

CZU: 378.11:374

## ORGANIZATIONAL CULTURE & MANAGERIAL COMMUNICATION – FACTORS OF ASSURING CONTINUITY BETWEEN HIGHER EDUCATION CYCLES

*Carolina ȚURCANU, Vladimir GUȚU*

*Moldova State University*

This paper addresses the issue of establishing a theoretical and methodological framework for achieving the connection between higher education cycles from the perspective of organizational culture and managerial communication. In this context, the level of realizing continuity is regarded as one of the indicators of organizational culture, and managerial communication - as a means of ensuring this level. It also establishes the guidelines for achieving the continuity and the attributions of the managerial structures in this respect.

**Keywords:** *organizational culture, managerial communication, continuity, higher education cycles, organizational structures, managerial attributions.*

### CULTURA ORGANIZAȚIONALĂ ȘI COMUNICAREA MANAGERIALĂ – FACTORI DE ASIGURARE A CONTINUITĂȚII ÎNTRE CICLURI DE ÎNVĂȚĂMÂNT SUPERIOR

În articol este abordată problema privind stabilirea unui cadru teoretic și metodologic de realizare a conexiunii între cicluri de învățământ superior din perspectiva culturii organizaționale și comunicării manageriale. În acest context, nivelul de realizare a continuității este privit ca unul dintre indicatorii culturii organizaționale, iar comunicarea managerială – ca un mijloc de asigurare a acestui nivel. De asemenea, se stabilesc liniile directoare de realizare a continuității și atribuțiile structurilor manageriale în acest sens.

**Cuvinte-cheie:** *cultură organizațională, comunicare managerială, continuitate, cicluri de învățământ superior, structuri organizaționale, atribuții manageriale.*

#### **Introduction**

Continuity between higher education cycles represents itself an approach and a principle that articulates different lineaments and types of links between higher education studies of licentiate, master, and doctorate programmes, so that they become continuity in time and space.

An overview of the topicality and opportunity of addressing this issue derives from the low level of connections between higher education cycles, what negatively affects their functionality and, consequently, the quality of professional training of future specialists.

Effective implementation of continuity is only possible under certain conditions when documents of educational policies and, in particular, curricular policies require this, and when educational management assures the realization of this process by valorification of its dominant functions: *diagnostication* of the current state of continuity between higher education cycles; *projecting* the realization of continuity between higher education cycles; *management* and *monitorization* of this process. In this respect, managerial communication is an important tool to ensure continuity between higher education cycles by motivating, informing and promoting these decisions at institutional level.

Given that managerial communication is a reflection of organizational culture, it is important to establish this interconnection in relation to the level of realizing continuity between higher education cycles.

#### **Continuity: Pedagogical Concept and Object of Institutional Management**

The term “*continuity*” in philosophical perspective disseminates distribution and uninterrupted succession in space and time of the structure and dynamics of the matter, and also a condition of the development process.

From the pedagogical perspective, continuity is treated as a principle. “Accepting and promoting continuity as a principle highlights the self-confirming character of these dimensions. The role and importance of continuity in education is ensured and strengthened by the very continuity of educational theory and practice.” [1, p.27].

S.Cristea treats continuity as a “strategic objective, methodological principle, and also as a layered condition required for integral realization of the general functions of the education system” [2].

From the psychological perspective (A.Neculau, M.Zlate) *continuity* is approached as a methodological principle and as a means/tool that could liquidate the gap that exists in the education cycles [3].

M.Zlate approaches continuity as an integral process of personality development, as psychological phenomena, which is in a constant development and formation [4].

In its capacity as a pedagogical principle, continuity at the level of direct process requires teachers to organize learning tasks in a logical order, according to a particular system. The principle is based on the inclusion of new information in the amount of the available information: "every experience is also experiencing the next experiences" [5].

Generally, by continuity is meant the fact, the attitude of being continuous, the state of what is continual, continuous character, permanent/ uninterrupted connection. Continuity means the quality of being continuous.

As O.Dandara states, "continuity must persist both in the educational system and in the educational process, both at the conception and projecting levels, and also at the operational level. At the level of projecting some directions of development of the educational system and process by shaping educational policies, the role of continuity is indisputable. Respecting this principle favors the outline of a clear vision of the social development perspective through education and determines the ways of involving the various resources and means. The presence of continuity generates consecutiveness and systemic approach, but these dimensions of educational policy are the essence of success by creating the premises necessary to carry out some actions. Continuity, as a dimension of educational policy, is due to the nature of things because it is also reflected in the context of the educational strategy at the level of system and process" [6, p.27-28].

"The projecting of an educational system based on the principle of continuity determines the functional relationship between the educational system as a subsystem of the social system and the relation between the context and the educational action. The interference between the educational system and the educational process is also realized on the basis of continuity principle. The continuity of the system is appreciated as a condition for the continuity of the process. Complementarisation of educational system levels lies in the presence and realization of continuity. Continuity therefore determines the conditions that ensure the functionality of the educational system, its dynamism, vitality, the possibility of development and amplification, as well as the perspectives of the qualitative change" [7, p.28].

Continuity can be addressed from a managerial perspective and also as a principle. It can also be considered as a condition for quality assurance in education and the development of organizational culture, in the given case the university one. Continuity on managerial dimension primarily focuses on its main functions: continuity in projecting study programs for higher education cycles; organization/realization, evaluation, monitoring of the educational process in different higher education cycles; decision making, managerial communication, etc.

At the same time, the continuity as a dimension of the initial professional training in cycles is the "object" of the educational management. In this respect, ensuring continuity between higher education cycles can and must be conceptualized, processed, realized, monitored by distributing these tasks to the respective managerial structures, which in bigger part determine the organizational culture of the higher education institution.

### **Continuity Between Higher Education Cycles: Organizational Culture Factor**

In order to determine the influence of the organizational culture factor on the continuity of the higher education cycles, it is necessary to specify the concept of *organizational culture*, what is extremely difficult to achieve due to the existence of more approaches and definitions.

Most authors in their attempt to define "*organizational culture*" start from the definition of "*culture*" in general.

"Culture is a system of dynamic values, created as a result of human conscious spiritual activity, meant to overcome a certain biological existence. So biological existence as such does not guarantee culture. To achieve a level of culture, a spiritual activity is required, which generates the creation of values. Only the system of values that dominates a group of people provides the culture of this group" [8, p.38] in this sense, culture expresses the way a human community exists by overcoming its biological determinants. "As a structure, culture represents a structure of values, norms, carriers of values, processes and mechanisms that give a socio-cultural dimension to a human community" [9, p.23].

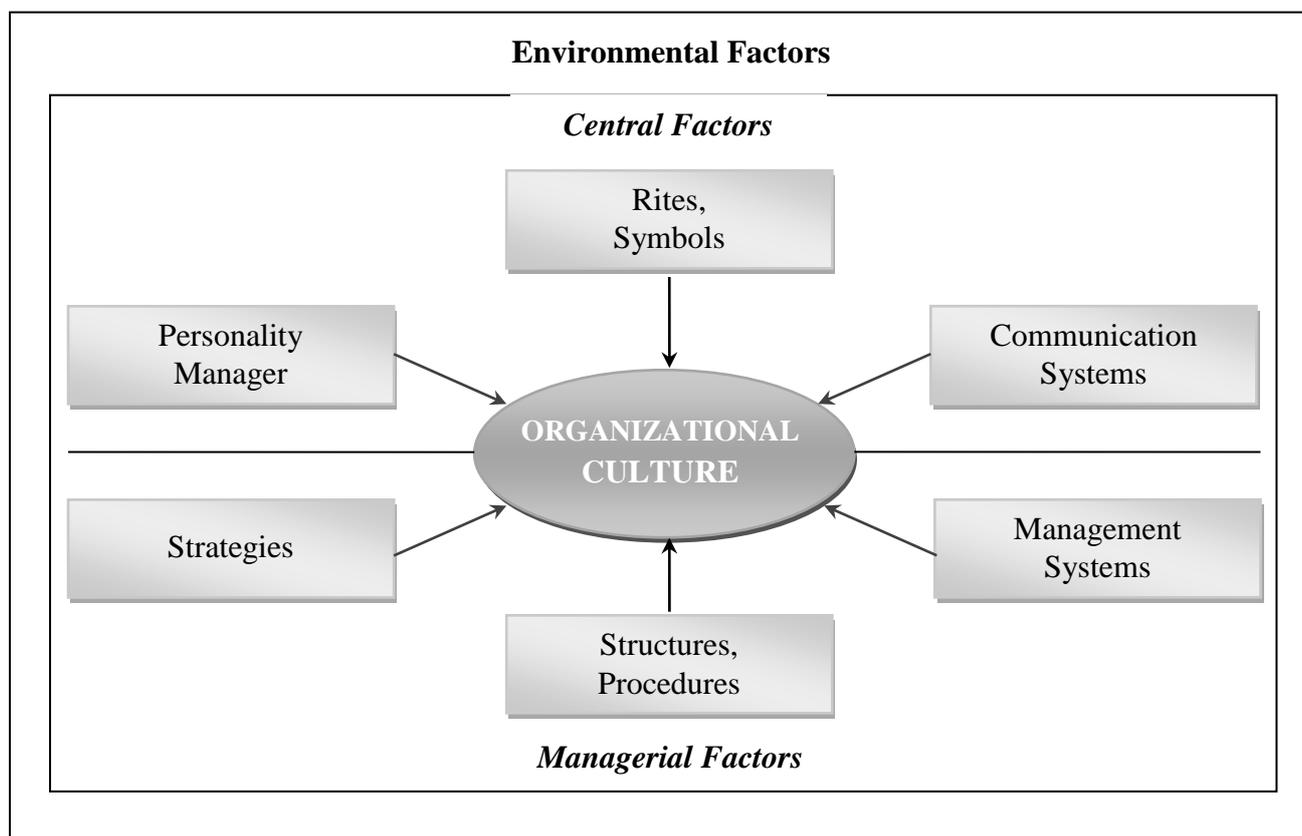
"The culture of an organization represents stable and common characteristics that make it possible to differentiate one organization from another" (Robins, 1984). An extensive definition of organizational culture

is found in W.Ouchi: organizational culture is "the symbols, ceremonies and natures that express the core values and beliefs of an organization and its members". "Organizational culture is a specific complex of values, leading beliefs, representations, meanings, and ways of thinking shared by members of an organization that determine modes of behavior inside and outside the organization and are passed on to the new members as the correct ones" [10, p.2, 3].

Taking into account the various definitions in the literature on the issue under discussion, V.Gh. Cojocaru concludes with reference to the nature of organizational culture the following:

- culture is actively created by the actions of the people in the organization and is not "given";
- culture is imprinted in the minds of the members of the organization and exists as a perception or as a socially accepted definition;
- culture is shared, refers to agreed and accepted standards of behavior, represents values and beliefs, is the social "glue" that strengthens the organization;
- culture is passed on to new members of the organization through a process of social integration;
- culture is an atmosphere and refers to "how to work in this organization";
- culture represents behavioral patterns, that refer to "how things are done with us".

Organizational culture is determined by three categories of factors: environmental factors, central factors and managerial factors [11, p.174]:



**Fig.1.** Categories of Factors That Determine Organizational Culture [12, p.88].

Most researchers, who are concerned about the given issue, state the existence of a link between organizational culture and its performances, between organizational culture and managerial culture as an integral part of the latter. Managerial culture is driven by leadership styles, communication styles, value systems, and historical experiences.

Managerial culture focuses on three directions: anticipation, action (implementation), mobilization and constitutes a determinant factor of strategic management. Many aspects need to be considered in order to achieve a cultural change [13, p.197-198]:

- 1) identifying and analyzing existing mental models, patterns of thought, behaviors and practices in the organization that need to be changed if necessary;
- 2) ensuring that the elements of organizational culture are consistent with the vision, mission, strategies, goals and external environment of the organization;
- 3) ensuring transparency and insistence in promoting organizational culture;
- 4) participatory approach to deep cultural change through ensuring communication, through awareness, conviction, participation, personal motivation;
- 5) changing managerial style, improving practices and organizational structure [14].

Thus, organizational culture (including the managerial one) has a significant influence on the functionality of the institution, on the results obtained, is an indispensable component of institutional policies and strategies.

Analyzing continuity as a dimension of higher education" from the perspective of organizational culture we can deduce the following:

1. Effectiveness of achieving continuity between higher education cycles (at the level of goals, content, process, management, etc.) determines the level of organizational culture, becomes an indicator of it and an aspect of the institutional development strategy.

2. Organizational/ managerial culture of a high degree of development ensures both the strategic and the operational/ practical implementation of the principle of continuity at the institutional level and, first of all, between cycles: bachelor (licentiate), master, doctorate.

In fact, this interconnection between managerial/organizational culture at the level of organizing continuity in higher education is largely determined by the efficiency of managerial communication.

Continuity Between Higher Education Cycles: Managerial Communication Factor

Communication is unanimously recognized as *the key to organizational excellence and effectiveness*. No matter how strong an institution is, it can not function properly without a good communication system. Communication is what keeps the institution together and makes it work. The effectiveness of communication is vital to the effectiveness of the entire organization, and the manager of the institute is empowered to ensure good communication in the institution under management.

**Communication** is one of the core elements of the institution's management, along with the functions of planning, forecasting, organization, training and coordination, command and control – that are finally realized with the help of and through communication.

At the interpersonal level, through communication, the manager understands the employees/ collaborators being understood by them; he guides, motivates, solves conflicts, sends instructions, evaluates employees/ collaborators.

At educational institution level, managerial communication is oriented not only to the transmission of messages, but also to changing mentalities and their psychological adaptation to the objectives of the institution. And on the quality of managerial communication depends on the mode how the human resource of the institution is used, and in particular the productivity, the quality of the employees' work, as well as their professional satisfaction.

*Communication*, from a managerial perspective, is seen as *a process* of understanding between people by help of the transfer of information in order to obtain stability or change of individual or group behavior.

*The goal of managerial communication* in any organization is to achieve accurate, efficient and effective information both vertically and horizontally in order to realize optimal internal and external demands and in accordance with established management and organizational objectives.

*Managerial communication* has *specific objectives* subordinated to the strategy implemented by the institution and is carried out in a specific organizational context. Under these circumstances, managerial communication aims at the following:

- Ensuring the communication climate necessary for the smooth running of the work.
- Implementation of change and high performance of the institution, organization.
- Creating and sustaining a good image of the institution [15, p.330-331].

Regardless of the type of communication that is being done, *the process of managerial communication is a decision-making process*. The communication of a decision, which is part of the activity of a manager, cannot be done superficially. Adding here the human and contextual aspect, we can understand the complexity and importance of the effectiveness of the managerial communication process.

Structured image of two important processes in a manager's activity: decision making and its communication (see Table 1).

Table 1

**Decision-Communication Relationship in Managerial Activity** [16, p.334]

Decision-Making Process		Communication	
Stages	Characteristics	Stages	Characteristics
Preparation of decision	Analysis of situation Setting objectives Collecting information	Preparation of communication	Choice of communication form Establishment of communication purpose Establishment of communication place and moment Knowing receptors
Taking decision	Developing variants of decisions Analysis of advantages and disadvantages Choice of optimal variant	Communication of message	Formulation of concise messages on subject Tracing indices to show understanding Careful usage of non-verbal language and using voice properly
Implementation and control of application	Application of decision Control of application Necessary correction	Control of understanding the message	Feedback

Therefore, *managerial communication* is a fundamental element that stands at the basis of functions of information, decision making, motivation, image creation, training, promotion of organizational culture, etc.

This potential of managerial communication also can and should be valorificated in the realization of institutional policies with regard to continuity between higher education cycles.

**Some methodological aspects of valorificating the organizational and communicative framework in achieving continuity between higher education cycles**

The methodology of valorificating the organizational and communication framework for achieving continuity in higher education focuses on the following provisions:

1. Correlation of managerial communication functions with the dimensions and objectives of achieving continuity between higher education cycles.
2. Hierarchical distribution of the responsibilities/attributions of the managerial/organizational structures regarding the promotion, management of achieving continuity between higher education cycles.

The proposed methodology can be presented in form of a table (see Table 2).

Table 2

**Managerial Communication Functions versus Actions for Achieving Continuity Between Higher Education Cycles**

No	Functions	Actions and Dimensions of Achieving Continuity Between Higher Education Cycles
1.	Informing	<ul style="list-style-type: none"> <li>• Informing managerial teaching staff (directly-indirectly) about the state of achieving continuity between higher education cycles.</li> <li>• Informing teaching staff, managers about intentions/investigative strategies for achieving continuity between cycles of higher education.</li> <li>• Informing teaching staff, managers about the activities/actions planned for achieving continuity between higher education cycles.</li> <li>• Informing managers, heads of institutional structures about their involvement in the respective activities.</li> </ul>

2.	Transmitting decisions	Regarding the following: <ul style="list-style-type: none"> <li>• Concept / strategy for achieving continuity between cycles of higher education (approved by the Senate or another authorized structure).</li> <li>• Regulation (other document) to achieve continuity between cycles of higher education at the level of: <ul style="list-style-type: none"> <li>- Qualifications framework;</li> <li>- University curriculum;</li> <li>- Education process;</li> <li>- Research.</li> </ul> </li> <li>• Introduction of changes in the functionalities of the managerial structures with reference to the achievement of continuity between higher education cycles.</li> <li>• Creation of monitoring groups to assess the effectiveness of achieving continuity between cycles of higher education.</li> </ul>
3.	Training teaching staff, managers	<ul style="list-style-type: none"> <li>• Organization of seminars, round tables on teacher staff training in order to achieve continuity between the higher education cycles at the stage of delivery of the teaching-learning-evaluation process, etc.</li> </ul>
4.	Motivating teaching staff, managers	<ul style="list-style-type: none"> <li>• Salarization based on performance in the effective realization of continuity in the teaching of some subjects in the gradual formation of competencies.</li> <li>• Publication/projecting of methodological articles/guidelines.</li> <li>• Inclusion in different expert groups.</li> <li>• Etc.</li> </ul>
5.	Promoting organizational culture	<ul style="list-style-type: none"> <li>• Valorification of performance in achieving continuity between higher education cycles.</li> </ul>

University autonomy and regularities of organizational functioning allow each higher education institution to establish structures and their responsibility to achieve interconnection and continuity between higher education cycles (subsystem) from a managerial perspective (*see* Table 3).

Table 3

### Management of Achieving Continuity Between Higher Education Cycles

Institutional Structures Higher Education Cycles	Department of studies/curricular development	Research Department	Quality Assurance Committees	Departments / Chairs
<i>Function:</i> Analytical-Informational/Diagnostic				
General Actions	<ul style="list-style-type: none"> <li>• To propose a unique mechanism for diagnosing, collecting and to interpret data on the functionality of cycles I, II, III.</li> <li>• To form a database on the functionality of higher education cycles.</li> <li>• To analyze data in a comparatively on cycles.</li> </ul>	<ul style="list-style-type: none"> <li>• To propose a unique mechanism for diagnosing, collecting and interpreting data on research activity in cycles I, II, III.</li> <li>• To form a database on the state of the research activity within the educational cycles.</li> <li>• To analyze and prepare data comparatively on cycles.</li> </ul>	<ul style="list-style-type: none"> <li>• To organize and process the data on diagnosing functionalities of higher education cycles.</li> <li>• To propose suggestions for improving the functionality of higher education cycles.</li> <li>• To ensure and realize data interpretation comparatively on cycles.</li> </ul>	<ul style="list-style-type: none"> <li>• To organize and process data on functionalities of cycles in a specific field, domain.</li> <li>• To provide institutional departements and quality assurance committees with the relevant data and suggestions.</li> <li>• To ensure and realize the interpretation of data comparatively on cycles.</li> </ul>

<i>Function: Motivational</i>				
General Actions	<ul style="list-style-type: none"> <li>To analyze and proposes solutions for the manifestation of social, professional and cognitive motives for students in higher education cycles.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure and promote the scientific researches on the motivational peculiarities of the students in the respective higher education cycles.</li> </ul>	<ul style="list-style-type: none"> <li>To appreciate the level of social, professional and cognitive motivation of students in higher education cycles I, II, III.</li> </ul>	<ul style="list-style-type: none"> <li>To establish the system of motives-documents for the higher education cycle.</li> <li>To develop the spectrum of reasons from one cycle to another.</li> <li>To provide motivation of students through different forms and means, ensuring continuity by redimensioning the finalities and didactic strategies.</li> </ul>
<i>Function: Projecting / Forecasting</i>				
General Actions	<ul style="list-style-type: none"> <li>To establish problems connected with continuity between higher education cycles.</li> <li>To formulate institutional policies to achieve continuity between higher education cycles as guidelines in planning the activities of faculties and departments.</li> <li>To manage the projecting process at institutional level.</li> </ul>	<ul style="list-style-type: none"> <li>To propose the mechanism of projecting achievement of continuity between higher education cycles.</li> <li>To organize express -researches on the efficiency of continuity and interconnection between higher education cycles.</li> <li>To stimulate broader problem research projects.</li> </ul>	<ul style="list-style-type: none"> <li>To valuate and appreciate the quality of projects/programs to achieve continuity and interconnection between higher education cycles.</li> <li>To propose suggestions for perfecting the respective projects/programs.</li> </ul>	<ul style="list-style-type: none"> <li>To design the activity in order to efficiently achieve the continuity and interconnection between the higher education cycles on different dimensions: finalities, contributions, processes, relationships, etc.</li> </ul>
<i>Function: Organization / Coordination / Implementation</i>				
General Actions	<ul style="list-style-type: none"> <li>To coordinate at institutional level the achievement of continuity between higher education cycles.</li> </ul>	<ul style="list-style-type: none"> <li>To coordinate at institutional level the achievement of continuity in the research field between higher education cycles.</li> </ul>	<ul style="list-style-type: none"> <li>To monitor and evaluate the quality of managing the products of achieving continuity between higher education cycles at institutional and faculty level.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure and carry out the coordination/ implementation of projects on the continuity between higher education cycles at the faculty/department level.</li> </ul>
<i>Function: Monitoring and Adjustment</i>				
General Actions	<ul style="list-style-type: none"> <li>To ensure effective monitoring and evaluation of the continuity between higher education cycles at institutional level.</li> <li>To propose suggestions and mechanisms for adjusting and streamlining this process.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure effective monitoring and evaluation of the continuity between higher education cycles on the research and innovation dimension.</li> </ul>	<ul style="list-style-type: none"> <li>To appreciate the quality of monitoring and evaluation of achieving continuity between higher education cycles.</li> <li>To propose suggestions for adjusting and streamlining this process.</li> </ul>	<ul style="list-style-type: none"> <li>To carry out self-evaluation of the efficiency of continuity between higher education cycles.</li> <li>To introduce respective changes in achieving continuity between higher education cycles.</li> </ul>

In the context of these functions and managerial approaches, communication plays an important role in ensuring continuity between higher education cycles. Namely, through communication as a managerial tool, other managerial approaches are valorificated, taking into account the specifics of the higher education cycles.

In order to establish the real state of effectiveness of achieving continuity and interconnection between higher education cycles on the managerial dimension, an extensive study of organizational culture in all its forms of manifestation is needed.

At the same time we have questioned managers and teachers from different higher education institutions in order to establish their perception of the level of achievement of continuity between the higher education cycles.

The results of the questionnaire are as follows (see Table 4):

**Table 4**

**Assessing the Level of Achieving Continuity Between Higher Education Cycles  
on the Following Dimensions: *Organizational Culture Reflections, Academic Curriculum, National  
Qualifications Framework, Occupations Classifier, Institutional Management,  
Managerial Communication***

No	Dimensions	Teachers			Managers		
		To a great extent	To an average extent	To a small extent	To a great extent	To an average extent	To a small extent
1.	<b>Academic Curriculum:</b>						
	1.1. Education Plans		60%	40%			
	1.2. Curricula on Academic Subjects		50%	50%			
	1.3. Academic Textbooks		10%	90%			
	1.4. Study Process		60%	40%			
	1.5. Academic Evaluation Process		70%	30%			
2.	1.6. Research Process		80%	20%			
	<b>National Qualifications Framework</b> (domain Education Sciences)		80%	20%			
3.	<b>Occupations Classifier</b> (domain Education Sciences)		30%	70%			
4.	<b>Institutional Management</b>						
	4.1. The attributions of the managerial structures with regard to ensuring the continuity between cycles of higher education		10%	90%			
	4.2. The correlation of managerial activities between managerial structures to ensure continuity between cycles of higher education		10%	90%			
	4.3. Projecting managerial activities to ensure continuity between cycles of higher education		40%	60%			
5.	4.4. Managerial activities on the assessment of the level of achieving continuity between cycles of higher education		10%	90%			
	<b>Managerial communication as a factor for achieving continuity between cycles of higher education</b>		40%	60%			

The analysis of the data obtained from the questioning of teachers and university managers allows us to identify some trends in the state of achieving continuity between higher education cycles.

It should be noted that the data on different variables is very contradictory. If on the "Education Level" variable both teachers and managers indicate that continuity between higher education cycles is achieved to

an average extent (60%) and to a small extent (40%), on the "Academic Curricula (Programs)" variable respondents indicate that continuity is achieved to an average extent (50%) and to a small extent (50%), while on the "Academic Textbooks" variable, only 10% of respondents indicated that academic textbooks provide continuity to an average extent and 90% to a small extent (most of the teachers mentioned that there are too few academic manuals, first of all, for the master's higher education cycle and practically no manuals for doctoral higher education studies).

We have determined a negative trend on the variable "*Occupations Classifier as a factor for achieving continuity between higher education cycles*". Practically everyone, managers and teachers did not appeal to this document in developing Education Plans and Disciplinary Curricula for higher education cycles.

It should be noted that the respondents have never attempted to establish/appreciate the relationship between organizational culture and efficiency of continuity between higher education cycles and vice versa.

At the same time, they mention the dominant role of managerial communication (primarily on vertical) in ensuring continuity between higher education cycles. In their view, namely from the institutional managerial structures must come the strategies and mechanisms for achieving the continuity between the higher education cycles. The highest is appreciated the efficiency of achieving the continuity between the higher education cycles on the dimension "*Scientific Research*" - 60% to a great extent, 40% to a small extent. We have also identified a specific trend for higher education. Most teachers and managers associate the process of achieving continuity between higher education cycles with study subjects, qualifications, professional skills, and less with traditions, values, management, didactic technologies, relationships, etc.

### Conclusions

The approach to achieving continuity between higher education cycles from the perspective of organizational culture and managerial communication determines the need to establish/identify new opportunities to ensure the efficiency of this process.

On the one hand, organizational culture as a system of values, traditions, experiences, influences significantly the image, functionality, institutional results, on the other hand that it itself is formed on the basis of these variables and the connections between different structural elements that create the academic framework. In this respect, the level of achieving continuity between higher education cycles is an important aspect of organizational culture, including the dimension of institutional unity.

In this context, managerial communication as an expression of organizational culture is a tool for promoting institutional policies, including those in the field of continuity between higher education cycles.

The analysis of the results/data obtained from the questioning of teachers and managers from different higher education institutions allows us to ascertain the following:

- Managers and teachers, although aware of the need to achieve continuity between higher education cycles, do not link this problem's solving to the organizational culture level of their institution, or the level of managerial communication within the institution.
- Most of the teaching staff is strongly focused on the subjects they teach without correlating with what has been taught and what needs to be taught further.
- At the same time, both managers and teachers see the achievement of continuity between higher education cycles only at the level of the Educational Level, or the professional finalities of higher education cycles. Although the teachers questioned never resorted to the comparison of the finalities on the higher education cycles in terms of the continuity and the role of the disciplines that they teach in the realization of this process.
- It should be noted that most managers and teachers did not resort to *the National Qualifications Framework, the Occupations Classification, and the Reference Framework of the University Curriculum* as factors and tools to ensure continuity between higher education cycles. It requires a statement that managers and teachers are confident that this problem is less relevant to them, and more depends on the leadership of the respective higher education institution.

**General conclusion:** The valorification of organizational culture and, in particular, managerial communication to ensure continuity between higher education cycles creates new perspectives for the development of higher education.

**Bibliography:**

1. DANDARA, O. *Continuity - Inherent Dimension of Educational Phenomenon*. In: Journal of Educational Theory and Practice "Didactica Pro...", Chișinău: Educational Center PRO DIDACTICA: Editorial-polygraphical house „Bons Offices” S.R.L., nr.5-6(39-40), 2006, ISSN 1810-6455, p.27-29.
2. CRISTEA, S. *Encyclopedic Pedagogy Dictionary*. Volume I. București: Didactica Publishing House, 2015. 831 p.
3. NECULAU, A. *Adults' Education*. Iași: Polirom, 2004. 224 p.
4. ZLATE, M. *Introduction to Psychology*. Iași: Polirom, 2000. 416 p.
5. DEWEY, J. *Fundamentals for an Education Science*. București: Didactic and Pedagogical Publishing House, 1992. 368 p.
6. DANDARA, O. *Op.cit.*
7. Ibidem.
8. COJOCARU, V.Gh. *Education Reform: Guidelines, Objectives, Directions*. Chișinău: Știința Publishing House, 1995.
9. HOFFMAN, O. *Management. Socio-Human Fundamentals*. București: Victor Publishing House, 1999.
10. IOSIFESCU, Șt. (coord.) *Educational Management Manual for School Units Managers*. București: Pro Gnosis Publishing House, 2000.
11. RUSU, C. *Change Management*. București: Economic Publishing House, 2003.
12. COJOCARU, V.Gh. *Change in Education and Managerial Change*. Chișinău: Lumina, 2004. 336 p.
13. RUSU, C. *Op.cit.*
14. COJOCARU, V.Gh. *Op.cit.*
15. GUȚU, Vl. (coord.), COJOCARU, V., COJOCARU, T., ȘEVCIUC, M., ANDRIȚCHI, V., POGOLȘA, L., DARIU, L., DANDARA, V., MURARU, E., CHICU, V., SOLOVEI, R., DANDARA, O., POTÂNG, A., SEMIONOV, S., POSTĂN, L. *Educational Management. Methodological Guide*. Chișinău: CEP USM, 2013, 532 p.
16. Ibidem.

\* *The article was developed within the institutional project 15.817.06.23F The concept and the methodology for achieving the connection and continuity between and within higher education cycles from the perspective of the qualifications framework and the occupations classifier.*

**Data about authors:**

**Carolina ȚURCANU**, PhD, Research Professor, Scientific Research Laboratory *Development of Educational Policies*, Moldova State University.

**E-mail:** carolina.turcanu@gmail.com

**Vladimir GUȚU**, PhD in Pedagogy, University Professor, Head of Scientific Research Laboratory *Development of Educational Policies*; Dean of Faculty of Psychology and Education Sciences, Sociology and Social Work, Moldova State University

**E-mail:** vladimir.gutu@yahoo.com

*Prezentat la 20.05.2019*