaluation System of the forces, activities and resources since 1998. This system concerns general action areas: to identify the necessary military forces and capabilities, to determine the term and the manner in which they will be obtained, to determine costs and allocate the necessary funds to meet established goals, to ensure efficient use of resources; to demonstrate the Parliament and the citizens that defense spending of public allocated money is fairly and efficiently. Initially introduced by OG no.52/1998 and subsequently improved by Law No. 63 / 2000 and Law no. 473/200433 on Romania's national defense planning, the PPBES allows: adoption of comprehensive methods for measuring the performances, establishing performance measurement indicators, focusing the budget process on results, the possibility of standardizing the physical unit costs, efficient use of resources, transparency in public resource use.

Among the advantages of implementing the defense planning system, we can mention:
• achieve consistency between national defense objectives and allocated resources, ensuring civil society control over the military;

• create interoperability with the defense planning systems of NATO member states;

• development of transparent allocating process of resources;

• military forces determination in accordance with the tasks set by their political leadership and with the state resources;

• increasing the role of control over the allocation and use of resources;

• creating a database to support resource allocation decisions;

• allocation of resources in the short, medium and long term;

• it provides the correct decisions at the ministry.

Planning, Programming, Budgeting and Evaluation System of the forces, activities and resources of the Ministry of Defense is a set of measures, actions and processes which determine and establish the resources, which pursue and evaluate activities for the creation, training and modernization of army structures. This system achieves compatibility between the objectives of the Romanian Army and the resources upon which society can provide. Operation of the system implies a relationship of collaboration, interactive continous learning, among all the structures involved, the cyclical activities taking place on separate stages, closely interdependant: planning, programming, budgeting and evaluation.

At constitutive level, the planning, programming, budgeting and evaluation system requires a coherent action and assemblies of coherent actions, in terms of integration and harmonization of relations between its constituent phases, vital links in the effective functioning whole.

Ensuring the system functionality is determined by the optimal grouping and ranking all the elements which enter into its composition, but especially under current integrative developments, defined and developed relationships between its phases, their cohesion, without which the self-existence of the system is doomed.

Each phase of the planning, programming, budgeting and evaluation concur, by its specificity, at the fundamental purpose of the system performance.

Any analysis of the content and structure of relations between the phases of planning, programming, budgeting and evaluation system and of the manner of how to optimize and streamline them, the Ministry of Defence must take into account the fact that the military is an organization with certain features of the management nature, including: a bureaucratic system, consisting of highly specialized components, reliable, stable organizational and interpersonal relations are based on the control unit, the regulations are comprehensive and extremely resistant to change in character, has a leadership elite type, based on formal authority, imposed uniformity and detailed regulations allow little space for the manifestation of initiative, it is a very intolerant system regarding the uncertainty states, communication between commanders and subordinates is largely unidirectional.

Taken actions and prepared documents in the planning phase, which directs the whole system of planning, programming, budgeting and evaluation, relates to taken actions during the budgeting stage. Within this system, an important place belongs to budgeting.

Budgeting is the stage where programs costs, determined on the basis of the costs of the activities included in these costs (personnel, procurement, maintenance, combat readiness, infrastructure), are expressed in units (categories) of expenditure, and these, in turn, will group under chapters, sections and parts of expenditure, according to the budget classification. Budgeting involves: determining the cost of setting up and force modernization, during the time of program planning, in relation to the destination or the tasks forces, transformation of the costs in budget spending and support of the National Ministry of Defense applications faced with the Government and the Parliament. It is established a methodology (matrix) concerning the transformation of the major costs of the programs, from the

Romanian budget classification, in which costs are grouped into:

- current expenditure - consisting of personnel costs, goods and services, interest, subsidies, transfers, social assistance, other expenses; - capital expenditures; - financial operations in NATO classification specific budget expenditure, on the five categories: "personnel", "operation and maintenance", "endowment", "infrastructure" and "research and development".

In the programming phase, different variants are developed and selected, in order to obtain the provided capabilities, falling within financial limits. The program is in itself a basis for budget accomplishment. Programming phase is the bridge that connects between the planning and budgeting stages and it offers a vision of how funds are being spent.

The links between the programming and the budgeting phases mainly contain the following ideas: the budget reflects the decisions taken during the programming phase, the program represents the starting point in drafting the budget, the budget is the most important financial document and it reflects the costs of the program translated into economic and functional classification, at the budget stage, the financial flow is established on quarters, depending on when the major activities are planned or contracts are carried out.

In our opinion, it is relevant that the budgeting phase is influenced by the following factors:

• programs quality and accuracy within their estimated costs;

• quality forecasts for economic development;

• the existence of a historic database - inflation index updated - concerning costs;

• the correlation between the time of the activities / contracts performance and the alocation of funds on quarters;

• activities within the system of planning, programming, budgeting and evaluation according to an established schedule;

• the expertise staff level.

Budgeting stage difficulties are due to: delays in development, analysis and review of programs, financial limits for the following year are received after the moment of programs establishing period; it is important that forecasts of allocated funds should be as close as possible to the financial limits provided by the Ministry of Public Finance for the following year; the reduced level of cooperation between the personnel involved in program designing and the personnel responsible for preparing the draft budget and its execution; the table for program costs does not accurately reflect the cost objectives of the program; the limited ability to determine the costs; failures in cooperation with the Ministry of Finance.

Thus, the analysis of the budgeting phase reveals the following conclusions:

♣ budget is the plan that ensures financial resources for implementing the first year of the program;

♣ the program costs table represents the departure point in the budget formulation process;

♣ it is essential to achieve a close correlation between the time of the activities / contracts performance and the funds alocation on quarters;

♣ the accuracy of costs used in the substantiation of the budget is essential for successful implementation of the first year of the program.

Through its mission, the assessment stage establishes optimal variant of the programs, which should ensure the maximum force capacity, within efficient use of available resources, highlighting the conclusions drawn from the analysis process.

According to Law no.473/2004 on defense planning, planning documents are: the Defense Carte Blanche, the Military Strategy, the Defense Planning Directive, the Major Programs, the Operational Plans for Force Use.

Referring to the last three documents, with implications for the budget process, a few highlights are required.

The Defense planning directive is developed on the basis of the stipulations of the Defence Carte Blanche and of the NATO documents. It establishes the structure and the military capabilities, according to which major programs are prepared defense resources are allocated. The Defense Planning Directive also outlines guidance lines for planning and resource allocation priorities for the next six years, according to priorities under development, training and equipping the force structure, within the frame of efficient management of infrastructure and full professionalization of staff, which should ensure missions Army fullfilment, respectively:

• contribution to Romania's security at times of peace;

• protection of Romania and its allies;

• promoting regional and global stability, including through the use of defense diplomacy;

• support of state institutions and local authorities in civil emergencies.

In their turn, Major programs are based on Defense Planning Directive and include all the actions and concrete measures undertaken for the creation, modernization, equipping, training, maintenance at peace time and preparation for crises and war situations of the military units, ensuring optimal life conditions for staff, providing logistical support and reserves for mobilization and war, infrastructure development and maintenance for military action in commun defense action of NATO, participation in international cooperation projects with other countries and the annually necessary resources to achieve them. The programs are conducted for a period of six years and reviewed each year. Development, coordination and monitoring of major programs is the responsibility of the specialized bodies of the Ministry of National Defense and as for their execution, program directors are responsible.

Operational concerning use of the force plans include: military missions and specific requirements of the components of forces; likely scenarios; employed forces; allocated resources; action methods for their execution. These plans are made up accordingly to Military strategy, in concordance with NATO procedures and they are approved according to specific regulations existing in the Ministry of National Defense.

All the above documents underly the foundation of the military draft budget. On organizational stages, drafting budgets belong to institution commanders in the Ministry of National Defense and they obey the following rules:

♣ on the basis of the mentions received from the upper level, the heads of departments of material assurance, planning and financial-accounting structures prepare notes with fundamenting calculations and background indicators, based on: rigurous analysis concerning the execution of indicators belonging to the reference period; indicators approved by the previous year's budget and by the current year, and the limits allocated within the plan year; the results of their analyses on the performance objectives set out on short-term, medium and long term objectives; strengthening the responsibility of all personnel in the protection and management of patrimony, in the saving and performance of expenditure, making a solid financial plan order and discipline, which should strictly fall in financial-economic approved regulations.

♣ tertiary authorizing coordinators prepare the draft budget under the guidance of speciality departments from the division they belong to, and they are supposed to to ensure thorough grounding indicators;

♣ secondary authorizing coordinators draw up own budget draft and provide integration and correlation of subordinated coordinators' budgets, within their centralized budget;

♣ Financial Accounting Department prepares the draft budget of the main authorizing coordinator, on the basis of the secondary and tertiary authorizing coordinators project budget and of its own budget.

The whole process of Defense budgeting falls into a "schedule", based on the terms stipulated by Law no. 500/2002 regarding public finance. After the approval of the state budget, the Financial Accounting Department makes up the following documents, which are to be approved by the Minister of Defense: a) Ministry of National Defense budget structured on quarters; b) budgets of the authorizing coordinators from the direct main credit financing, structured on quarters; c) the budgets of health institutions belonging to own network; d) budget for activities financed from own revenues; e) lists of investment objectives; f) other documents and statements provided by existing regulations and norms issued by the Ministry of Finance. The Head of Financial Accounting Department produces unitarian rules on the enforcement budget of the Ministry of National Defense, which he further transmits to all authorizing coordinators, together with approved budgets, lists of investment objectives and other planning documents.

Each authorizing coordinator structures the received budgets and approves budgets for his own activitiy and for tertiary authorizing coordinators subordinated to him. Approved budgets are to be transmitted to tertiary authorizing coordinators, accompanied by standards and details developed by the Financial Accounting Department.

Budgetary funds are available to the authorizing coordinators at their request, within the approved budget limits, after the execution of the funds opening by the Ministry of Finance. All the authorizing coordinators, secondary and tertiary, monthly establish the necessary funds in accordance with programs, objectives, assigned tasks and financial indicators approved by quarters, taking into account the use degree of funds previously made available.

Authorizing coordinators are required to save and use budgetary funds to the extent to the approved stipulations and destinations, for expenditure strictly related to their activity and legally compliant. They are responsible for the following issues, according to law:

♣ commitment, settlement and authorization of expenditure in the limit of allocated funds and approved budget;

♣ production of incomes;

♣ allocation and use of budget funds on the basis of sound financial management;

♣ integrity of the facilities entrusted to the institution they manage;

♣ organizing a daily bookkeeping and its presentation on time, together with the financial statements concerning the state patrimony under administration;

♣ organizing a monitor program system for public acquisition and public investment program;

♣ organization programs monitoring, including their associated indicators.

Saving, settlement and authorization of expenditure of public funds are approved by the main authorizing funds coordinator, and their payment is made by the accountant.

Saving and authorization of expenditure are made only upon the own preventive financial control accord, under the law.

Ministry of Defense approved funds management is performed by specialized financial and economic structures, stipulated in the organizational diagrams of each fund coordinator, from central level to the units which are approved revenue and expenditure budgets.

The military institution as a system comprises a sub-set of structural links, between which there are structural-functional links and it undergoes a process of adjustment decisions to ensure normal operation.

In the current context of global economic uncertain evolution, as well as national, we need a performant financial and accounting management more than ever, in order to limit financial crisis damages and properly manage the planning system and use of resources.

As for the future, there is no doubt that we will have to develop a new concept of preventive management, competent enough to offer new solutions and guidelines for such complex and turbulent financial and economic environments, which affects all areas of international and national economies.

Despite the fact that, in terms of financial and accounting system, the Romanian Army has created a legal and institutional framework necessary to develop effective financial management and accounting systems, it is more and more imperious that these systems should continue capacity development as a whole, in order to respond the needs of all military entities and to achieve interoperability with all the structures and the national security system of NATO membership, or other international organizations. In this respect, we consider that, both conceptually and at actional level, economic and financial management of military institutions will have to be perfected and improved.

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PARTICIPATORY MANAGEMENT AND LEADERSHIP

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Abstract: *Participatory management and leadership can enhance an organization's effectiveness and capacity by the fact that the only asset a manager has are the people. If people show loyalty, and are willing to work at full capacity and to make extra efforts, if they trust their leaders and feel safe, then the results and efficiency will be increased. The more one can delegate the decision-making and responsibilities, the more loyalty and trust one will have from the employees.*
Keywords: *participatory management, leadership*

The management of an organization can be carried out in a single optical when its functions are individually performed by leaders situated at different levels, or in a participatory vision when important decisions are taken through the employees' participation or consultation.[1]

Participatory management system is part of a general improvement trend of the management methods and system of organizations. The need to promote participatory management is primarily driven by the ever-increasing complexity of the phenomena, the rapid changes occurring at all levels under the impact of scientific and technical progress, by multiplying the number of factors influencing the managerial mechanism of organizations. Under these circumstances, it is difficult for the individual leader, as capable as he or she would be, to optimize the strategic decisions and also some important tactical decisions.

These factors require a participatory work of analysis and foundation of scientific decisions, in order to solve as effectively as possible the problems faced by organizations.[2]

[1] Prof. PhD. Ovidiu Niculescu, prof. Phd. Ion Verboncu, "*Fundamentele managementului organizational"*, University Publishing House, 2008, p. 51.

[2] Iulia Grecu, "*Managementul participativ"*, Economic Tribune, v. 17, no. 33 (2006), p. 24.

The participatory management is a system based on inveigling the staff, in a consultative or deliberative manner, to the management process, in order to increase efficiency, using for this purpose the economic, organizational, legal and psycho-sociological mechanisms.

The participatory management is divided in[3]:

a) advisory, which is based on broad consultation with the staff on how to solve various decision problems. It is recommended to practice this form in all departments and at all levels of the organizational hierarchy. By practicing this form of participatory management, performers are transformed into leaders' "collaborators", through this consultation, leaders can retain valuable ideas for resolution having beneficial implications on the activity. Leaders consult with employees, but the decisions can be made either individually or in groups.

b) deliberative, characterized by group adoption of decisions, revering certain organizational, legal, economic or psycho-sociological requirements. This form of participatory management applies through the institutionalization of some organizational management bodies.

Participatory management knows a worldwide amplification because of the advantages it brings[4]:

[3] *Ibidem,* pp. 24-25.

- the complex foundation of the decision making process and the improvement of the decisions quality by using the knowledge and experience of a large number of specialists, who address the decision issue from several angles;
- the increase of staff motivation in the decision-making process, because they are consulted and are part of the decision-making process;
- it carries out a cooperation climate by roping in the managerial staff, fact which stimulates their creativity ;
- it meets certain psychosocial needs of people - the need for social contacts, membership in groups, social status, professional achievement - which increases their interest in carried out actions;
- taking up group decisions, determines the increase of decisions weight under risk and uncertainty, because the group assumes greater responsibilities than the individual.

As any management system, the participatory management, besides the advantages also has some limitations: taking a significant part from the managers working time, by consulting with the staff, preparing and attending decision-making meetings; efficiency reduction in solving problems; increase of expenses related to the preparation of meetings, multiplication of materials, transportation of the members of some participatory bodies.[5]

Leadership means addressing several aspects. Sometimes it refers to the possession of personal attributes such as courage, ambition, determination and charisma. In other circumstances, it refers to filling in a position that gives power, authority and responsibility.

Leadership represents a person’s ability to set certain goals and persuade others to follow him/her in achieving them based on a strong emotional and operational involvement. Leadership involves a collective action so as to bring significant changes, increasing the competence and motivation of all those involved, meaning the action where more than one individual influences the process.[6]

The terms "leadership" and "management" often mean the same thing. In fact, the two concepts differ greatly. They have many common attributes, considering the fact that both are based on institutional structures and systems aimed at improving organizational performance. But the concepts are different in essence. According to Jo Brosnahan, leadership means given an increased attention to attribute development that relate to integrity, vision, ability to inspire others, self-awareness, courage to innovate and reasoning. While management emphasizes more the formal systems, processes and incentives, leadership refers to informal influence - how people can be mobilized through values and visions.[7]

Leadership mechanism is composed of five phases:[8]

- leader’s training to exercise leadership in terms of setting goals, ways of achievement, self-confidence and emotional availability to conduct all necessary actions using a specific behavior;
- leader’s action of the ability to listen and, simultaneously, to trigger ideas and emotions to potential participants in achieving the objective pursued;
- connecting leaders goals, ideas and opinions with goals, ideas and opinions of others; to note that, in the beginning of the phase, not infrequently, there are differences, or

[4] Florea Pirvu, „ Management”, ASE Publishing, Bucharest, 2011, pp. 89-91.
[5] *Ibidem,* pp. 92-95.

[6] Mielu Zlate, “*Leadership si management”,* Polirom Publishing , Iasi, 2010, p. 91.
[7] *Ibidem,* pp. 93-94.
[8] Popa, I., *Management general,* chapter 6, p. 32.

even oppositions of viewpoints between the leader and the subordinate individuals or the people involved;

- determining people to believe, feel and behave at a noticeable level in key with the leader's viewpoints; at the foot of these developments and results lies leader's capacity to "inspire" others;
- achieving and maintaining the people approached committed in order to achieve tangible results which correspond also, to measurable objectives.[9]

Leadership content and effectiveness depend on the characteristics of the organizational culture involved and on the leader's ability to understand and consider them.

Considering the above conceptual specifications, we can identify some similarities and differences between leadership and participatory management, presented in Table. 1.

[9] Prof. PhD. Ovidiu Niculescu, prof. PhD. Ion Verboncu., *quoted work*, p. 38.

Table 1. *Similarities and differences between participatory management and leadership.*

Similarities	Differences
- group participation in decision-making;	-the manager is appointed, the leader is elected by the group;
- emphasis on people's motivation;	- participatory management implies an organized framework, whereas leadership manifests in an informal framework;
- environment of promoting joint, cooperation actions;	- the manager acts according to predetermined rules and procedures, the leader is guided by his/her own values;
- high degree of individuals' group integration	- participatory management is characterized by short-term objectives, while the leader sets long-term objectives;
- they meet individuals' need to join groups;	- efficient management controls complexity, efficient leadership produces useful changes;

Source: own adaptation based on data from Mielu Zlate, "*Leadership si management*", Polirom Publishing House, Iasi, 2010, p. 90-95.

According to this analysis, it can be identified a number of common features of the two leadership styles. The current trend in companies is to develop and apply a participative management style.

The elements that highlight the need to promote participatory management are the following[10]:

[10] Iulia Grecu, *quoted work*, p. 26.

a) the development recorded in private property, respective the significant increase in the share of associate private property, which led to the emergence of some institutional forms of participation in leadership;

b) the modern enterprise increase in size and complexity, a result of technical and technological progress, which has complicated the management process. Both at organizational level, and at its subdivisions only one manager may include the problems faced and which must be resolved. Single-member leadership can no longer be exercised effectively. Even if it is still practiced in an economic society or another, at the level of a structure, the results are poor, the efficiency is low and survival perspective of the economic unit is uncertain.

c) the rapid pace of innovations in technique and technology, obsolescence of products and emergence of new products, greatly complicates the management process, requiring training in the management activity of an increasing number of specialists in the organization, as well as executive staff.

d) the switch of management tasks from the firm's owner or owners to a suitably qualified specialist - professional manager.

e) the increase the employees level of culture, education and training, which allowed and continues to allows the enhancement of their skills, interest in capitalizing knowledge, raising awareness, the desire to be useful. In addition to these, we note the change of their social status, their involvement not only individually but also collectively through trade unions – to the development of the company's strategies, to the foundation of development and restructuring programs.

Participative management, as mentioned above, means that the staff, not only appointed managers, have input and influence on decisions that affect the organization. An elected majority or a consensus does not represent the final arbitrator for a discussed decision. In participatory management, the appointed managers (or manager) still have (or has) the final responsibility for decision-making and responsibility for them, but staff members who are affected by those decisions should actively be asked to provide comments, analysis, suggestions and recommendations in the executive process of decision-making.

From my point of view, another relevant aspect to be mentioned in connection with the participatory management is represented by the importance of the employees to feel useful, wanted and respected and that their opinion is taken into account. An example would be that when someone discovers new information, or comes up with an innovative idea, the manager should discuss the matter with that person, identifying together the possibility of applying it, and when the staff are successful or have good results they should be praised and rewarded.

Also, from a company's management perspective, I believe that decisions tend to be better when based on a wider range of knowledge, information and experiences. In this regard, I would propose organizing monthly meetings called "Bridge & Share" in which the staff of different departments share knowledge and information on various aspects of the work undertaken by them. We can assert that within an organization it can be created an environment based on trust and transparency if the decisions are made through an active consultation so that there are fewer suspicions of illegal and immoral decisions taken in dubious circumstances. Of course, not all decisions can be taken by conferring with employees, in cases where an immediate and rapid response are required, the decisions rest with the top management.

In order to participate in decision making process one must prove good communication: the more channels are open, the more employees will participate in running the organization. Team leaders and managers of a firm should always seek ways to talk to employees, allowing them to show their achievements and frustrations, showing a genuine interest in what is happening to them.

In my view, managers are aware that if they listen to their employees, asking their opinion, taking them seriously and treating them with respect, they will respect the organization more and they would be more loyal. The effects of this approach are seen when the employees take their work more seriously, make greater efforts and become more productive

Leadership formula given by Max Landsberg: *Leadership = Vision * motivation * impetus r*efers to the fact that leadership involves responsibility, ability to use your full potential, total dedication and continuous innovation in the methods used[11].

Thus, the author makes a leadership anatomy within the organization, namely: in terms of the techniques used for vision it refers to creating a sense with the help of images, planting ideas and testing them, checking the impact that it will have on skills;, in terms of motivation, the techniques used are designing charisma, while building confidence, attracting individuals and unification of opposing camps, repetition and reinforcement of the message; in terms of impetus, the following techniques are used: initiative encouragement, progress galvanizing, obstacle removal[12].

The need to promote participatory management is primarily driven by the ever-increasing complexity of the phenomena, the rapidity of changes occurring at all levels under the impact of scientific and technical progress of multiplying the number of factors influencing the managerial mechanism of organizations. Under these circumstances, it is difficult for the individual leader, as capable as he/she would be, to optimize the strategic decisions and also, some important tactical decisions.

In conclusion, participative management with the help of leadership, emerges as a powerful tool that can be used successfully in the human resources internal politics by the organization's management, especially in the current context of markets' global economic fluctuations, when trust and panic in the face of risks and opening to innovation has reached alarming levels.

[11] Max Landsberg, „Leadership – viziune, motivaţie şi elan", Curtea Veche Publishing House, 2008, p. 8.
[12] Max Landsberg, Quoted work, p. 23.

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RISK FACTORS ANALYSIS ON BANKING CREDIT MARKET

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Abstract: *Any action or activity, in general, is a risk generator, whether it takes place in the present or in the future. Banking activity, by its very nature, cannot disregard the risk factor. Banks giving loans take risks that are caused either by the borrower's quality, or because of the general economic evolution, or by the banks' financial structure.*
Keywords: *credit, risk*

Generally speaking, the credit represents the exchange of a present monetary value against a future monetary value. Credit as means of payment may contribute significantly to the economic growth by stimulating the development of some new activities, of small and average private enterprises, which are just starting their activity, as well as the revival of certain vital areas of the economy[1].

In the banking law no. 58/1998, the credit is defined as any commitment of making available or granting a sum of money or extending the due date of a debt, in exchange for the obligation or for other expenses connected to this sum or any commitment of title procurement, that incorporates a receivable, or any other right to cash in a sum of money. Thus, in the credit relations two partners emerge, creditor and debtor that are banks in the position of creditor and economic operators, people or the state, in the position of debtor[2].

The evolution of this process highlights the relationship between partners, one of which is the bank, also the trust emanating from this report, as well as exploitation of economic resources by achieving profit through interest.

Credit allows a number of operations such as: financing over the level of the individual's own resources, it allows clients to spend more than their income it allows governments to spend over the limits of tax revenue.

Bank credit concept describes the operation through which the bank gives a loan to an economic agent in exchange of a future reimbursement commitment accompanied by the payment of a certain interest.

The bank credit has some specific features shown in figure 1.

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[1] Danilă Nicolae, *Retail banking*, Expert Publishing House, Bucharest, 2004, p.43.

[2] Dedu Vasile, Produse şi servicii bancare: corporate şi retail bancar, Bucharest, ASE publishing House, 2008, p. 32. Will further be named "quoted work 1".

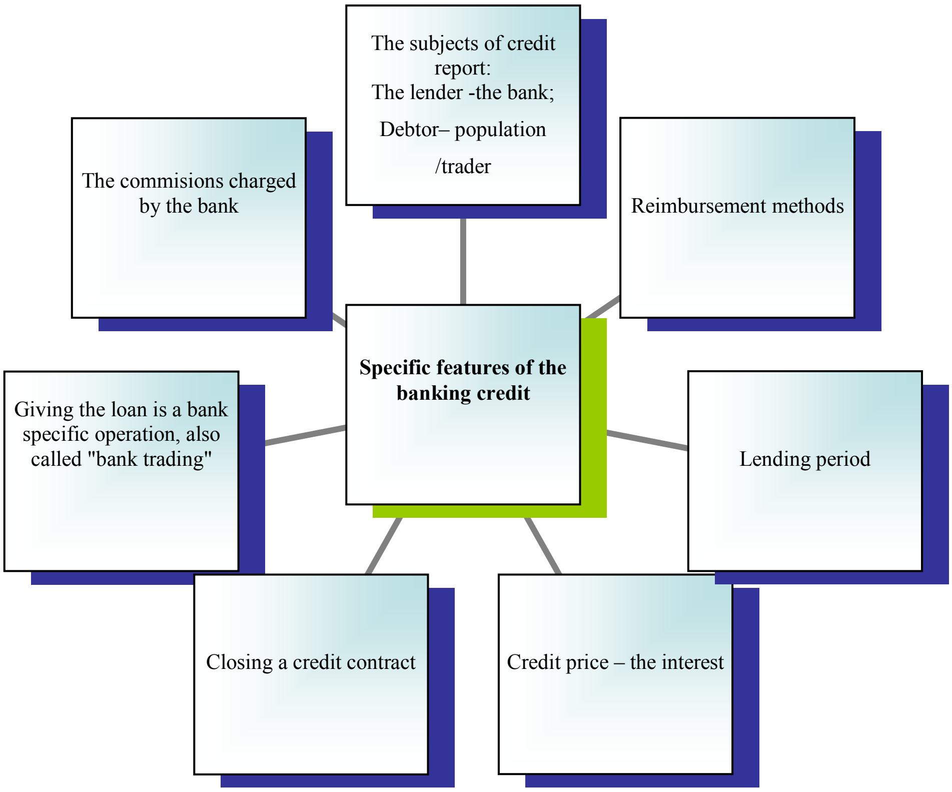

Figure no. 1 *The specific features of the banking credit*
Source: *own adaptation based on data from Vasile Dedu, quoted work, pp. 33- 38.*

The role of the credit lies in the results obtained in the economic activity through the credit relationships or in the loan contribution with the purpose of achieving the objectives of economic policy. This role can be seen from the following perspectives:

- its contribution to mobilizing the available financial resources at any given time in the economy (household savings, current account credit balances of companies, the deposits of financial institutions, interbank investments, money granted by the state for a particular destination, and so on) and to distribute financial resources through loans to sectors that need the money. In this way, the productive action of funds is boosted with direct consequences on the growth of national wealth by investing the money in profitable industries and activities;
- increasing the velocity of money by streamlining economic flows;
- supporting the external trade through the promotion of certain operations, especially export, but also import based on credit and financing the state budgetary deficit, where applicable, in the form of public credit.[3]

The advantages of credit usage as a vital link in the performance mechanism of the national economy can be canceled in order not to be threaten by using the credit abusively and inefficiently, generating economic and monetary imbalances and considerable inflationary phenomena.

The inconvenience of the international context represents a challenge to Romania’s financial stability, due to the fact that the world economy could be affected mainly by a decrease in growth rate, caused by the current financial crisis. In these circumstances risk emergence on

[3] Alina Mihaela Dima (coord), *Banking for business administration. Theory, cases and applications,* p. 225.

the bank credit market increases considerably.

The future development of non-performing loans, as well as the challenges of the stock of foreign currency granted to exposed debtors to the exchange risk, remain important short-term concerns of the central bank.

Consistent provisioning of loans has increased the reserves meant to cover expected losses. Preventing the risks resulted from lending money to exposed debtors in foreign currency to the exchange risk, requires a coherent approach at the EU level, together with the adoption of new measures at national level in order to improve bank risk management, transparent reflection of loan risks given to exposed debtors to exchange risk (especially in terms of individuals), in the prices of related financial products, as well as balancing the flows of new loans granted in local national currency in comparison to the ones given in foreign currency. It is foreseen that the quality of credit portfolios improve once the domestic macroeconomic parameters are improved.[4]

A feature that influences the manifestation of risk on the credit market would be the fact that banks currently use software packages (Credint, Kermit) for credit management, but they are inadequate because the interface is being difficult to use and they do not take into account all the criteria and fortuitous situations imposed by unpredictable external factors.

Current packages do not take into account qualitative criteria, such as customer loyalty towards the bank, customer importance, customer encouragement factors etc.

It would be indicated to introduce in the current software for credit portfolios management the following qualitative criteria:

- customer loyalty to the bank, estimated through the individual's age and through the number of credits completed without payment incidents;
- customer importance, quantified through an indicator that takes into account the granting of bonuses to customers who are engaged in other types of economic relations with the bank than usual (for example, companies that provide service for the bank's hardware, bank building maintenance, etc.);
- client encouraging factors highlight bank policy regarding customer categories. For example, banks can focus on customers in rural areas, where such a bank will still accept customers that are not from rural areas, but in credit policy, they will encourage customers coming from rural areas.[5]

To stress even more the particularities of the Romanian banking system we have developed a SWOT analysis of this system. In this analysis we mainly find aspects that influence the risk on banking credit market.

[4] National Bank of Romania, *Raport asupra stabilității financiare*, 2011, p. 40.

[5] Carmen Hartulari, Mihai Păun, Ramona-Mihaela Păun, Analysis, diagnosis and shaping the banking financial systems, chapter 5, p. 21, electronic courses, http://www.biblioteca-digitala.ase.ro/biblioteca/pagina2.asp?id=cap5

SWOT analysis of the Romanian banking system

Strengths (S)	**Weaknesses (W)**
- implementing BASEL II; - implementing regulations which are compatible with those of the European Union, which resulted in building confidence in the banking system; - banking supervision oriented on bank's risk profile instead on the one based on compliance; - bank territorial expansion as a result of the increased potential of the retail market.	- introducing restrictions on lending in foreign currency, with negative effects on banks' business plan; - limiting consumer credit through administrative measures applicable only to banks and not to other financial institutions specialized in consumer credit; - regulation evasion of financial institutions which act on the credit market causing disloyal competition to banks; - operational risk increased due to territorial expansion of banks without coverage in qualified labor force.
Opportunities (O)	**Threats (T)**
- retail market still uncovered and having a great deal of potential; - relatively low level of financial intermediation	- unfair competition from unregulated financial institutions; - Restricting foreign currency credits may cause long-term imbalances, including a shift of profits to the parent banks.

Source: *Dedu Vasile, Gestiune şi audit bancar , 2nd edition, Bucharest, Economic Publishing House, 2008, p. 18.*

In my viewpoint, the most important threats regarding the risk on banking credit market are related to foreign currency credit restrictions that may cause imbalances on the banks' business plan and limitation of banks' consumer credit through administrative measures applicable only to banks but not to other financial institutions specialized in consumer credits, thus fostering unfair competition.

In the current economic climate remains an unusually high degree of uncertainty regarding the outlooks of the economic growth and, it is confirmed that there is a risk of decrease associated with the outlooks of the economic activity. The risks mainly refer to the impact potentially broader than the one currently expected which the evolutions on financial markets might have on funding conditions and on the economic perception, exerting a negative influence on the economic growth internationally and in the euro area. New risks regarding deceleration arise from possible disorderly developments triggered by imbalances, worldwide.[6]

To emphasize the relevance of risk factors impact on banking credit market, we have considered data found in "Global Risk Report 2011" and "Global Risk Report 2012", thus making an analysis of the impact of each risk in terms of probability of happening in the next 10 years, as well as the impact measured in millions of dollars, global impact, and impact on analyzed market.

[6] National Bank of Romania, *BCE monthly buletin-May 2012,* http://www.bnro.ro/Buletinul-lunar-BCE---April-2012-8132.aspx accessed on 26th May 2012.

Table 1 *The impact of credit risk on banking credit market*

Credit risk	**Probability of happening in the next 10 years**	High
	Impact measured in millions of dollars $	High
	Global impact	Liquidity crisis
	Impact on analyzed market	Credit streamlining

Source: *own adaptation based on data from Ibid, p. 17.*

Table 2 *The impact of liquidity risk on banking credit market*

Liquidity risk	**Probability of happening in the next 10 years**	Average
	Impact measured in millions of dollars $	High
	Global impact	The collapse of financial assets and real estate prices leading to an increased and prolonged recession.
	Impact on analyzed market	The increase of interest in credit and even bankruptcy.

Source: *own adaptation based on data from Ibid, p. 17.*

Table 4 *The impact of interest risk on the banking credit market*

Interest risk	**Probability of happening in the next 10 years**	Average
	Impact measured in millions of dollars $	Average
	Global impact	Reduced demands for loans
	Impact on analyzed market	Credit risk increment through not refunding debits.

Source: *own adaptation based on data from Ibid, p.18.*

Table 3 *The impact of market risk on banking credit market*

Market risk	**Probability of happening in the next 10 years**	Average
	Impact measured in millions of dollars $	Average
	Global impact	Distortions in capital allocation and cost increase in doing business.
	Impact on analyzed market	Higher prices for products and reducing the system profit.

Source: *own adaptation based on data from Ibid, p.18*

Among the types of risks that exist on the retail banking credit market there are dependent or interdependent relationships, namely:

- credit risk may trigger liquidity risk;
- market risk may cause credit risk;
- liquidity risk also implies the interest rate risk.

The evolution of a risk impacts the evolution of the other risks, thus affecting their performance manifestation and evolution of other risks affecting the performance of the banking system.

According to the National Bank of Romania, the economy of the euro area will gradually recover in a year's time, given that the outlooks of the economic activity should be supported by the external demand, very low short-term interest rates in the euro area and by all measures taken to stimulate proper functioning of the euro area economy.

However, it is envisioned that the growth rate will continue to be affected by residual stresses on sovereign debt markets in the euro area and by their impact on credit conditions, as well as by the process of balance sheet adjustment in the financial and in the non-financial sectors and of high unemployment rate in some parts of the euro area[7].

[7] National Bank of Romania, quoted work, http://www.bnro.ro/Buletinul-lunar-BCE---April-2012-8132.aspx accessed on 26th May 2012.

I believe that in the current economic climate the emergence of the aforementioned risks could have a significant impact on the banking credit market, thus influencing the evolution of the economic growth. Although a recovery of the economic situation is expected, the probability of risk manifesting on the analyzed market analyzed in this paper remains at a high level.

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BOLOGNA PROCESS EVALUATION PROCEDURES FOR IMPLEMENTATION AND DEVELOPMENT OF HIGHER EDUCATION SYSTEM IN EUROPE

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Abstract: *The Bologna Process should be regarded as means to an end: its main goal is to provide the educational component necessary for the construction of a Europe of knowledge within a broad humanistic vision and in the context of massified higher education systems; with lifelong access to learning that supports the professional and personal objectives of a diversity of learners.*

The different elements of the Bologna reforms have evolved through time, and have sometimes led to a fragmented and instrumental view of education that has not always facilitated understanding in institutions of the important links between the various elements. This can be improved if the tools are seen as being interconnected, and as a means of moving towards student-centred learning.

Keywords: *student, teacher curriculum reform, quality assurance, mobility, supplement diploma, credit transfer system.*

States and associated countries of the European Union, noting that European higher education is much less competitive in relation to the U.S., have established a common purpose, consisting of radical transformation in order to achieve the objectives of the **Bologna Declaration** adopted in 1999, including in Romania.

Bologna Process, launched with the Bologna Declaration, signed note in the Italian city of the same name on 19 June 1999 by the Ministers of Education of 29 European countries, is one of the most important reforms led to major changes at world and has succeeded over the 13 years of implementation to change the face of Europe in terms of educational policies and principles promoted undertaken by States Parties for the purpose of creating and sustaining the European Higher Education Area (EHEA).

Today, the Bologna Process unites 47 countries (Albania, Andorra, Armenia, Austria, Azerbaijan, Belgium-Flemish Community, Bosnia-Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, France, Finland, Greece, Germany, Georgia, Iceland, Italy, Ireland, Latvia, Lithuania, Liechtenstein, Luxembourg, Hungary, Malta, Moldova, Macedonia, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russia, Serbia, Slovakia, Slovenia, Spain, Switzerland, Sweden, Turkey, UK, Ukraine, Vatican with except Belarus, Monaco, San Marino and Kosovo), that are part of the European Cultural Convention and are dedicated to the same goals of the EHEA. An important feature of the Bologna Process is that they are involved: the European Commission, Council of Europe, UNESCO-CEPES, along with representatives of higher education institutions (EUA), students (ESU), employees and agents' assurance (ENQA).

Bologna Declaration, Lisbon and Copenhagen Declaration process essentially provide: qualifications, skills and common recognition in all EU countries, the establishment and recognition of European Credit Transfer System for university studies; adoption of a single diplomas, promoting the mobility of students / teachers based programs funded by the EU cooperation to promote a common quality assurance in higher education compulsory insurance of 3 cycles (3-year degree, master-2 years and PhD -3 years) for university education, providing an additional degree in a European language (especially English), improving transparency and recognition methods in the area of vocational training and education, etc.

For the first time in a decade, the European Commission in cooperation with the Bologna Follow-Up Group (BFUG) commissioned a study on the independent evaluation of the Bologna Process, in order to get an independent perspective on the progress made by the 47 signatory countries the Bologna Declaration.

Study[1] objectives were:

- Assessment of the achievement of operational objectives of the Bologna Declaration and subsequent releases, particularly in the areas of curriculum reform, recognition of quality assurance and mobility of students / teachers;
- Assessment of the operational objectives have led to the strategic objectives of the Bologna Declaration and promoting European Higher Education System (EHEA -European High Education Area) worldwide.

The ultimate goal of the evaluation was:

- Identify the state (failures) 13 years ago, before the Bologna Process;
- Assessing the progress made in the last 13 years in terms of the Bologna Process;
- Identify actions, reforms and policies have proved to be successful;
- Identify actions, reforms and policies have proved to be unsuccessful.

Assessing levels of education reform and curriculum:

- All higher education systems of SEIS / EHEA currently have a structure consisting of 2 cycles (bachelor-master-3 years and 2 years);
- The broadest group of countries (21) has a range of combinations when it comes to cycle length I and II, such as 3 + 2 is the most common model at national level (17 countries), and some countries opted for systems 4 +1 (2 countries) or 4+2(5countries);
- In most higher education systems in Europe, some areas of study are exempted from the structure of "Bologna" with two cycles (for example fields such as: medical – medical practice, dentistry, veterinary medicine, pharmacy, engineering and architecture);
- The vast majority of systems, most of the students studying in structures "Bologna" (in 8 Member States Bologna less than 50% of students working in Bologna systems-eg.Germany, Russia);
- 41 countries using the European Credit Transfer System (ECTS -European Credit Transfer System);
- 4 countries use systems compatible with ECTS (of these, only Iceland has initiated transition to ECTS);
- Shift from a teacher-centered concept at a student-centered curriculum design is widely accepted as a necessity European level (load level student learning objectives, skills);

Actions, policies, strategies successfully identified:

- 3 +2 model stood out as a model for the structure of the main European study cycles, while allowing sufficient flexibility to allow and variations of this structure, as needed;
- There is common terminology related to skills and specializations curricular areas as areas of higher education either technical-engineering, economic, administrative, economic, agricultural. And so on;
- There is a common area for a European discourse on curriculum reform, centering on the student's flexibility and transparency;
- Sector / ECTS (compatible systems) and modularization have been almost universally accepted as the preferred mode of organization of units under the local curriculum profound implications that affect all students, not just mobile students;
- The Bologna Process has made Europe a major world that generates ideas and tools

[1]-http://www.esu-online.org/news/article/6001/Bologna-Follow-Up-Group-debates-future-of-Bologna-Process/ accesat pe data de 10.08.2012 ora 12.00.

for curriculum reform, to meet the requirements of today's knowledge society.

Remarks about the implementation of the Bologna objectives:

- The Bologna Process has provided increased cooperation in quality assurance to ensure compatibility and similarity confidence levels of education available to all EHEA;
- Operational purpose, the introduction of quality assurance at national level was approved in 2005, including accreditation, certification or comparable procedures;
- In all countries except Bosnia-Herzegovina and Serbia, schemes of internal and external quality are already in place;
- To further ensure compatibility between quality assurances were developed European standards and guidelines for quality assurance in the EHEA;
- Other quality assurance measures required for external quality assessment agencies have been that they are accredited and assessed regularly;
- The strongest impact on the quality assurance came, however, to stipulate the introduction of ECTS, which was made even more explicit in the qualifications (CC / QF - Qualification Framework) for EHEA mentioning the need to design the curriculum through student-centered approach.

Actions, policies and strategies for success at European level:

- In 2008 - to establish European Quality Assurance Register for Higher Education (REACSI / EQAR-European Quality Assurance Register);
- In 2009 - 17 agencies of quality assessment applied to be evaluated to determine agreement with the ESG (Standards and Guidelines for Quality Assurance in the European Higher Education Area), with registration EQAR;
- 44 national quality assessment agencies were accepted as full members of ENQA-National European Quality Assurance;
- Quality assurance systems, partly due to the standards of the EHEA, often international members now include the evaluation teams;
- (European Qualifications framework-Area Higher Education) is a major achievement. Qualifications framework is the intersection between study programs (including short-term), quality assurance, recognition and social dimension (flexible learning paths, recognition -sterile previous studies);
- There is a satisfaction level stakeholders regarding issues QF-EHEA correlation with EQF-LL-Lifelong Learning (EQF-training / lifelong learning) of the EU;
- NQF implementation remains on the agenda Bologna ministers (all countries must do so by 2012 and 6 countries have completed the process in 2009).

Evaluation recognition policies:

- The main legal framework for academic recognition is the Lisbon Recognition Convention:
- Has been ratified by all countries except the two countries: Greece and Italy;
- In most countries national legislation is in line with that set out in the Convention, except for Albania, Azerbaijan, Bosnia-Herzegovina, Moldova and Ukraine;
- In most countries the Diploma Supplement is now issued automatically and free of charge by most institutions of higher education;
- Other measures relating to recognition outside SECT / ECTS were not adopted in the Bologna and therefore have legal effect only in the 27 EU countries (sometimes in EEA countries);
- The most important are the Directives on professional recognition of qualifications.

Evaluation of policies for flexibility and broad participation:

- 39 of the 47 systems reported an underrepresentation of certain groups among their students (people who come from lower socio-economic disadvantage

and low-income parents with low educational level);
- People coming in higher education through non-traditional education routes;
- Although overall participation is almost the proportional, women are under-represented: the science and technology programs in the 2 or 3 - second cycle studies in almost all Countries;
- 12 systems provide pathways through recognition of prior non-traditional (1% in Lithuania, 15% in the United Kingdom-Scotland, Wales and Northern Ireland);
- Almost 1/3 of the countries offer flexible forms organized studies;
- 27 higher education systems Bologna offers courses of study reduced from 2%.to.26%.of.the.students;
- In most higher education systems are guidance and counseling departments for students with different levels of quality and availability;
- On financial resources for social purposes, a small group of countries (Denmark, Finland, Scotland and Sweden) are characterized by: a high level of financial support for students (corrected according to the accounts), reduced payments to institutions for students higher education, high percentages of GDP invested in higher education.

Evaluation of mobility:

The main change between 1999-2007 was performed mobility shift term loans low degree mobility, mobility has increased continuously since the Bologna Declaration (European Higher Education Area, EHEA has been successful in attracting students from outside: there was an increase of 116% in absolute terms between 1999-2007, and internal mobility showed more modest growth: 38% in absolute terms between 1999-2007), however, can detect clear pattern of mobility from East to West.

The global dimension of the Bologna Process, the attractiveness and competitiveness of the EHEA:

- There is an attractiveness of European higher education for the world, as reflected in global student mobility;
- inspired development cooperation policies in higher education worldwide: USA: student mobility from Europe to U.S. graduate programs;
- Tuning[2] project provides for China: the European student mobility, research cooperation, structures of University courses, etc.

Bologna Process Management Evaluation:

- Were created a common language and functional structures that promote communication between countries in higher education;
- Bologna structure is characterized as very different and more efficient compared with the coordination and decision-making in the European Union and Council.of.Europe;
- Stakeholders (representatives of higher education institutions, students, employers and employees) are more often consulted in decisions regarding higher education compared to similar processes at European or national level.

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[2] TUNING Educational Structures in Europe started in 2000 as a project to link the political objectives of the Bologna Process and at a later stage the Lisbon Strategy to the higher educational sector. Over time Tuning has developed into a Process, an approach to (re-) designing, develop, implement, evaluate and enhance quality first, second and third cycle degree programmes. The name Tuning is chosen for the Process to reflect the idea that universities do not and should not look for uniformity in their degree programmes or any sort of unified, prescriptive or definitive European curricula but simply look for points of reference, convergence and common understanding.

Actions, policies and strategies for success:

- BFUG plays an important role in the strategic decisions about higher education in the EHEA;
- The high level of political commitment to the objectives of the Bologna Process has remained stable over the past 10 years involving participants from Europe, as well as nationally proved crucial for disseminating information about the Bologna Process;
- The multitude of activities within BFUG was possible due to financial support Of the European Commission;
- Establishment of Bologna Secretariat helped host location management process at European and helped maintain continuity of discussions;
- Policies in higher education have gained a more important position in the national and European political agenda as a result of attractive ideas Bologna;
- Most of the Bologna Process member countries have adopted new higher education laws to introduce and regulate educational elements; many countries have allocated additional funds to implement new policies Bologna;
- The extent to which key objectives related to compatibility, comparability and competitiveness (Bologna desired results) will be realized remains an open question;
- Establishment of a European Higher Education Area requires further work completely transparent in the areas of recognition of studies and student support. Mobility within the EHEA has increased substantially;
- Increase staff mobility, both inside and outside the EHEA not requires further supportive measures, especially with regard to pension and work permits;
- Monitoring of national achievements and those of the EHEA as a whole requires a better database. Emphasis should be placed on the development of comparable indicators relevant to assess progress in implementing the goals.

Romanian[3] higher education reform focused in particular on the implementation of the objectives set out in the Bologna Declaration on the European Higher Education Area and the implementation of the Lisbon Convention (proposed jointly by UNESCO and the Council of Europe 2000), the European recognition of qualifications.

The implementation of the Bologna Declaration, the higher education system in Romania has undergone major changes since the 2005-2006 academic year. These changes were enacted by Law nr.288/2004 the organization of university and nr.88/2005 Government Decision on the organization of undergraduate studies. European construction and development of the overall European Knowledge involve mobility, recognition of qualifications, access to employment, without limitation existing cultural and educational.

The first cycle was implemented from the academic year 2005-2006, prior to the first cycle programs (Bachelor's long-term and short-term) were gradually replaced by Bachelor programs, so that from 2008 all programs are License. The new structure of higher education in Romania provides full access for students in the first cycle (bachelor) to the second (master) and the second to the third (PhD).

Structuring Romanian higher education is based on three main cycles on reorganization of curricula content by identifying and defining general knowledge, skills and specific professional skills to meet labor market requirements (or beneficiaries for educational institutions The National Defense, Public Order and National Security). Universities are in the process of reforming their curricula to ensure student-centered education.

3- Romanian National Report on the implementation of the Bologna Process, 2008.

IN CONCLUSION ABOUT INFLUENCES FOR MILITARY EDUCATION SYSTEM UNDER BOLOGNA, LISBON STRATEGY AND PROCESS OF COPENHAGEN

The main question is:

- Is it possible to exclude military higher education system from the changes occurring in the civilian system of higher education?

All European armed forces are in the process of transformation for several years. They reduced their military power as a result of changing threats and the emergence of new missions. In our strategic planning, conventions and processes, we took into account the challenges that the military (officer, NCO, military master, professional soldier) individually must face. Therefore modern military education system is inevitably forced, as complexity and uncertainty undoubtedly
contain features permanent war.

A country taking into account concepts Lisbon strategy recognizes the rights of soldiers to access the best education and research through complete fusion of the education system at the national military, the experience to achieve positive results in terms of professionals, as value compared with the civilian employment assistance, etc.

Many different influences determine implementation in each country. New methods, techniques and procedures of military education must be implemented and made mandatory, or at least to organizing education and training of students, similar to the professional soldiers of learners civilians.

It is not only an interest of comparing national military education systems, but also the international one. When there is transparency and recognized study programs and qualifications frameworks will be much easier for the exchange of officers, NCOs and civilians to study or practice of working in different countries. This will lead to reduced costs and increased interoperability. This system requires the implementation of a quality assurance system, which will eventually support cooperation within communities or working in international environment.

In conclusion:

- The 3 cycles - bachelor, master and doctoral programs rely on a single system (ECTS) that can implemented at different stages in the higher military education systems of the member countries of the European Union;
- The regulatory framework for quality assurance in higher military education should be linked with the national regulations of each country;
- Officers - graduates of each cycle (bachelor, master, PhD) - receive a diploma supplement in a foreign language (especially English), required professional qualifications both at home and abroad;
- The future can be analyzed and exchange of teachers / instructors / students from different military institutions of higher education;
- After the launch of the European Higher Education Area Ministerial Conference in March 2010 in Budapest, Vienna, Bologna priorities were renewed.

Communiqué[4] Leuven/ Louvain-la-Neuve make clear directions that will focus Bologna in the period 2010-2020, as follows:

- The social dimension of education - improving the study of a student and ensuring equity in access to education for all social groups of students;
- Lifelong Learning (Lifelong Learning);
- Employability - increasing employability rate of graduates by

4 http://eacea.ec.europa.eu/ education/eurydice/ documents/thematic_reports/

involving private sector representatives / employers in reforming curricula so that they meet the current needs of the labor market;
- Student-centered education - engaging students as competent partners with equal rights in decision making at all levels and in quality assurance;
- Education, research and innovation;
- Mobility - in terms of identifying and overcoming the remaining barriers in order to increase the percentage of students involved in such actions;
- Creating permanent tools for collecting, reporting and analyzing data;
- Multidimensional transparency tools in education;
- Increase funding higher education, in terms of identifying additional opportunities for funding in order to ensure its functionality and improved education.

European Commission's strategy[5] for modernizing higher education

European Commission presented a new strategy for modernizing higher education aiming at identifying priority areas such as, on the one hand, EU countries to make more effort to achieve common goals of education and on the other hand, determines how the European Union can support their modernization policies of states.

One of the priority areas where reform is needed is funding higher education. In this respect, the EU multiannual budget (2014-2020) is intended to be substantially increased for education, training and research. Moreover, according to reports in Europe show that the rate of investment in higher education is 1.3% of GDP, very small compared to the U.S. 2.7%.

To strengthen long-term impact and complementarity of EU funds financing are offered two programs namely:

Horizon 2020: Programme - Framework for research and innovation, and proposes that EU funding more attractive by funding innovation / research and more easily accessible (80 billion euros for three main objectives: Research, Innovation and 6 themes Tags: health, demography, welfare, food security - agriculture, bio-based, environmentally friendly energy sources, transport means intelligent, combat climate change - efficient use resources and raw materials);

Education for Europe: unique program of education and training for youth by introducing innovative teaching methods and recognition of knowledge acquired during mobility.

Another area concerns the increasing number of students, so as to achieve one of the objectives of the Europe 2020 strategy on the fact that at least 40% of EU youth aged 30-34 years must have completed higher education. Today in Europe there are an estimated 19 million students and 4,000 universities and other higher education institutions, these numbers increased substantially in recent years.

Also, another area targeted for reform is mobility. It aims to promote mobility by improving the recognition of studies abroad by strengthening the European Credit Transfer System (ECTS) and supporting student mobility in view of the European Court of Justice and standards of quality education.

Stage Bologna Process in higher military education system.

Since the 2005-2006 academic year all 5 military institutions of higher education (less Military Medical Institute) moved to implement the requirements under the Bologna process by organizing educational process on three cycles (bachelor-three years Land Forces Academy-AFT, Air Forces Academy-AFA and National Defense University-NDU, 4 years, Naval

[5]- http://ec.europa.eu/education/news/news3049_en.htm accessed at 12.08.2012 time 12.00 a.m.

Academy-ANMB and Technical Military Academy- ATM master-1.5-1 year 2 years at NDU, AFT, AFA, ANMB and ATM, PhD -3 years at ATM, NDU), release since 2008 the Diploma Supplement (in English), the validation studies based on transferable credits, institutional and program evaluation studies ARACIS (Romanian Agency for Quality Assurance in Higher Education), the introduction and development of quality assurance systems in education and ensure student mobility (the military-Erasmus since 2009).

There are currently 6 military institutions of higher education, such as: National Defence University "Carol I" - Bucharest, Land Forces Academy "Balcescu" - Sibiu, Air Force Academy "Henri Coanda" - Brasov; Academy naval "Mircea" - Constanta, Military Technical Academy – Bucharest; Military Medical Institute - Bucharest and military institution of postgraduate education: National Defence College.

Educational levels: academic military education (Bachelor's degree, Master's and PhD studies) and military education graduate.

The main way to become officer are **directly** - by going through stages of training full military educational institutions and **indirectly** - by covering only the military institutions of military training modules and / or specialty.

Educational finalities:

- Command and staff officers, leaders of military organizations;
- Specialist officers, experts and expert bodies leaders (officers, engineers, doctors and pharmacists military);

Offer military educational institutions of higher education include:

- 38 programs of undergraduate study to date (32 June accredited provisional authorization) in 16 license areas, the duration of studies: 3 years (180 credits) and 4 years (240-credits);
- 22 programs nationally accredited master's university studies lasting 1 year (60 credits), 1.5 years (90 credits), two years (120 credits);
- **Doctoral study programs in** 10 majors in three key areas: "Military Science and Information", "national security" and "engineering sciences" duration: 3 years and possibility to be extended by 1-2 years as provided by law;
- **Career and graduate level courses**, duration: up to 6 months

In conclusion:

- The 6 military institutions of higher education, arranged in four garrisons and 6 locations, provide training, specialized training and preparation for a total of approximately 11,500 officers / year Romanian Army needs education;
- All military institutions of higher education are accredited by the Romanian Agency for Quality Assurance in Higher Education and schooling has capabilities beyond the needs of the ministry and other internal and external users.

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CONTINUOUS TRAINING OF MILITARY PERSONNEL WITH SECONDARY EDUCATION IN THE ROMANIAN ARMY

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Abstract: *Given the deep political, economic and social undergone by Romania and its accession to the European Union in the overall reform process, a strong option for integration into a regional and global security and military system emphasized the need for change, to adapt to new realities, transforming into a slim body, flexible, able to be a serious and active in the area and the world.*
Quality of the personnel is one of the defining lines of efficiency, training and development are considered macro-level solutions. We analyze in this article only military personnel with secondary education-both Warrant Officers (WOs) and Non-Commission Officers (NCOs) and duties by virtue of which they have, and because of the weight they occupy among military personnel of the Romanian Army.
Keywords: *military personnal with secondary education, basic training, continous training.*

Introduction

Human resources are unique in terms of their potential for growth and development their ability to know and overcome their limitations and to face new challenges and current and future requirments. In this way human resources are the only tresources able to produce an reproduce all other resources avaible to an organization. People are active resources of the organization, as potential experience and their initiative activley contribute to increasing organizational effectivenss.

According to the actual legislation[1] Warrant Officers and NCOs are professional military personnel, performing tasks leading to the military hierarchy through a directe, immediate and permanent. Wos and NCOs ledearship positions can fit small group of fighters, instructor or technical specialist and head of technical or executive structure and administration.

In relation to the area where they operate and stage a military career, military masters and NCOs may be in one of the following categories:

- WOs and NCOs fighters - NCOs and NCOs are in early military career, holding executive positions or control the microstructure (teams, crews, posts, groups platoons) in the composition battalions (similar) and regiments (similar);
- WOs and NCOs -specialists - NCOs and NCOs in positions of technical specialists and heads of technical structures (repair group leader, head shop, head), those in military intelligence and health sergeants and musicians of Military Bands;
- WOs and NCOs instructors - from the first two categories and instructors occupy corresponding degrees of military master III (sergeant) and above them, bases, training centers and military institutions of training and retraining of military training;
- WOs and NCOs staff - from the first three categories, corresponding in positions of military WOs II (sergeant major) and his superior in all areas of business staff and advisors to commanders and NCO sproblems;
- Management WOs and NCOs - from the first three categories listed and occupying positions corresponding degrees of WOs III (sergeant) and above them, in areas such as material management, financial, administration barracks, supply, etc[2].

[1] Acte normative specifice aplicabile în domeniul gestionării resurselor umane în Armata României.

[2] X X X, Ordinul Ministrului Apărării Naţionale nr. M-33/2003 partea I – Principii şi norme generale.

1. Career and career development of military personnel with secondary education in Romanian Army

Career is a term used in the business of human resources with the passage most often meaning a post to another as a result of accumulation of work experience, or promotion to a higher level in the organizational hierarchy.

Career should be seen as an array of desirable future position, located in an area outside the individual, in the actional possible[3]. These area constraints imposed on individuals with varying degrees of necessity, resulting in necessary ways and means by which the individual capitalize and exploit conditions in the past and present.

For career advancement individual must build their own choice within a set of norms and values widely recognized. Desirable future position in the military and rules of action to achieve them are institutionalized and follow a pattern tree structure.

These arguments lead us to say that the term military career overlaps the military profession. The military is an institution strictly hierarchical, professionalized staff in charge during the period of work stations from the lowest level of the hierarchy, up to a level as high. Posts in the army are distributed hierarchical levels so that their completion is needed for a long time, almost equal to the duration of a professional military activity (25-30 years).

Description of career paths, conditions to occupy successive positions and presenting them explicitly to constitute modern armies as "Career Guide". These provisions take the form of a legal document in practice by meeting: Military Career Guide (Romania), career development guide the NCOs (Austria), Handbook of education, training and development of U.S. Navy NCO, Career Guide for officer Marine (USA), etc.

Military career in modern armies' description[4] and personnel policies that they adopt, highlights the following features:

1. Career development of staff is based on the rigor and transparency.

2. Soundness is a consequence of the fact that career development is carried out according to the principles, rules and norms to promote universally available to all members of that staff. Career advancement is conditional internship previous duties for a minimum period of time to degree completion courses and support for some exams. These conditions will ensure the experience, skills and abilities required by the new functions. Transparency lies in the fact that desirable functions and conditions of their employment are available to staff and those whom they are addressed are able and required to know.

3. Each professional military career menus Human Resources (HR) control structures, located on all levels up to the highest organizational level. HR structure direct subordination to the Minister of National Defence, policy makers and the general rules of career development and also maintain control input and output streams, advancement, promotion, promotions function of schooling, changes.in.reserve.before.the.age.retirement etc.

4. And career planning is based on a structural model of body functions and degrees of military personnel pyramid. This requires certain proportions by age and grade, determines the size of the types of career entry and determines the number of which will be submitted to the next higher grade. Principle of equal opportunity and non-discrimination work because of a clear and transparent set of rules applied.

[3] Coord. Virgil ASOFIE, *Consililerea şi orientarea profesională pentru corpul maiştrilor militari*, Constanţa: Gaudeamus Publishing House, 2003, p. 109.

[4] Coord. V., ASOFIE - *Ibidem*, p. 110.

Developments in the organization and hence the professional integration is a result of complex factors generate integration work[5], the combination of which is likely to provide professional success or rather poor integration.

Description of career development is based on job descriptions. Each item is defined on the one hand, the duties and responsibilities imposed job creation, and secondly by describing conditions that must be met by the occupant station, for the category of personal, military rank, level of training, courses and specializations necessary, experience, etc. These elements constitute the job specification or personal specifications. In their definition is based upon the specification of the role of each professional military personnel in the functional structure of the military organization.

For Romanian Army "Military Career Guide" specifies rules career development for all staff[6].

Military career has different lengths: long career, after which military personnel military service pension benefits or short career, accompanied by retraining and followed by a second civilian career.

Military career development means promoting and advancing in rank according to the very good function and high retention for the good, passing in reserve for the improper or no development potential and prospects.

Rules are public career paths and pursue grant equal opportunities to all staff meeting specifications for the job. Individual has the necessary information and the right to express his options on the promotion and employment office, in accordance with regulations and procedures issued to this effect.

Providing direct correlation degree - depending, that each function corresponds to a single military rank. However, employment promotion and are based only on the corresponding function held or the next higher grade level.

Promotion or assignment to a position corresponding to the next higher grade is the earliest in the year prior to the completion of the minimum period in grade held as provided by law.

Promoting higher stages of military career is subject to the passage of mandatory points that are used exclusively by the individual:

- attending a course that provides professional competence necessary to perform functional tasks for the new positi on;
- fulfillment of the minimum required in a function held at the time corresponding degree;
- obtain at least a good qualifier for a limited period in the position held at the time;
- career development potential, said in appreciation of service.

Advancement can only be made by submitting the next level and is conditional upon minimum level internship owned, and employment at that time, in an appropriate function of the new degree.

2. Basic training and structure of career military for WOs and NCOs from Romanian Army

Initial training and military training takes place in Military schools for WOs and NCOs, and preparing for the first school function application / training centers for two categories of candidates:

- direct pathway for candidates among high school graduates, who have opted for career military master, were taken over by an Information Office - Recruitment at county / district and met the tests passing scores knockout in Regional Center Selection and Orientation;

[5] Cătălin BURSUC, Andreea NEAGU – Skills role in the process of work integration, în Proceedings – Knowledge management: Projects, systems and tehnologies, Bucharest: 2010, p. 312.

[6] *X X X,* ***Hotărârea Guvernului României Nr. 106/2011 pentru aprobarea Ghidului carierei militare*** *publicată în* Monitorul Oficial al României nr. 125 din 18.2.2011

- indirect pathway for candidates among volunteers soldiers, which have qualified education, experience, age and qualifications and who report to the commander opted by the military structure they belong. They have to pass physical and pshicological tests at Center Selection and Orientation Area and after that they are planning to entrance exam for NCO training course
in indirect pathway activity.

Training is organized into modules and structure in an optimal formula can consider as follows:

a. Module I (4 weeks) - general military training and tactics;

Military schools for NCOs and WOs will organize this module.

b. Module II (18 weeks) - specialized training and methodical application is organized in aplication schools / training c enters;

c. Module III (6 weeks) - preparation for leadership skills development,
organized in Military schools for Wos and NCOs.

Preparation summed lasts 34 weeks, organized in high schools for WOs and NCOs / Application schools / training centers, and at graduation are advanced to the first rank of petty officer.

Table no. 2 *The structure of military personnal with secondary education from Rou-Army*

Rank	**Sergent (WO 5th class)**	**Junior staff sergent (WO 4th class)**	**Staff sergent (WO 3rd class)**	**Sergent 1st class (WO 2nd class)**	**Master sergent (WOs 1st class)**	**Sergent Major (Chief WO)**
Time need for wait in order to promote in next rank	3 years	4 years	5 years	7 years	6 years	
Name of the courses	Specialization course	Career course	Career course	Career course	Refreshment course	
At least 3 years of stage as WO/NCO		Bachelor degree + Basic course in order to begin officer on indirect path *		Age maxim – 30 years when start the course		
Time for length of the course	3 weeks	4 weeks	8 weeks	6 weeks	5 weeks	
Restrictions for promotion	At least 2 years on job	At least 3 years on job	Last 2 years on job. Last 3 score of evaluation must to be “Very Good”			

Rank	Sergent (WO 5th class)	Junior staff sergent (WO 4th class)	Staff sergent (WO 3rd class)	Sergent 1st class (WO 2nd class)	Master sergent (WOs 1st class)	Sergent Major (Chief WO)
Position	Team/crew leader	Platoon leader or trainer	WO/NCO in field such as : - administration; - staff; - secretariat; -supplies; - specialised.	Leader in field such as : - administration; - tehnical; - consulting.		

In figure are shown schematically career stages and main stages of learning in different ways for the military, provided by specific legal acts.

3. **Continuous training in military organization that stage of lifelong learning.**

Initial training and professional development is the system of actions and activities of the military institution and individual in forms and using appropriate content for the purpose of integration, specialization and staff development to respond as effectively to their duties.

Education is a complex process that seeks the person to act in a certain way, to develop their knowledge, skills and abilities that are needed in society in general. Training legally restrict praxiological previous approach focusing on the knowledge, skills and abilities that determine performance improvement work done[7].

Training profesional is a continuous process, carried out in order to determine the effective employment positions. Professional development is the process of training the institutionalized forms organized on the basis of selection, which aims acquisition tasks, knowledge and skills necessary for future posts. Objectives linked to a coherent system of civilian personnel management are:

- institutionalization of civilian personnel training system to meet their career development;
- necessary conditions for fitness-training needs with individual career plan;
- compatibility with the required skills training in organizational positions;
- maintain a standard of preparedness;
- ensuring institutional framework governing the process for military personnel with higher education, or coordination with the other categories of employees;
- based on equal-accessibility to various design forms of training.

Education proposed changes will show their results in the longer term and perhaps in a deeper way than the continuing vocational training which are immediately observable (see the table nr.2).

[7] MARDAR, Sorina-Mihaela, *Educaţia adulţilor – realităţi şi perspective în formarea profesională continuă*, Editura didactică şi pedagogică, Bucureşti, 2010, p. 33.

Table no. 2 -Lifelong Learning and Continuous Professional Development [8]

Touchstone	Academic education/ lifelong learning	Continuous professional development/ organizational training
Concept	• General; • Integrative; • Humanistic, visionary; • The responsibility for the continuous educational policy and programs development belongs to the Government by the national education system.	• Refers to continuous education; • Focused on learning; • The responsibility for the development of continuous professional development policy and programs belongs to the organization; • It is an attempt of joining together the individual desires and needs to develop and the organization objectives.
Process/ type	• Less predictable; • Underline the great variety of individual differences; • Concerns exclusively the individual schedules and wishes; • Pearson oriented; • The objectives are less defined.	• Expected answers; • Uniformity reported to individual differences; • Concerns the organizational strategy and objectives; • Task oriented; • Well defined objectives.
Core terms	• Satisfaction; • Will; • Effectiveness.	• Career; • Performance; • Efficiency; • Economical approach.
Learning objective	• Focus on knowledge, and occasionally, the aptitudes.	• The main objective is to get position performance.
Content	• Basic education completion; • Comprehensive and theoretical; • Lifelong learning; • Analytical and critical skills; • Extraprofessional qualifications; • Individual general development; • Loisir.	• Focused and applicability oriented; • Career development; • Improvement; • Specialization; • New knowledge, skills and attitudes required by the career.
Teacher/ trainer background	• Academic; • Interpersonal communication skills.	• Relevant domain skills or knowledge, no matter their academic level; • Interpersonal communication skills.
Decision maker	• The individual exclusively: he/she chooses what is required for him/her.	• The organization according to the objectives; • The individual can also choose and express his/her desire, still, the organization is the one that can take the decision.
Customer	• Direct: the individual; • Indirect: the society.	• Direct: the organization; • Indirect: the individual, the society.
Time	• Long term and thorough changes of behavior; • Simultaneous for the entire community of students.	• Foreseen, instantly observable changes; • Performed on short intervals of time; • Starting point of the program as required.

[8] MARDAR, Sorina-Mihaela, *Educaţia adulţilor – realităţi şi perspective în formarea profesională continuă*, Editura didactică şi pedagogică, Bucureşti, 2010, p. 34-35.

Touchstone	Academic education/ lifelong learning	Continuous professional development/ organizational training
Evaluation system	• Qualifications and scores.	• Promoted and non-promoted qualifications; • Some programs have no grades or qualifications; • The purpose is just to gain dexterity.
Usual presentation style	• Speeches, introductory formula; • Case study comes in force.	• Prevailing applicable activity; • Physical involvement of the employee.
Learning unit	• Individual.	• Learning within a group is much more usual.
Learning material	• Manuals; • External documentation.	• Materials issued by the company and conceived by the trainer; • Other books and manuals.

Rigorous and balanced planning of the two learning situations can generate a functional equilibrium relationship person-organization characterized by:

- correlation between level of education, skills and job specifications;

- possible route planning by individual professional development in line with career development aspirations;

- maintaining contact with changes in the scientific or professional activity in the field;

- facilitating retraining opportunities.

4. Conclusions

Continuous Professional Development doubles in the military promotion process. By promoting military based institution implements the following requirements:

- appointment set out in the organizational functions of degree / higher ranking coefficient of you have;
- issuance of executive functions tasks and appointments with responsibilities for command/management, provided th e same degree;
- release from control functions / appointment management and control functions/senior, provided the same de gree;
- issue of command functions / management and appointment to command / management to a higher echelon, provided the same degree (staff analyzed is found only in the first two situations are specific body other officers).
- Soldiers will be appointed as provided in the organizational with degrees equal or higher stage than they have. Appointment to the next higher grade set can only where officers, WOs and NCOs shall meet all requirements to be advanced in rank with appointment.
- Selection committees review and select military personnel from the following criteria: qualifications obtained in their careers, the career results, previous positions, internship in degree held, studies completed, the specialized training, knowledge of a foreign language, function-specific skills, health, skills, abilities and development potential assessed in appreciation of service, experience required by the job requirements, options, recommendations and additional data provided by commanders / line managers and those resulting from the original statement (awards, honors, awards, san ctions in force).

It seems clear from this enumeration importance is given continuous training type and how they are reflected in the activity tangible results for their military personnel.

It should be mentioned that the tendency to use NCOs graduate advisers in positions of commanders and staff in activities that are currently working officers or civilian personnel with higher education.

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MANAGEMENT OF CHANGE IN THE ROMANIAN MILITARY EDUCATION SYSTEM

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Abstract: *The new conditions of the system of military education as part of an armed indissoluble integrated into Euro-Atlantic structures and the need for compatibility with the aims of systems / structures similar countries / Allied armies, makes change in a continuous process. In other words, the change continues to be thinking and action in military educational performance of all processes running in the military education. Change in the management of the organization is explained as a change management process that takes place in the organization, which add new components to management and / or appropriate relationship between existing and new elements or remove the old, outdated with relationships created such elements. Change has positive and negative attributes; the negative aspects involve loss of the familiar, confrontation with the unknown [see, for wider reading, 'Future Shock', Alvin Toffler 1971] etc. and are therefore inevitable. Managers however often seem to regard change as intrinsically good and see resistance as undesirable.*
Key words: *education, change management, competence, skills, resistance to change*

Management of change in the Romanian military education is a hot topic because domestic and international environment in which we work it is full of uncertainty, changing, adapting and transforming. The change in the national education system (or military) should start with changing the mindset of staff which have to provide management of education (Head of school / high schools / rectors / deputy chief / deans / vice deans / directors of departments / undergraduate or graduate teaching / research scientists etc..) the laws in force, as follows: *"[....] the roles of law is training, through education, the mental infrastructure of Romanian society, in line with the new requirements derived from Romania's status as a member of the European Union and functioning in the context of globalization and sustainable generation of a highly competitive national human resources, able to work effectively in today's society and future.*[1] "

In this context, the military educational institutions can not be excluded from dealing with the new changes, sometimes difficult to anticipate, to meet sometimes missions resources (material, human, financial) little or insufficient. The instruments to be identified, in such cases, belong to management field. These tools can provide solutions managers military educational institutions in respect of: organization, management, evaluation, control, decision making under risk and uncertainty, the optimization of resource planning, cost efficiency, prediction and forecast medium and long term developments certain phenomena, increase competitiveness etc.

Based on the strategy developed for the next ten years, European Commission "*Europe 2020*[2]", designed to support the revival of the European economy and to enable a "smart, sustainable and inclusive growth", Romania, through the government, has proposed the formation of a competitive human resources in accordance with the requirements of the knowledge society, globalization, education for a sustainable society. The major objectives at European level and involve changes in national education priorities in general and the military in particular.

[1] ***, Education law no.1/2011, art.2, row 2.

[2] http://ec.europa.eu/europe2020/index_ro.htm accesed on February 14, 2013.

Fundamental legislative act under which military education works is the National Education Law no. 1/2011, in Romania that education is a national priority and public education military education is an integral part of the national education system, with its own identity and personality.

Integration into the European Union and the Romanian Army missions resulting from membership with full rights and obligations of NATO assume rallying to the value system of these organizations, including military education. Compatibility with training, specialization and training of military personnel from NATO armies remains one of the key factors of the transformation / change.

In this study, I even allowed to associate the term "transformation" by "change [3] " and to use associated as synonyms topic.

Given this *transformation* concept versus *change*, I will present some ways and means to put into practice change management military education.

The fundamental objective of transformation / change during the 2012-2016 military education must be in accordance with the conceptual documents taken by reference [4] : "*Achieving an integrated education slim, efficient and economic, in accordance with the necessary training and professional development Romanian Army personnel, according to its operational needs, compatible fully integrated civil education at the national and Euro-Atlantic space, while promoting and developing the values and traditions of the Romanian Army.* "

Change is, in general, the action of replacing one thing with another, or someone else, to give one thing another way, another aspect of change, to transform, to adapt, to enrich, to improve.

English author Kurt Lewin[5] explained the issue of **change** through force field analysis considering change as a dynamic balance of forces on the one hand, stimulates / causes change and, on the other hand, causes a resistance / brake change.

Balance the **change** by K. Lewin:

- Elements for **change**: technological change, the explosion of knowledge, product obsolescence, improved working conditions;
- Elements that **hinder change**: old mentality, fear of technology, insufficient time to learn new techniques, environmental compatibility, mental blocks, disinterest, fear of the new, fear of failure, low degree of professionalism, changing structure of the workforce.

Romanian authors C.Florescu and N.Popescu[6] believes that "*change is any substitute, modification, transformation or transformation in form and / or contents of an object, product, work, business or organization.*"

American specialists J.Ivancevich, James Donnelly and James Gibson [7] considers change management as a systematic process that can be divided into several sub-and this is proposed to travel the following methodology:

- Identify factors that trigger change;
- Recognize the need for change;
- Diagnosing the problem;
- Presentation of existing conditions;

[3] According to the DEX dictionary, **transformation** means change-making, development, evolution, change, transformation, change (The process ~)

[4] Strategy of transformation Romanian Army, 2007.

[5] http://ro.scribd.com/doc/72778170/Fact-Care-Genereaza-Schimbarea-Dupa-Kurt-Lewin accesed on 04.02.2013.

[6] http://facultate.regielive.ro/referate/management/managementul-schimbarii-institutiilor-publice accesed on 03.02.2013.

[7] http://ro.scribd.com/doc/72778170/Fact-Care-Genereaza-Schimbarea-Dupa-Kurt-Lewin accesed on 05.02.2013.

- Selection method;
- Overcoming resistance to change;
- Implementation and coordination of change.

Another group of American specialists, represented by Joseph L.Massie and John Douglas[8],, explains the five categories of possible changes:

- Changes in knowledge and techniques;
- Changes in management objectives;
- Changes facing issues among managers;
- Changes in the organizational environment;
- Changes in the rate of change.

Change in the management of the organization is explained as a management of change process that takes place in the organization, which add new components to management and / or appropriate relationship between existing and new elements or remove the old, outdated with relationships created such elements.

There are two phenomena that determine and make necessary changes:

- Objective phenomena that require organizations through change management to achieve correction, routing to mitigate or to eliminate failures;
- Subjective phenomena caused by failings in the organization, which are required by changes in management, resulting in improvement actions, training and development, they are eliminated.

The need for change and innovation is felt both in the global economy as a whole and the national economy, firms and institutions of any kind. This change has accelerated as a result of the technological revolution, transformation of economic, political and social. Making this assessment we consider management in the broadest sense and general and covering all areas of economic, political, social, both civil and military.

One of the great sages of antiquity, Heraclitus, said "*nobody is eternal except change*." Alvin Toffler, in *"Power in Motion*", referring to the movement centers of power, shows that "*the decision centers are in constant motion, situations get complicated changes, the reaction rate is higher and not bureaucratic answers longer reach.* "

Dynamic management is felt especially in economies in transition to a market economy involving institutional and legislative changes that enshrines change at all levels.

Management of change consists of all concepts and new methods, with direct or indirect impact on people and organizations to survive and thrive in a general (political, social, cultural, economic and natural sometimes) very mobile.

Management of change is a systematic process that can be divided into several stages:

- Identify factors that trigger change;
- Recognize the need for change;
- Diagnosing the problem;
- Identify methods and alternatives that will make the change;
- Presentation of existing conditions;
- Selection method;
- Overcoming resistance to change;
- Implementation and coordination of change.

In what follows I will play three definitions for **management of change**[9]:

Definition 1 - **managing change** - refers to the adoption of changes in a planned, structured, organized. At the heart of change management lies the change problem, which is the stage that

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8 http://facultate.regielive.ro/referate/management/managementul-schimbarii-institutiilor-publice accesed on 03.02.2013.

9 http://ro.scribd.com/doc/72778170/Fact-Care-Genereaza-Schimbarea-Dupa-Kurt-Lewin accesed on 05.02.2013.

we get in the future based on the current state and structured and organized process that will allow the transition from one stage to another. The problem of change is expressed as questions like how, why?, Why?. Ex. How do we make this problem to become more innovative, more competitive and more productive? What changes are needed? What indicators will signal success? What standards will apply? What performance measures are trying to adopt? Why people need to be more creative? Why should I increase profits?

Definition 2 - **professional practice** - refers to the reaction, the response to the changes that the organization does not control or make a small amount (eg legislative changes, climate change, social or political).

Definition 3 - **expertise** - refers to those methods, models, techniques and other tools used as content or subject matter of change management. It is drawn from sociology, psychology, economics, industrial engineering, systems engineering, the study of behavior. A general definition that I consider and that is the essence of change management is a set of skills, techniques and disciplines that complexity and specialization are transformed into actions and results through the organization. Adoption of change management methods is a difficult, but necessary, so continuing despite the difficulties.

Charles Darwin tells us that *"[...] do not survive the most beautiful, the smartest or the strongest, the future belongs to those who adapt best to change*."

Profound changes / transformations taking place at national level in Romanian education should be reflected in changes in the military, or military education given that it *"[...] is, by its nature, a process dual, designed to provide military training for staff in relation to military operational requirements, but also open and receptive to the transformation of civil society*[10]*.".*

In this context, military education, as part of national education, accepted the challenge to address changing new deadline agreed by the Ministry of Defence in accordance with external requirements (Romania NATO member countries , since 2004 and EU member, since 2007), Civil (military missions in peace, crisis and war are filled with humanitarian missions, supporting central and local public administration bodies, during emergency situations, post-conflict reconstruction missions [11] etc.) or military (abolition of conscription - October 2006 and re-establishing the voluntary recruitment to form a fully professional army, the development of new conceptual and strategic documents: Strategy of transformation Romanian Army, Commitment of defense missile, see Shield Collective – start in 2011, participation at the NATO projects, such as: *Smart Defence*, *Connected Forces Initiative* or at the EU - *Pooling & Sharing*, etc.) and preserve their identity.

Transformation / change military education is required by further adapting the system of national education trends and the Member States of the EU and NATO.

At EU level will produce changes in education. In November 2012 the European Commission launched a new initiative to debate namely ***Rethinking Education - Investing in skills for socio-economic results that will be a good***[12] which will be timely and valuable contribution to the recovery process of developing modern education and

[10] *** , Strategic planning of National Ministry of Defence, Bucharest: 2008, p. 28.

[11] *** , Doctrine of Romanian Army, Bucharest, 2012, p. 52.

[12] Communication from the Commission to the European Parliament: *Rethinking Education - Investing in skills for socio-economic outcomes better information* , Sheet nr.174/EDUC4 / - 20/11/2012.

training systems and effective national and in terms of concrete initiatives at EU level. The document will generate changes in education, the European area of learning, lifelong learning, training and use of space technologies from education.

There will be an emphasis on developing competence/skill[13] for the XXI-st century, namely:

a**) transversal and fundamental skills** (efforts should focus on developing transversal competences, especially entrepreneurial skills, while the demand for skills in science, technology, engineering and mathematics (STEM) is still high, although the first step must be the acquisition of basic skills by everyone, while language learning is important on the labor market and require special attention);

b) **professional skills** (improving the quality of services is based on the systems development / promotion of excellence in vocational education and training (VET) to worldwide, can contribute significantly to reducing the deficit of qualified personnel through deeper cooperation in European level).

Also will require changes in education and fostering open and flexible learning:

[13] Competence/Skills are essential for productivity, and Europe must react, given the improved education and power supply worldwide. Forecasts indicate that in 2020, over a third of the jobs in the EU will be occupied by tertiary graduates and only 18% of jobs will be available for people with low qualifications.

a) **improved performance**, learning assessment and recognition (success should be determined by the learning outcomes and assessment capacity should be better used. Qualifications should to open as many doors as possible and academic recognition can be a pioneer);

b) **exploiting the potential of information and communication technologies** (ICT) and permanent and free educational resources available for learning (the digital revolution offers great opportunities for education and it is time to expand the use of ICT in learning and teaching knowledge to operate freely available);

c) **support teachers in Europe** (teachers face a rapidly evolving requirements that require a new set of skills for teachers, teacher trainers and managers of schools with strong action to support new approaches to teaching and learning and also teaching quality is a key issue for higher education).

Given that global education has become increasingly circumscribed idea of service performance, its management should be well oriented to high quality in the field. Therefore, in the context of European objective needs of **transformation/change**, Romanian military education needs more clear centered precisely on change management and quality assurance. Between the two concepts - "change" and "quality" - there are more than obvious correlation (see Figure no.1), assuming that any change that little project level, operating with intentions of obtaining "greater good".

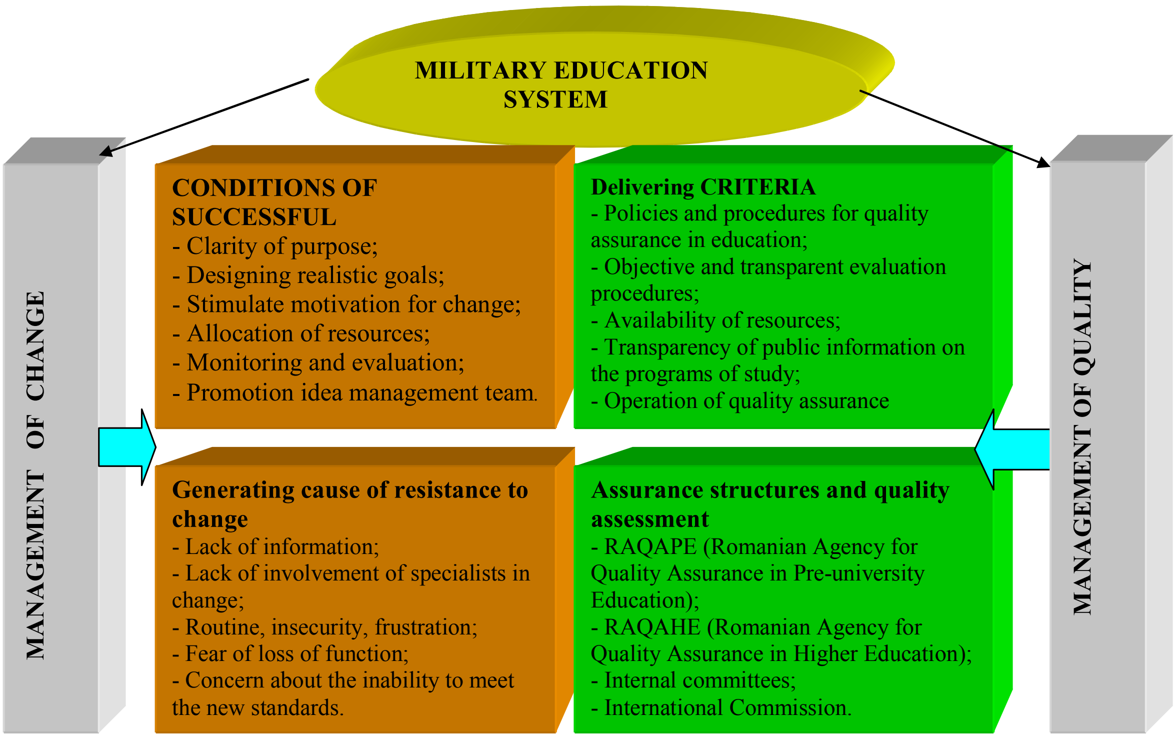

Figure no. 1 *Correlation between management of change and quality management in the military education system (a variant proposed by the author)*

Any change aimed at an organization (school / college / department) or an education system (education school / secondary / post-secondary / higher) means *"[...] to carry out its essential changes as a whole - change the mission and vision, changing the educational offer, introducing new technologies with new types of educational activities, the introduction of a new system of evaluation and rewards of performances, significant changes in organizational structure, etc.* [14] ".

In this regard, given that we agreed on the need for change and action directions to support it, we can consider that the management of change in the system of military education must involve a set of specific activities - communication, training, counseling, preparation - in order to guide, by its components, to the person in charge in the art, in order to obtain optimum results and purposes intended.

Management of change experts are concerned to investigate to what extent a change in the system, particularly with implications on its structure represents a different aspect of the organizational culture of change. In the military, stronger than other systems or organizations, organizational culture is "*lived*" more intense and is based on the symbols, traditions, customs, practices, values, beliefs and expectations, in other words, a spiritual dowry individualize and differentiate. Therefore, the projected changes in the system of military education must aim, especially a natural correlation between them and the ones that objectively relate to shares of modeling specific organizational culture.

In Table no. 1 are compared, elements of change in the system of organization and change in the organizational culture.

[14] Alois Gherghuţ, „ *General and strategic management of education"*, (Iasi: Polirom Publishing House, 2007), 163.

Changing the organization system	Changing the organizational culture
- oriented toward problem	- oriented toward values
- easier to control	- largely uncontrollable
- involved in the gradual change of the system	- concerned with the transformation of the fundamental beliefs
- aimed at improving the organization's measurable results	- oriented quality of life in an organization, progress is difficult to measure
- diagnosis involves finding "inconsistencies" in the other systems	- diagnosis involves concern for examining the effects of dysfunctional core beliefs
- change leadership is “not” essential	- change leadership is essential

Table no. 1 - *Changes in organizational culture and system level*[15]

[15] Alois Gherguț, Ciprian Ceobanu "*Development and project management educational services*" (Iasi: Polirom Publishing House, 2009), 42.

The reasoning is the fact that understanding the determination of the content and development of military education is not possible without data assimilation system based on the definition, typology, elements, processes and system components, the management and exercise of his attributes, the types participation, motivation, involvement and evaluations. Once completed and acknowledged these issues, it creates land for understanding content and aims of the projected changes.

According to many specialists, **management of change in the military education system**[16]**,** in terms of "*placing the equation*" its organizational culture, have to include some elements that puts the focus not so structures, especially people who compose them:

• send to the understanding of rationality changes and their full consistency with the mission and goals established system;

• distribution of statuses and roles, as the value and competence, appointment management functions of system components (especially the remodeled) of authentic professional military education with outstanding professional qualities and notoriously recognized;

• fostering and maintaining a strong cohesive military education system - a prerequisite for modeling the will and the desire for action, commitment, concentration and coordination of efforts for operational changes;

• enhancing potencies integrative system of military education. Personnel changes (people) inherent structural changes, we must assume, from managers at all levels, specific methodology, adaptation and integration processes from two perspectives: the new to become "*organizational man"* respect the values, traditions symbols entity and it does not turn it at the same time in an individual deleted bottoms in a "*yes-man";*

• correct and timely resolution of conflicts, disagreements and tense of change;

• valuing and operational idea of "management team" in the educational institutions of the system composition. Achieving the aims of (project) is strongly influenced by the ability of management teams to be homogeneous, consistent, communicate fluently and have feelings, shared values and beliefs.

Presentation of the above show a certain overlap of concepts of "culture" and "system" and points out that military education, change management combines

[16] Moraru, Ctin, "*Management education and its influence on Romanian military capabilities Romanian Army"*, PhD Thesis, National Defense University, 2010 p. 80.

both elements of organizational culture and the system.

Choosing the most appropriate strategies for change means in any field, "*study influence factors and identify, in advance, of the scale of forms of expression and support its principles or opposition to change, the position of the promoters in terms of decision-making capacity, information and arguments relevant to the design change*[17]*"*.

Customizing the military education system, **the success of any change** requires several conditions:

a. goal must be well defined - Understanding the objective pursued by allowing a structural or content changes, avoiding any confusion and subjective interpretations of those involved in the change process;

b. setting measurable targets and feasible - assumed hierarchy of priorities in accordance with the requirements and resources system;

c. be motivational elements that allow change - have to be induced by "explaining" clear and reasoned that, in most cases, produce desire to improve their professional skills in order to adapt to the new conditions imposed by the projected change. The actors involved in educational change must be motivated by encouraging innovation, rewarding new practices and recognizing the "right to fail"[18];

d. to allocate resources to produce change - each type of resource (human, material and financial) has its importance in ensuring the success of the proposed change, the emphasis being focused primarily on human resources. Project resources are allocated will result in failure (risk to be assumed by policy makers);

e. monitoring and evaluation the steps taken - that is permanent until the change made.

If we refer to the change in military educational institution when customizing the conditions for successful change becomes more pronounced accent. In my opinion, before valuing these conditions, managers military institutions must "*discover*" generators causes of resistance to change and take action to avoid them.

Here are some of them:

- **Lack of information** (or misunderstanding of the idea of change) the nature, objectives and rationale for change, factors that require further its advantages. The absence of such data / information produce often negative effects on components of cognitive, motivational and volitional human personality. The greatest risk is that the proposed changes are misinterpreted and rumors tend to replace formal information;
- **People not involved in the changes**, treatment specialists in military education as mere performers and not as authors from design stage to completion. Training professionals in the field for finalization of draft change, transferring the responsibility of seeing them;
- **Routine,** familiarity with what exists, what hitherto provided a psychological comfort and behavioral view that can be so in the future, even if the profile is outdated educational outcomes;
- **Fear** that the new structural configurations can lead to loss of function or reduction in revenue;
- **Concern that they will not be able** to meet the new performance standards or that will be needed to update himself the knowledge in the field;
- **Refusal to adapt to new information**, change of mindset, to retraining in work style, new

[17] Alois Gherghe, „*General and strategic management in education* " Published by Polirom, Bucharest, 2007, p. 166.

[18] Iosifescu, rev. (Coord), 2000b, *Handbook of educational management for principals of schools*, (Bucharest: Prognosis Publishing House), 26.

requirements for new methods of teaching, learning and assessment and so on;

- **Distrust of the initiators of change** in their ability to identify the actual situation and to propose new measures for effective change.

Statistically speaking, organization staff will be assigned (see Gauss curve) as the figure No. 2, as follows:

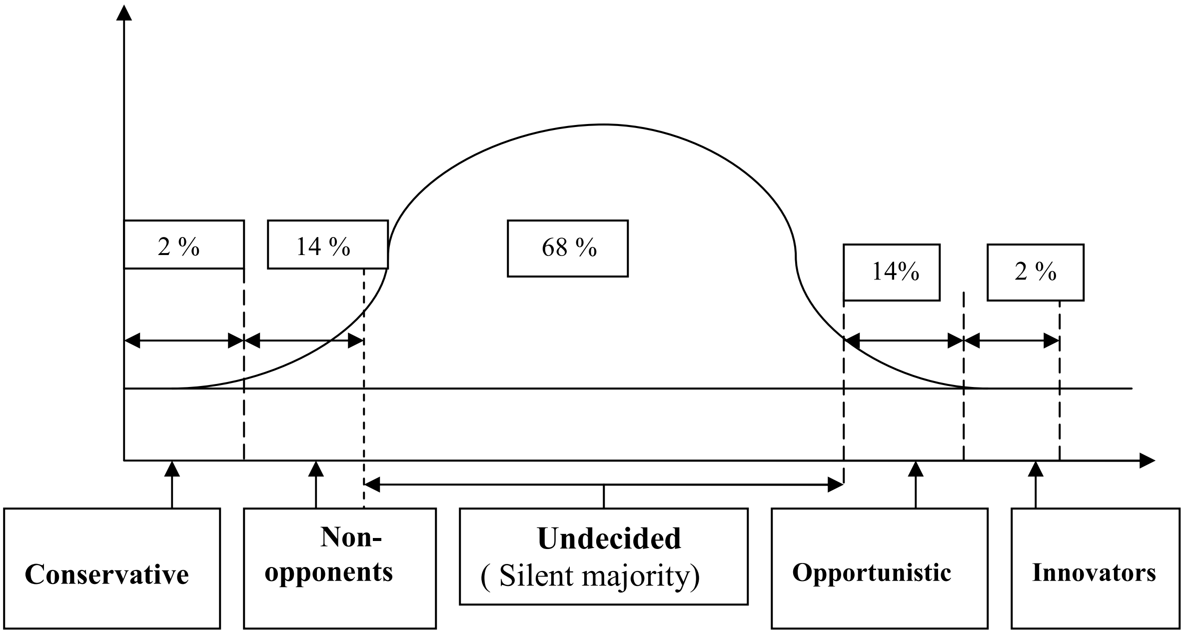

Figure no. 2 *Chart of Model MAFF - human support for change*[19]

[19] Anghel ANDREESCU, *Professional Stress Management*, vol II, Ed Ministry of Administration and Interior, Bucharest, 2006, p. 53.

According to the model, we see that human resource behaves the same in each organization, the change occurring as follows:

- a rate of 2% of the organization's staff will actively oppose changes, regardless of the results and effects (they are called - **conservative**);
- similarly, a 2% share of the organization's staff will agree with the proposed changes, regardless of the results and effects (they are called - **innovators**);
- a percentage of 14% of the organization's staff, which although does not like change, yet its opposition if they are affected personal or group interests (they are called - **Non-opponents**);
- similarly, a percentage of 14% of the organization's staff who agree though changes still will manifest opposition if they are affected by personal or group interests (they are called- **opportunistic**);
- a percentage of 68% of the staff organization that is "silent majority" who do not resist change but neither are determined to change something (they are called - **undecided**).

Taking into account the possible occurrence of such issues, **change management manager** emphasizes the need for military schools to use the appropriate forms to remove or diminish the desire to change and full of innovators rate by an absolute majority of the undecided category:

- **Information** as complete, true and timely subordinates especially early in the change process, and during it;
- **Ensuring** that the institution's employees, any specialized or updated

needs will be possible and will be done with the support of the management team;

- **Sending the clear message** that, for each one, it will manifest attention and that new (new) structure will be framed only applying the principles of meritocracy (competence, talent, motivation, responsibility, social prestige, morality);
- **Effective engagement** of staff in the transformation / change.

The new conditions of the system of military education as part of an armed indissoluble integrated into Euro-Atlantic structures and the need for compatibility with the aims of systems / structures similar countries / allied armies, makes change in a continuous process.

In other words, the change continues to be thinking and action in military educational performance of all processes running in the military education. This concept of "changing" is, according to Alois Gherghut *"[..] one of the most important innovations of the management system of institutions performing today".*[20]

This focus has produced the emergence of a new concept - "*the learning organization*" - the content of which military schools can inspired director.

Here, why presenting below some of the characteristics of "*learning organization*" as well as those of its employees, suggest the change management approach and system of military education under such guidelines.

After Alois Gherghut features [21] "*learning organization*" are:

- Provide ongoing learning opportunities for all its components;
- Use learning to achieve organizational goals;
- Promotes systemic problem solving using data and not assumptions;
- Ensure continuous performance combining individual organization's performance;
- Promote research, dialogue, ask questions and make people feel safer, be more open and to take risks;
- Consider creative tension as a source of energy and renewal;
- Consider a continuous and environmentally conscious mutual conditioning;
- Ensure learning from others and taking successful practices;
- Provide fast and efficient transfer of knowledge to the organization through reports, conferences and training programs.

Managing change in the system of military education beyond a set of principles, standards and criteria theoretical and practical value reveals need indubitable manager (commander, rector, director) viewed from a dual aspect: the character, who has a amounts of strengths and weaknesses, which will influence the attitude towards the decider new element that directs the upgrade. In the same vein, management / educational manager should highlight military capabilities creative people, those which are defined by a number of features such as: the ability to formulate alternatives to solve problems, to submit doubt considered obvious truths at first sight, passion, constant interest in military education, perseverance, courage and thinking independence, the ability to look ahead, to foresee and properly notify the evolution of the structure of part or process that it generates; intolerance preconceived ideas, attitudes towards the use of experiment to verify in practice and purpose of the proposed solutions.

Due to my experience[22] we felt that the main objectives of the transformation / change military education should be:

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[20] Alois Gherghe, „*General and strategic management in education* " (Bucharest: Polirom Publishing House, 2007), 175.

[21] *Ibidem*

[22] In charge with training and education field from Training and Doctrine Directorate/General Staff, member of NATO Training Group for education,since 2006 and co-author of the Concept of transformation of military education in 2008.

connection military education policy in with the national and European issue; redesign educational outcomes and curriculum as a unitary, integrated, phased and differentiated concept on level of education, in according to the skills necessary future military personnel; institutional reorganization of the system of military education, particularly in higher education to meet the real needs of the Ministry of National Defence; improved the quality of education and scientific research; professionalizing teaching career from military education system and extend collaboration with military and civilian institutions in-country and abroad, mainly those belonging to NATO and the EU Member States.

To achieve these objectives we identified several strands of transformation / change military education, such as: redesign of the graduate model; development and implementation of a flexible educational curriculum focused on skills and competence, and to eliminate educational programs and redundant content; structural reorganization of the higher military education system, gradually, in stages; the design and implementation of a system of initial and continuing training of teachers of military education in order to increase the attractiveness of the teaching career; intensifying exchanges of experience (lesson learned, best practice) between units and military educational institutions of Romania and NATO countries / EU (developing mobility students, young officer/NCO and teachers).

The considerations I have tried to present some requirements, principles and directions of a successful change management in the system of military education. With the hope that the necessary changes which were designed in their development system will contain and some logic of the ideas expressed above, I appreciate so their purpose will be needed for the scope and content compatible with those of similar systems the allied armies.

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THE EDUCATION OF WOMEN AND ITS ROLE IN GEORGE ELIOT'S LITERARY CAREER AND WORKS

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Abstract: *Woman's education is a central theme that develops Eliotean narrative. Although George Eliot's novels portray Victorian woman's life, the author was not a passionate advocate of the feminist movement of the mid-nineteenth century in Britain because of her illegal and unapproved union with G. H. Lewes. Eliot had remarkable intellectual capacities that assisted her in becoming one of the great female Victorian novelists. That may be the reason why she was keen on supporting woman's education. She believed that woman had to be able to decide by herself how woman should live her life without being imposed any rules by the Victorian patriarchal society. Eliotean female characters are depicted differently depending on the manner in which they employ the education they have been given.*
Keywords: *woman, education, Victorian, patriarchal society, female characters.*

Mary Anne Evans, also known as George Eliot, was one of the chief female British Victorian writers. She used a male pseudonym in order to avoid public disgrace as, in the Victorian patriarchal society, literary works written by women were usually handed in anonymously or pseudonyms were used, on the one hand, and George Eliot's low self-esteem corroborated her choice of a male pseudonym, on the other.

George Eliot's education, which she received in boarding schools in Nuneaton and Coventry; the interest she showed in foreign languages, philosophy, and science suggest an extraordinary capacity to study. George Eliot's childhood was a rather traumatic one as her mother did not show her motherly love because of the death of two twins that were born two years after her birth. Hence, the vivid imagination that she possessed helped her turn reality into fiction as she declared in a letter to her former teacher, Maria Lewis, on 16 March 1839:

> when I was quite a little girl I could not be satisfied with the things around me; I was constantly living in a world of my own creation, and was quite contented to have no companions that I might be left to my own musings and imagine scenes in which I was chief actress. Conceive what a character novels would give to these Utopias. I was early supplied with them by those who kindly sought to gratify my appetite for reading and of course I made use of the materials they supplied for building my castles in the air. (quoted in Haight, Gordon S.: 22)

George Eliot's intellectual capabilities exceeded the norm. Throughout her life she was fluent in six languages – Latin, Greek, French, German, Italian and Hebrew. After her father decided they should move to Coventry in prospects of finding her a suitable husband, she began her literary career as a translator of two books (*The Essence of Christianity* by Ludwig Feuerbach and *The Life of Jesus* by David Strauss) which would later influence her religious creed up to her becoming an agnostic. The literary and scientific social circle she had entered offered her the opportunity to become the reviewer of *Westminster Review*. However, her reviews and essays would be anonymous as was the rule, on the one hand, and she asked Charles Bray to keep her identity secret. In creating her reviews she demonstrated literary talent and facility in writing about literary writings that she introduced to the British public. George Eliot was a huge supporter of German and French cultures that she found superior to the British one. Some of her reviews and essays regarded artists, writers and their pieces of writings coming from these two foreign cultures, such as "Woman in France: Madame de Sablé", "German Wit: Heinrich Heine", "The Natural History of German Life", "Brothers in Opinion: Edgar Quinet and Jules Michelet" and "The Morality of *Wilhelm Meister*".

Elaine Showalter analyses women writers' activity throughout the Victorian age. She observes that the rule imposed by the patriarchal society existed in literary circles too. In her book *A Literature of Their Own*, Showalter describes the manner in which female novelists were perceived in the Victorian age: "[t]o their contemporaries, nineteenth-century women writers were women first, artists second. A woman novelist, unless she disguised herself with a male pseudonym, had to expect critics to focus on her femininity and rank her with the other women writers of her day, no matter how diverse their subjects or styles." (Showalter 73) Consequently, women writers could become extremely cautious about the critiques their pieces of writings would receive. This may be the very reason why George Eliot's self-awareness related to her writings was so exacerbated that G. H. Lewes was the first to read the letters she would receive following the publication of her novels.

The importance of education is present in one of George Eliot's famous essays "Silly Novels by Lady Novelists" where she criticizes the superficial education women received in that age. Their limited knowledge encumbered their literary writings with an artificial style that imitated the male writers'. Eliot criticized them for their narrow understanding of religion, philosophy and moral theories that they expounded in their "silly novels". Her tone heavy with irony presented the female novelists' development as follows:

> [a]pparently, their recipe for solving all such difficulties is something like this: - Take a woman's head, stuff it with a smattering of philosophy and literature chopped small, and with false notions of society baked hard, let it hang over a desk a few hours every day, and serve up hot in feeble English, when not required. You will rarely meet a lady novelist of the oracular class who is diffident of her ability to decide on theological questions, - who has any suspicion that she is not capable of discriminating with the nicest accuracy between the good and evil in all church parties, - who does not see precisely how it is that men have wrong hitherto, - and pity philosophers in general that they have not had the opportunity of consulting her. (149)

Eliot condemns their low level of knowledge of philosophy, literature, moral values, and English and accuses their lack of diffidence which inhibits the 'lady novelist' to realize her own limits of understanding all this information.

Woman's education represented for the Victorian women writers a goal that they should attain through their writings. Their literary writings demonstrated their capability to create meaningful literary writings that could offer female readers the chance to evolve in an era that inhibited any attempt to become independent. Acquiring new and diversified knowledge permitted women writers to endeavour to produce complex fictional works that made sensational novels seem superficial. As regards the female writers' education, by employing terms from different fields of knowledge they overcame the barrier of male superiority. The unequal equilibrium between master and disciple, previously imposed on women by the patriarchal Victorian society, has diminished to such extent that the women writers' works became as fascinating and educational as the male writers'. In one of George Eliot's novels, *Romola*, the disciple, Romola herself, counter argued her master's theory concerning the liberty to rebel against the imposed rule.

> The law was sacred. Yes, but this rebellion might be sacred too. It flashed upon her mind that the problem before her was essentially the same as that which had lain before Savonarola – the problem where the sacredness of obedience ended, and where the sacredness of rebellion

> began. To her, as to him, there had come one of those moments in life when the soul must dare to act on its own warrant, not only without external law to appeal to, but in the face of a law which is not unarmed with divine lightnings – lightnings that may yet fall if the warrant be false. (468-9)

Romola's dilemma is solved due to her self-confidence provided by the level of knowledge she has become familiar with. Her decision to disobey the imposed law comes out of clear introspection of the situation. Eliot's Italian female character may represent George Eliot herself since, after she became familiar with numerous philosophical writings, she decided to change her religious creed into a lay religious humanism, which concurred with the Positivist doctrine of Auguste Comte.

Eliotean narrative presents several instances of female characters' education. Among her novels, *Romola* remains unique as it introduces the city of Florence to the readers. In *Romola*, the eponymous female character is the daughter of a blind scholar, Bardo de Bardi, who has become dependent to his daughter after his son deserted him. Although she received good education, Romola is discriminated against other scholars even by her own father. This happens when Tito Melema, the Greek scholar enters their mansions – the classical scholar de Bardi prefers Tito's company rather than his daughter's. Romola is said to be George Eliot's only successful female character as her rebellion against her husband turns into a positive action – she assists the people in need when the city of Florence is flooded. Moreover, she helps her husband's mock wife, Tessa, to raise their two young children after his death. Romola embodies the Madonna that Girolamo Savonarola, the compelling Dominican preacher, recommends she should be.

Education is one of the main themes of another of her novels, *The Mill on the Floss*. The main female protagonist, Maggie Tulliver, possesses exceptional intellectual capabilities, but her parents do not insist on her education but that of her brother's. In one scene, Tom Tulliver has difficulties in learning Latin words and, unintentionally, Maggie ridicules him by explaining some of them. Their brotherly attachment suddenly ends when Tom is sent to school. From that moment on he expects Maggie to behave as he does. But her ill-discipline annoys him and her mother who insists on her behaving as her cousin Lucy Dean, the Victorian female ideal. The independence Maggie seeks is uncommon for a woman and she is punished for her audacity. In the denouement Maggie finds the power of renunciation and tries to save her brother from the flood which traps him in the mill. The Eliotean narrative follows Eliot's aphorism stated in her letters.

George Eliot depicted woman's life in different hypostases that presented all facets of Victorian woman's life. *Middlemarch*, Eliot's most known novel, was considered by Virginia Woolf among the few novels appropriated for adult readers ("George Eliot"). In *Middlemarch: a Study of Provincial Life* readers enter a new sort of Victorian society; the plot is set in the fictitious town of Middlemarch, in the Midlands in the period 1830-1832. The novel displays the political turmoil of the Great Reform Bill. In this novel the theme of education is depicted antagonistically – two female characters make use of the education received in boarding schools in different manners. Rosamond Vincy, a vain and beautiful young lady displays her talents in order to get the best possible match, on the one hand; and Dorothea Brooke, an intelligent and wealthy young woman who intends to help the poor living on the estate, on the other. The shallow Rosamond embodies the woman capable of using her enchanting appearance so that she gets what she desires. The other female character, Dorothea is portrayed in the prelude and throughout the novel as St. Theresa, who is known for herselfsacrifice. The narrative presents the theme of education as directly related to the moral values of the female characters. That is to say that irrespective of the level of education received, woman's life is grounded by the moral values that Victorian society was built on.

The evolution of Eliotean female characters depends on the education they were given, and by this we refer to the typical Victorian education or lack of it. Given the role that mothers held in the Victorian age, the life of their daughters could not differ much from their mother's. Yet, some of the daughters attempt to govern their life by themselves, but they do not entirely succeed. The issue of woman's education was a much debated one at those times as an eighteenth-century female British advocate of rights of women wrote a book entitled *The Vindication of the Rights of Women* (1792) in which she supported the idea that woman's inferiority towards man is based only on her lack of education, not on biological impediments. George Eliot as well as her precursory and contemporary female writers was interested in the issue of education. As Lesa Scholl argues in her book *Translation, authorship and the Victorian Professional Woman – Charlotte Brontë, Harriet Martineau and George Eliot* the female writers considered "it [as] their role to educate their readership."(13) George Eliot was one of the advocates of woman's education in an age when woman's role in Victorian society was to marry and become a mother. Women's limited education permitted them to converse with the male exponents of the society, entertain their companions by reading, painting, playing and singing music.

The theme of education is of paramount significance for Eliot's works as she herself was an educated woman far above the level considered satisfactory by the Victorian society. Eliot familiarised herself with classical languages, Greek and Latin, and modern languages such as French and German. She translated several writings from German into English, such as *The Life of Jesus (*Strauss) and *The Essence of Christianity* (Feuerbach) that influenced her religious ideology and her philosophy about writing. George Eliot considered education the only available opportunity that Victorian woman could employ in order to become economically independent which could generate more independence within the family and the society. In the Victorian society, woman's dowry belonged to her husband beginning with the day of their matrimony. Although she was not a fervent feminist, she sponsored the first women's college, Bedford College, with £50. The theme of education appears in several novels signed by George Eliot – in *Romola*, *Middlemarch* and *The Mill on the Floss*. In *Romola* the female protagonist, Romola, has received good education as her father was a scholar, but she is denied the right to use it within her family, in order to help her father, or publicly, as she is a woman. Eliot's claim is that irrespective of the period of time woman lived in she was restricted from using her knowledge by social constraints. The action of the novel takes place in fifteenth century Florence (1492-1496).

Woman's education is directly linked to three important issues that existed in the high Victorian society that Eliot depicted in her novels – the 'Woman Question', power relations and gender roles. Kate Flint argues in her article "George Eliot and gender" that Eliot was alert towards woman's social conditions although she was not a public supporter of the suffragettes. In one of her letters, Eliot sensed "too deeply the difficult complications that beset every measure likely to affect the position of women and also I feel too imperfect a sympathy with many women who have put themselves forward in" (Flint 162). George Eliot took this stand for she had an inadequate intimate relation with George Henry Lewes, who was already married and had three children of his own not including his partner's and his wife's children that he condoned as his. This is the reason why it was impossible for him to get a divorce, according to the marriage law of the Victorian era. Thus, living outside the Victorian respectability, Eliot probably felt it would have been dishonest of her to advocate for the suffragettes' movement as her opinion would not have been considered at all because of her illegal marriage with G. H. Lewes. Eliot's moral standpoint was a set benchmark that she did not omit either from her writings or her private life. However, she expressed her compassion for woman who "seems to have the worse share in existence … and in the thorough recognition of that worse share, I think there is a basis for a sublimer resignation in woman and a more regenerating tenderness in man" (Flint 162) Eliot's viewpoint about woman's condition was a realistic one taking into account that woman became man's subject when they married. She believed that woman's sufferance would lessen if both man and woman reconsidered their master and subject positions. As a result, woman's education could become an important field of the relations between sexes as it balanced their roles.

In the Victorian society, woman's dowry belonged to her husband beginning with the day of their matrimony. Eliot considered that education represented the logical solution so that woman should become financially independent. However, she did not participate in the national feminist movement that her contemporaries supported. The feminist movement claimed that women should be given the same rights as men had, including the right to vote. Eliot did not support the suffragettes' campaign for she regarded education more valuable than the right to vote in an epoch when women were not prepared for such great responsibility.

Charles Hatten specifies how critical the issue of education became in mid-Victorian age:

> [a]s society becomes wealthier and educational expectations rise, the limited education of even the most elite women begin to attract comment as arbitrary and a waste of human talent; the intense controversy that erupts about whether woman should have access to university education is a symptom of the topicality of this question for Victorian women in the 1850s. (Hatten: 152)

During the Victorian period the human society evolved as a result of the industrial revolution which led not only to economic wealth but also to the development of the educational system – more people could be educated by individuals who reached a certain level of education themselves. For instance, Maggie Tulliver in *The Mill on the Floss* becomes a teacher even though she has not received the education her brother has. Social and economic evolution cleared the way for the development of several domains, such as research and education. A memorable scene regarding education is when Tom struggles with learning some Latin words and Maggie, in her attempt to help him with his study, only succeeds in ridiculing him (I: XVI: 285).

Eliot's female characters are educated with one purpose only: to marry and move up the social ladder. In *The Mill on the Floss* readers may follow Maggie Tulliver's evolution from an early age to her young adulthood. Although showing uncommon skills and knowledge, she is sent to a standard school for girls where she is to learn to read, write and acquire the typical skills that a young woman should be familiar with in order to get a good husband. However, she shows, on several occasions, that she is a unique girl as she takes actions that a girl would not. Maggie is presented in contrast to Lucy Deane, her cousin, who performs only perfect actions, and dresses in a perfect way. Even Maggie's hair rebels against the imposed order. Nevertheless, she becomes a young lady who seems to have accepted her destiny. But she is corrupted by her cousin's fiancé, Stephen Guest, who allures her on a trip that brings with it tragic consequences for Maggie and her brother, Tom.

In George Eliot's novels education represents an important theme which she made use of in order to underline the fact that woman's existence is controlled by patriarchal society to a point that woman's evolution depends directly on man's wishes and desires. Eliotean female characters' evolution from unawareness to awareness of the self is directly linked to their education which may be regarded as cultural capital (Bourdieu). For some of Eliot's female characters it is more difficult than for others. For instance, in *Daniel Deronda* Mirah Lapidoth is discriminated against on more occasions as she is a Jewish dark-haired woman. In the first scenes that the readers meet her character, she intends to commit suicide but is stopped from accomplishing her suicidal plans by Daniel Deronda, the young man who later discovers his real origin, coincidentally a Jewish one. She confesses to Daniel also the life that her father forced her to lead – she was almost sold to a friend of her father's. The way she was transformed into a mere commodity suggests the fact that the rules of the patriarchal society that the Victorians lived by could be infringed by a woman's protectors. She finds another protector in Daniel's person; although modern readers are deceived with this result, Eliot could not imagine another follow-up that could be realistic in Victorian England. We could claim that Mirah discovers her true self forced by these circumstances.

George Eliot's female characters' marriages are presented as being either contest or friendly coexistence, as *Romola*'s narrator confesses: "marriage must be a relation either of sympathy or of conquest" (213). Mary Wilson Carpenter argues in her book *Imperial Bibles. Domestic Bodies – Women, Sexuality, and Religion in the Victorian Market* that by applying Jacques Lacan's theory of the Phallus to George Eliot's works, we can better understand the performance of gender in Eliotean texts. Carpenter studies the relation between Gwendolen Harleth and her mother, Mrs Davilow, from the novel *Daniel Deronda*. She names Gwendolen "the 'uncircumcised' child or the daughter who has not suffered the painful knowledge of being 'cut off' from her mother" (105). She considers that

> George Eliot's text, […], revels in the pain of the daughter's 'circumcision,' constructing a female erotics of circumcision: a phantasied infliction of this painful but sanctifying rite on the female body that rewrites the sadistic narrative as a passionate dialectic between daughter and mother. It is not the Phallus (or its lack) that ultimately matters here; rather, the narrative steals language and phantasy from the contemporary discourse on (male) circumcision to construct its painful and difficult desire for an 'other' who is also the same. (Carpenter: 102)

The Eliotean female character is in search of its true self and it can find it only if it becomes aware of who it is; in other words, one cannot find the true self without knowing oneself. It is this lack of identity, which was mentioned above, that makes the female character's quest even more difficult. In Gwendolen's case, she does not want to marry, but is forced to do so by the financial crisis that costs her family's fortune. At this moment she has only respectable options: either to become a governess or to become a wife. After denying the first possibility herself, she decides to marry Henleigh Mallinger Grandcourt and, thus, offer her family a decent life. While being courted, she views the possibility of holding the reins of her relationship with her future husband, without knowing that he has already taken control of their relation. In Lacanian terms she wants to control the Phallus which can allow her to become the 'other'. Gwendolen does become the 'other' when, after her husband's tragic death, she tells her mother "Don't be afraid. I shall live. I mean to live" (8: 69: 672). This is the moment Gwendolen transforms herself into the other but still remains the same. In the same novel, Mirah Lapidoth is the 'other' for she is Jewish and, hence, is discriminated against twice. She is saved by Daniel Deronda who becomes her mentor after deciding to stimulate the creation of the state of Israel. In *Adam Bede* Dinah Morris, the Methodist preacher, experiences surprising feelings that persuade her to put an end to her preaching career and become a wife.

The theme of education is of chief importance in Eliotean fiction as George Eliot herself was a supporter of woman's right to a better education. Although the British author did not support the women's suffrage movement, she considered that through education woman may evolve to a higher status in society which would also gradually involve the right to vote.

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POSSIBLE COORDINATES OF THE MILITARY LEADER IN THE ARMY OF THE FUTURE

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Abstract: *The article explores the pressing topicality of a new step in the development of the Romanian Armed Forces. Due to the disappearance of the Iron Curtain and the integration in the North Atlantic organization and the European Union, dealing with new types of weapons and new types of tactics leads to the necessity to have military personnel with superior training according to the new types of missions, in other words leaders with visions adapted to the new requirements.*
The training of the leaders who will meet the new wave of requirements is primarily the task of higher military education by anchoring it to the geopolitical and other type of realities of a continuously changing world and of an exacerbation of violence and terrorism.
Keywords: *Leader, military education, interoperable structures.*

The disappearance of bipolarity caused major mutations in the international security environment and revealed the necessity to reconsider defence.

The security of European countries and of mankind in general is no longer threatened by major military conflicts, but the sources of instability and conflict have diversified and may be caused by:

– economic issues - reduced in amount or endangered resources (raw materials) versus growing needs (especially in industrialized countries);
– social difficulties - increased poverty, unemployment;
– international migration of people;
– extension of asymmetric risks - economic and financial crime, illegal transborder trafficking of people, drugs, weapons etc.
– increased number of terrorist networks and intensification of their actions in various parts of the world;
– increased economic domination by certain countries or organizations (Japan, China, Russia, USA or EU and NATO);
– degradation of the natural environment.

The analysis of the risks and threats to security has led to a new perception of the state security and to a new focus on defence.

Our country, as well as other countries in Europe, understood that in the current international environment given by the complexity and fluidity of the political-strategic environment, can ensure its own security "by integrating its efforts in the actions taken by the European and Euro-Atlantic security organizations".[1]

In order to join these organizations, a comprehensive process of reform and modernization of military structures began, so that at the end of this process the Romanian army could be considered an "army of the future".

The famous authors of the study entitled "Managing instability" believe that future armies will have the following characteristics:[2]

– they will be hybrids of the industrial and information age;
– they will use offensive, surface-to-air precise weapon systems and highly sophisticated mobile manoeuvre platforms on a large scale.

The armies of the future will be equipped with non-lethal weapons in order to conduct operations in urban or other sensitive areas where collateral damage and non-combatant victims could have

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[1] *** Carta Albă a Guvernului - Armata României 2010: Reformă şi integrare euro-atlantică, 1999, p. 2.
[2] Sava Postolache, Ioan Oros, *Managementul instabilităţii,* Editura Academiei de Înalte Studii Militare, Bucureşti, 2003, p. 250.

major political and military implications.

The new security environment and the new risks to national and international security, as well as the new tendencies in defence policies allows us to foresee a new compensation of forces, the adoption of new strategies regarding security, a new doctrine regarding defence and a new conception regarding military actions.

It is **considered that the new** armies will be composed of:[3]

- subunits, units and large units - flexible and well trained, with a high coefficient of integration;
- they will have:
  - • full combat capability and a high capacity to adapt to any situation;
  - • high mental strength;
  - • possibility of rapid, independent and safe transport;
  - • rapid capacity to recover combat cohesion;
  - • structures interoperable with other rapid reaction or regular military structures.

The engaging forces, the strengthening ones and the logistic support units and formations will be very mobile. The logistics of these armies will be integrated in the combat components.

The army of the future will be equipped with means of communication, surveillance and weapon systems operating in the electromagnetic spectrum.

The command of the new armies will be supple and effective.

From the perspective of the new missions and objectives that the army will be required to accomplish in the future, a new approach to the training of its forces imposed itself.

Training[4] "is a process by which human, material and financial resources are transformed into operational capacity, is central in building an army able to meet the military needs of the country" ... "... the power of the army depends especially on the quality of the staff that it has ".

Training is seen as an essential component. It is considered that conducting the training forces according to the provisions of "Army Training Doctrine" will increase the level of staff training while also ensuring:[5]

- the achievement of military and integrated vision of force training;
- the establishment of force training on modern principles and concepts specific to the armies of the NATO member states;
- the efficiency of the force training activities;
- the increase of interoperability with the armed forces of the NATO member states.

Behaviour "represents the way to act in certain circumstances or situations, conduct, manners".[6]

The task of the military education institutions is to provide the subjects of the education process with the behaviour of a leader that will help them successfully cope with the new missions and tasks that may appear in the future.

The education of the future military leaders depends on a number of factors among which:

- decisions regarding the types of military missions in the future;
- the area in which units of the Romanian Army will operate (the national territory or the territory of other countries);
- the organization;
- structure - categories of forces and personnel;
- the organization of military education and the requirements that

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[3] Gl. Bg. Dr. Vasile Paul, *Războiul mileniului trei,* Editura DBH, Bucureşti, 2000, p. 175.

[4] Gl. mr. dr. Sorin Ioan şi colaboratori, *Doctrina Instruirii Forţelor Armate,* Bucureşti, 2003, p. 9.

[5] *Ibidem,* p. 10.

[6] *** *Dicţionarul explicativ al limbii române*

it has to meet, the skills it is required to develop in future graduates ;
- training and further training, according to the career path, the positions that each graduate will occupy;
- internal and external environment of the organization;
- quality and quantity of resources used by the military organization;
- people - trainers, leaders, of people and organizations;
- material, financial and informational resources of the organization.

Military education is specific to the training of officers, NCOs and WOs and throughout the period it is envisaged that they, as military personnel, will occupy a certain command position in the military hierarchy.

The position that they will occupy within the military organization "requires creativity and efficiency in thought, action and leadership, in other words the ability to constantly control the situation, to always find solutions, to be and to remain a leader."[7]

The training in military education institutions provide graduates with the flexibility that they need in order to adapt quickly to the changes in the security environment and the new missions of the armed forces.

The aim of the military education to shape the personnel that the "army of the future" needs requires its transformation into an education of the future, as Gerjouy Herbert wrote," we must teach the individual to classify and reclassify information, assess their veracity, to change concepts when necessary, to move from concrete to abstract and vice versa, to look at problems from a new angle, to be both teacher and student. Tomorrow's illiterate will not be the one who can not read, but will be one who can not learn".[8]

The main feature of military education must be oriented toward the future. Military education will have to readjust to meet the needs of the Alliance, its doctrine, strategy and standards.

The most appropriate way to achieve this requirement is to conduct education in conditions as close to the reality of the battlefield as possible. When the classical field of training does not provide similar conditions, or at least close to those of the modern battlefield, it is recommended to use information technology based learning, known as computer assisted simulation training, which, in this case, is a tool for data storage, analysis and decision support, can be ensured at low costs, and can provide training at both individual level and at the level of commands and structures.

It is believed that training in simulation centres will increase the efficiency of force training, that they will perform better and will be more competitive.

This does not mean that in the future increased attention should not be paid to education fo the development of skills at procedural level, to develop skills in precision shooting or in the use of equipment.

Simulation training does not eliminate training in the battlefield, but it requires complete and very solid previous training, thus ensuring:[9]
- building the capacity to think effectively, appropriate to the needs of the battlefield;
- formation of the physical and psycho-moral potential necessary for the fulfilment of missions under effort extreme conditions, specific to war;

[7] *Ibidem*, p. 18.

[8] Lect. univ. dr. Vasile Nazaru - art. *Modernizarea învăţământului - între deziderate şi limite,* în revista Spirit militar modern nr. 4/2002.

[9] *Ibidem*, p. 38

- knowledge of military equipment, the building and development of skills required to use them effectively in the tactical field;
- knowledge of how to act, the building and development of action skills to perform the tasks.

In fact, the quality of graduate has the greatest importance to military education, since it is known that, through the quality of the military personnel (which the graduate will join), an army can be placed among modern armies or can lag behind them by a variable number of years or even decades.

Given these facts, the investment in the quality teaching staff should be considered profitable, having the exponential degree of amplification by multiple and lasting effects throughout the life of the entire army and it should be assumed as such, the individual becoming thus the most valuable resource of the organization .[10]

The beneficiary of the graduate from military education institutions are the military structures that will employ and use the graduate to carry out missions and tasks.

The means by which the beneficiary "orders" for the resource that it wants to use is the elaboration of the "graduate's profile" that incorporates a set of requirements referring to what the graduate receiving it must "be", "know" and "do".

This new triad of characteristics configures certain type of behavior by the graduate asked to carry out new roles that require form him/her certain social or professional skills.

Upon graduation from military education institutions (Academies of Forces), the young graduates are expected to possess the following **skills**: versatile fighter, educator, organization leader and citizen.

Consequently, it is obvious that in order to acquire the quality of "versatile fighter" and ltaer on that of "military leader", physical strength, resistance to physical and intellectual effort are not the only ones needed, but it also takes a strong mental side, flexibility in thinking and action. The individual trained to become a versatile fighter must have a positive attitude - that is to go "to the limit of his/her potential before accepting the idea of being it is defeated" and must be self-confident because "people are attracted by people displaying a high degree of confidence and follow them."[11]

The new requirements should be included in the curricula, in the syllabi and in the learning content, thus ensuring the training of staff in accordance with the needs of professional performance, the accomplishment of duties and of being a leader.

The competence of leader is exercised in the ensemble of process of the military action and of micro / macro human communities. The position of leader strongly interferes with the other skills.

The competence of military leader inextricably associates the leadership dimension with that of execution. Nowadays the leader can no longer be a simple user of tools and leadership methods. He is (and will have to be in the future as well) a leader of people and, when it is the case, a leader of military organizations.

On this basis, for example in modern armies, particularly the ones of the states integrated into NATO, a new doctrine of leadership based on four requirements was acquired:[12]

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[10] Concepţia reformei învăţământului militar, Ministerul Apărării Naţionale, Direcţia Învăţământului Militar, Bucureşti, 1995

[11] John Maxwel, *Dezvoltă liderii din jurul tău,* p. 49.

[12] v. *Leadership-ul Militar în Forţele terestre ale S.U.A.,* Revista Spirit Militar Modern, nr. 3/1993

– it conducts leadership during peacetime in order to be prepared for war!

– it develops the subordinated leaders!

– it forms leadership teams!

– it decentralizes leadership!

The competence of leader is the core integrating all the other competences. All the competences are concentrated in the quality of leader, which is given by the prominence of leadership.

The term "military leader" shows the way in which the future officer wants to be educated and perceived, following the activities that he conducted and his behaviour, namely as belonging to a professional elite, as highly professional human agent, able to integrate in different leadership structures.

The military leader expresses the fundamental goal of the military education system, causing and demanding appropriate educational strategies.

All these profile requirements are derived, as we mentioned, from the roles that the future military leader (commander) will have within the military organization, roles that H. Mintzberg groups in three broad categories:

1. **Interpersonal roles** - arising from the formal authority of the manager that imposes on him a series of interpersonal relationships manifested toward directing and coordinating the activity of subordinates (their involvement in various activities, promotion, dismissal, motivation, control) or to represent the organization in various official activities (the link between the organization and structures (institutions) or people outside the organization).

2. **Informational roles**

The leaders come to possess large amounts of information that they need to process, prioritize and, depending on the importance and purpose, transmit, undistorted, to those who should be informed.

The quality and veracity of the information distributed by him to subordinates, superiors, colleagues (inside and outside the organization) can influence the performance of the organization.

3. **Decision-making roles**

These are the most important in the activity of management, as they involve the leader in the elaboration of decisions regarding the continuous adaptation of the organization to the changes occurring in its environment or to the training and action methods of the subordinates in order be able to meet the requirements of their future positions.

By means of all activities meant to create the skill of commanders in future leaders, the ones involved in this undertaking will have to keep in mind the fact that "To be the leader of a group one must have real leadership skills to lead that group" and that "An officer / NCO can be called a commander but not a leader. In order for him to be a leader, he must demonstrate to his subordinates that he can lead them. "[13] It is to be understood that it is very difficult to be commander without being a leader as well.

At the same time, the future graduates, as commanders, will have to be able to train, in their turn, their subordinates, to form teams and cultivate individualities. By cultivating individuality, they fulfil one of the most important roles of the leader, namely that to train other leaders.

The leader, the military commander, is created by means of a guided, coherent, correctly oriented educational process.

The military leader - a graduate of military education institutions, regardless of the positions occupied, of the hierarchical level where he is within the

[13] Doctrina instruirii forţelor armate, *op. cit.,* p. 42.

military organization, is also a citizen.

His quality of citizen will have to be seen from several perspectives, namely:

- **officer - citizen** who lives in a community in which he will have to take responsibilities, to exercise certain rights and to have a certain behaviour, consistent with his status in society;
- **citizen - former member of the armed forces,** in a position of "beginner" in a new profession in a civilian area. During the training period for this position, the age when he walks into the new career - 35-40 years old - will have to be considered, an age which, in other fields, is considered on professional maturity consistent with full intellectual maturity as well;
- **citizen of the country of his birth and a citizen of Europe and the world**. This quality obliges the military leader to know elements of national and international law, to acquire certain values specific to a "world citizen", to take account of the public opinion, the media and to comply with their rigours. As a citizen, he must respect diversity, but he also must be attached to national values and to transmit them to his subordinates.

By what they know, what they do and how they do it, teachers, instructors and commanders can become models for students (future leaders), whom the latter will wish to become closer to during training.

Referring to this aspect, Oliver Goldsmith, a writer of the eighteenth century, wrote "People rarely improve when they do not have a model to follow beside themselves".

If the ruled, the trained will not have the opportunity to "see" what the teacher knows and "how much" he knows, they will not be able to pay him even the professional respect expected from them.

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TIME IN PROJECT MANAGEMENT TEACHING ISSUES IN ENGLISH

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Abstract: *Time is an essential issue in people's everyday lives. It is one determining category for human beings, it is defined by the culture a person belongs to, and it governs all his / her activities. Projects are intrinsically related to time since, basically, they are all future-oriented enterprises. In project management, an essential skill is to be able to estimate time accurately. There are specific vocabulary issues as well as specialized terminology related to time in Project Management. The present paper deals with time-related matters viewed from the perspective of the English teacher teaching students in Project Management.*
Key words: *time, project management issues, communicative activities, teaching*

Managing time is one of the most important issues in business. Actually, it starts from organizing personal time and it encompasses planning, controlling, and finally performing certain activities. Certainly, the idea of time management as such first appeared in a business related context, but quite soon in modern times it started to be used also for personal activities. People who had a lot to do started being interested in this aspect when they realized that after a long day's work, as they say it, they were extremely tired, but they had not accomplished much. So, different techniques and good practices were devised in the western world of business, all adding up to the idea that if you have something to do you had better do it right away so as not to let things crop up. Moreover, developing the skill of managing time became very important for business people, irrespective of their domains of activity and the levels they worked on within the organization.

All these were reasons why we considered it interesting to approach Time from the perspective of the English teacher who is teaching the language module in a Project Management study program. The paper starts with a few considerations about the importance of Time in Project Management, especially as far as project managers are concerned. The second stage is a list of the main vocabulary issues related to Time language-wise. Finally, we intend to give a few examples of activities to be performed in the English class by students in Project Management.

Project management issues related to Time

Time has the same crucial importance in Project Management. One may lose a great deal of credibility and money because of their poor skills in estimating the length of time needed to implement a project. Underestimating time will lead not only to missing deadlines, but also to putting the team and other people involved under unnecessary stress.

Quite often people, generally speaking, underestimate the amount of time needed to create and develop a successful project. This happens particularly when the project manager is not quite familiar with the tasks he or she will need to accomplish. Sometimes, they do not take into consideration things that may happen unexpectedly, unscheduled high priority work, potential errors, or things that may go wrong.

Obviously, the first step is to become fully aware of the outcome of the project, of the tasks involved and of the order in which tasks will have to be completed. The whole plan must be reviewed in detail, as well as every main task, so that there are no unknown aspects, and the best way to make a review is to just list all component tasks in full detail.

Time management includes the processes required to ensure the timely completion of the project. According to specialists,[1] it consists of five main stages:

- defining activities – establishing the necessary activities to be performed in order to produce the deliverables of the project;
- sequencing activities – establishing the order in which these activities are going to be performed and the dependencies between these activities;
- estimating the activity duration – estimating the amount of time and effort necessary for completing the tasks;
- developing a schedule – creating the project schedule based on the previous steps taken;
- controlling the schedule – managing any changes or adjustments that need to be made to the initial project schedule.

In order to be a successful project manager, one must be very skilful at managing time well. So, one must make sure they are productive for most of their time and avoid any person or activity that may make them waste time. If you are a project manager at the beginning of your activity in this field you may take into consideration the different strategies easy to find in the literature in the field and especially on the internet[2] with respect to this issue. Here are a few of them:

1. Make a plan together with your team and try to stick to it. If everyone knows what to do and when they are supposed to do it and if everyone has a plan with regular milestones to focus on, it is unlikely that the project manager will have to spend too much time dealing with issues brought about by misunderstandings and lack of clarity.

[1] According to http://www.business2community.com/product-management/time-management-in-project-management-0134426, accessed on 02.10.2012.

[2] http://www.projectsmart.co.uk/six-time-management-tips-for-project-managers.html, accessed on 04.10.2012.

2. Organize and conduct profitable meetings. For instance, it has been proven that it is best to avoid holding meetings where each team member should give a status update. Such meetings can be time consuming and the respective amount of time could be used by the team for brainstorming for new ideas and solutions to problems. The time allotted for the meeting and the agenda of the meeting should both be kept. One important aspect is also that of not making everyone sit through lengthy discussions if those discussions do not involve them all.
3. Do not get involved in every detail of the work. As you trust yourself to have selected the right team for the job, you should refrain from "doing the job yourself" and let them do what they know and what you selected them for. You must know when to say "no" to people who have a tendency to make you waste time just as you must to learn how to delegate responsibilities and find the right people to delegate them to.
4. Sometimes it is a good idea to create a "To do List". It will prevent you from getting distracted by other things and keep you focused on achieving the objectives proposed. Also, ticking off tasks from the list is bound to give a real sense of achievement and to serve as an incentive to continue the work.

English vocabulary related to Time

In English, Time is extremely relevant as it dictates the tense to be used. There is a huge difference between "recently" and "two days ago", just as there may be a difference between "I'm going to have a meeting with all stakeholders." and "I'm having a meeting with all stakeholders on Thursday at 4." The following are given as time expressions to be learned even by intermediate students[3]:

[3] Emerson, Paul, *Essential Business. Vocabulary Builder. The words and phrases you need to succeed,* Pre-intermediate to Intermediate, Oxford, Macmillan, 2011.

Past

in those days	*a couple of days ago*
many years ago	*the other day*
ages ago	*just* (a short time ago)
a little while ago	*just now* (a moment ago)

Present

at the moment	*nowadays* (these days)
right now	*right away* (immediately)
currently	*for now* (for a short time)

Future

in a minute	*from now on* (starting now)
as soon as possible	*in a little while* (soon)
in a few days	*sooner or later* (someday)

Here are some more useful phrases.

It ***lasted*** *for one hour.*

It ***took*** *me three hours to finish the report.*

The meeting is ***over****.*

The word "by" is used to mean "not later than".

I need your report ***by*** *Friday.*

Very often, the word "by" is used with the meaning "at the latest".

The phrase "by the time" means "when".

By the time he arrived, the meeting had started.

"Yet" is used in questions and negative statements in order to show that something has not happened, but probably will happen.

Have you made a decision yet? No, I haven't thought about it carefully enough yet.

It is important to remind our students, especially Romanians, that the word "actually" is not used with a time reference as it means "in fact/really".

Usually, the word "time" is used with the following verbs:

- **allow** time for somebody to do something
- **find** time to do something
- **fix/set** a time for something
- **(not) have enough** time to do something
- **run out of** time
- **save** time by doing something
- **spend** time on something/doing something
- **take** time to do something
- **waste** time on something/doing something

Since for project managers it is equally important and difficult to manage time and money, we may remind our students that "we *spend/waste/save/run out of* both time and money".

There are also other expressions with the word "time" such as *for the time being, in the meantime, in two weeks'/five years' time, in time for…*(early enough to do something), *on time* (at the correct time).

Another useful word in this domain is *schedule*, synonym to "timetable" or "program". Thus, a project can be:

- ***behind*** *schedule* (=late)
- ***on*** *schedule* (=going according to the plan)

- ***ahead of*** *schedule* (=early).

A person can "have a **busy/tight** schedule", "**update** the schedule" or "**build** something **into** the schedule". At the same time, *schedule* can be used also as a verb meaning "to arrange something at a particular time".

A *deadline* is a time or date by which somebody must complete his/her work. Everybody who is involved in a project knows this word and should be aware of its possible collocations:

- *to **set** a deadline*
- *to have a **strict** deadline* (=that must be obeyed)
- to have a **tight** deadline (=there is only just enough time)
- to **meet/make** the deadline (=to finish on time)
- to **miss** the deadline (=not to be able to finish on time).

Project Time Management – the English class[4]

First of all, Time can be approached through Speaking activities performed as dialogues between the students and the teacher or among the students. Here are a few examples of questions:

Task 1: Statistics show that schedule issues often cause the most conflicts on projects. **Why do you think this** is **the case?**
Task 3: Why do you think activity definition is the first process involved in project time management?
Task 5.b: In pairs, discuss each of the five criteria used for defining milestones. What do you think they refer to? Compare your answers with the whole class.

On the other hand, there are a few vocabulary issues related to Time that can be practiced in class as in the following examples:

Task 4: Look up in the dictionary and put down the definitions of the following words and phrases.
tabulation ____
leads and lags____
constraint____
assumption____
assignable____

Task 9: Match the following verbs and verbal phrases written with italics in the article with their definitions. If you are not sure, before checking up with the dictionary, read again the contexts in which they appear. Pay attention as some of them appear in the text as other parts of speech than verbs.

1. accomplish	a. to fall from your hands or from the initial position
2. burden	b. to delay doing something until later, usually something you do not want to do
3. dwell on	c. to succeed in doing something, especially something that you have been

[4] All the activities listed under this title are included in Ţuţuianu, Diana, *English for Project Management*, Editura Universităţii Naţionale de Apărare "Carol I", Bucureşti, 2011.

	trying to do for a period of time
4. leverage	d. to get something (back), especially something that is not easy to find
5. pile	e. to create a problem or serious responsibility for somebody
6. procrastinate	f. to happen without being expected
7. reach	g. to improve or enhance
8. retrieve	h. to make an organized and determined attempt to deal with a problem
9. shuffle	i. to give something to someone in authority because you have to
10. slip	j. to move your arm, hand etc towards something you are trying to touch or to pick up
11. sneak up on somebody	k. to end up in a particular place or situation because of certain circumstances or because of something that happened
12. surrender	l. to put a large number of things on top of each other
13. tackle	m. to use something a lot so as it no longer works or can no longer be used
14. wear out	n. to change the order of papers or other things in a group
15. wind up	o. to spend a lot of time thinking or talking about something unpleasant

However, the most recommendable activities are the ones integrating several skills, such as reading, speaking and listening or even all four skills. It is important to emphasize once more the importance of cooperative learning in English Language Teaching and all the more so in teaching English for Project Management. Working in pairs or groups will encourage students' participation and prepare them for working together with their teams in real life circumstances. Below there are a few examples of such activities:

Task 2. a: Read the following text[5] about the processes required to ensure time completion of a project. In maximum three words, give a title to each process, replacing the letters A to F. Compare your answers to those of your colleagues.

There are six main processes involved in project time management:

○ **A** involves identifying the specific activities that the project team members and stakeholders must perform to produce the project deliverables. An **activity** or **task** is an element of work normally found on the work breakdown structure (WBS) that has an expected duration, a cost, and resource requirements. The main outputs of this process are an activity list, activity attributes, milestone list, and requested changes.

○ **B** involves identifying and documenting the relationships between project activities. The main outputs include a project schedule network diagram, requested changes, and updates to the activity list and attributes.

[5] Adapted from Schwable, Kathy, *Information Technology Project Management,* Fourth Edition, Thomson Course Technology – a division of Thomson Learning, Inc., Canada, 2006.

o **C** involves estimating how many resources – people, equipment, and materials – a project team should use to perform project activities. The main outputs are activity resource requirements, a resource breakdown structure, requested changes, and updates to activity attributes and resource calendars.

o **D** involves estimating the number of work periods that are needed to complete individual activities. Outputs include activity duration estimates and updates to activity attributes.

o **E** involves analyzing activity sequences, activity resource estimates, and activity duration estimates to create the project schedule. Outputs include a project schedule, schedule model data, a schedule baseline, requested changes, and updates to resource requirements, activity attributes, the project calendar, and the project management plan.

o **F** involves controlling and managing changes to the project schedule. Outputs include performance measurements, requested changes, recommended corrective actions, and updates to the schedule model data, the schedule baseline, organizational process assets, the activity list and attributes, and the project management plan.

Taks 2. b: The original titles of the processes are listed below, but in the wrong order. Match A to F above to 1 to 6. Compare your answers from Task 2. a. with the original titles.

1. Activity resource estimating
2. Schedule control
3. Activity sequencing
4. Activity duration estimating
5. Activity definition
6. Schedule development

Task 5.a: Read the text[6] in the box. You will notice that the notions of *activity list*, *activity attributes*, and *milestone*, essential in project time management are explained in a rather complicated manner. Simplify their definitions, paraphrasing the information, so as to have three statements easy to understand.

The **activity list** is a tabulation of activities to be included on a project schedule. The list should include the activity name, an activity identifier or number, and a brief description of the activity. The **activity attributes** provide more schedule-related information about each activity, such as predecessors, successors, logical relationships, leads and lags, resource requirements, constraints, imposed dates, and assumptions related to the activity. They should be in agreement with the WBS and the WBS dictionary.

A **milestone** on a project is a significant event that normally has no duration. It often takes several activities and a lot of work to complete a milestone, but the milestone itself is like a marker to help in identifying necessary activities. Milestones are also useful tools for setting schedule goals and monitoring progress. To make milestones meaningful, some people use the SMART criteria to help defining them. These **SMART criteria** are guidelines suggesting that milestones should be: **S**pecific, **M**easurable, **A**ssignable, **R**ealistic, **T**ime-framed.

Task 7: In no more than 150 words, explain the resemblances and differences among the following schedule development tools: Gantt charts, critical path method, PERT, and critical chain scheduling. Which do you consider the most efficient and why?

After going through the syllabus theme dedicated to project time management, students will obviously be able to master and use appropriately not only items of vocabulary related to Time, but also concepts of Project Management related to Time. We dare say that the activities performed during this English lesson will also raise future managers'

[6] Adapted from *Information Technology Project Management.*

awareness with respect to the importance of accurate time estimation, thus ensuring a significant part of the respective project's chances of success.

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