INFLUENCE OF ORGANIZATIONAL CULTURE ON EDUCATIONAL INSTITUTIONS

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Abstract: *In this article, our intention is to induce a positive vision at institutions management level of any profile, inclusively scholar, to form their personality and a broader visibility, ground for organizational authority and prestige. We try to clarify aspects regarding organizational culture as it is perceived at educational institutions levels. Also we debated the influence and importance of leadership regarding educational organizations.*

Key words: *education, organizational culture, leadership*

1. Organizational rules

Any type of organization has specifically some regulations of organization and operation. These can be *formal regulations* (norms of loyalty, dress norms, performance standards, and rules for assigning rewards) and *informal regulations* (Gary Johns)[49]. **Formal or official regulations** related to organizational nature, referring to job descriptions, internal regulations, rules of organization and operation. They refer to the obligations concerning work program, being at work, receiving visitors, punishment and reward employee information confidential, cooperation to accomplish the tasks. In schools includes restrictions on punctuality to class entry, teachers and students dress, making planning, methodical commissions activation, making school service, attendance sheet writing, teaching compliance with management demands, frequency and accuracy of grading etc.

Informal regulations and regulations are not registered have not binding. Among these we mention the anniversary of birthdays, school day, retirement celebration, shared meals due to promotions, marriages, baptisms,

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[49] **Gary Johns**, *Comportament organizaţional*, Bucureşti, Editura Economică,1998.

etc. end of the school year. Such rules may have the appearance of rituals, such as:

- *rites of passage* (determined by promotion and "passing" in a higher position);
- *rituals of degradation* (loss of jobs, function degradation);
- *recognition rituals* (thanks with champagne due to employees achievements);
- *rituals of renewal* (a new school year);
- *Integration rituals* (freshmen prom and receiving new pupils).

Rituals in the form of ceremonies serve emotional stimulation and emotional coherence within the group or team. They are an expression of both pride and formulas for socializing.

2.   **About organizational culture**
The word *culture* is used to represent the spiritual and physical aspects that a particular human collectivity has passed from one generation to another." Culture includes "*all beliefs, values, behaviors, institutions and other results of thought and human labor that are socially transmitted within a collectivity*"(American Heritage Dictionary, 2000). From here was made (derived) the concept of *organizational culture* as "*integration model of human behavior that includes ways of thinking, language, action and artifacts, and which depends by human capacity on learning and transmitting knowledge to future generations*"(Webster's New Collegiate Dictionary, 1961).
Organizational culture includes a set of elements that recognize and customize the personality of a group. It includes formal and substantive elements, although we know that often "formality" (as appearance) testifies to the quality of the group, called the organization. **Thomas J. Peters** and **Robert H. Waterman** defined organizational culture as "*a dominant and coherent set of values shared by members, induced by symbolic means"*. **A. Strati** (1992) states: "*Culture is a set of symbols, beliefs and behavior patterns learned, produced and recreated by people who devote their energy and life's work to an organization. Is expressed in the design and organization of work, built culture events and into the services the organization produces"*. **Ovidiu Nicolescu** and **Ion Verboncu** (1999) defined organizational culture as "*a set of values, beliefs, aspirations, expectations and behaviors shaped over time in each organization prevailing into it and conditioning directly and indirectly functionality and performance"*. Organizational culture, by **D. Iacob, D. M. Cismaru** (2002) can include following elements: „*regular behavioral actions that occur between individuals (rituals, ceremonies, and languages), the rules accepted by all employees, philosophy pursued by the organization's policy, rules for integrating new employees, feeling or climate"*. Organizational

culture *"involves rituals, symbols and stories associated with categories of persons offering an insight into the beliefs and values of people, on things that are important to them and the reasons behind these choices"* according to *Americans* **Dygert C.B., Jacobs R.A**., (2006). **Louis V. Gerstner**, one of the managers with a role in reviving **IBM,** says: "*Organizational culture is what people do without being told. It's one of the easiest definitions and more relevant to this concept, unclear to many. And if we apply this definition to organization around us then surely we learn new things about present organizational culture*". Motivation is invisible beyond the easily observable aspects of an institution, is also a social energies able to cause people to act. It is about what constitutes an individual's personality, including intangible behavioral elements unwritten, but with a lobbying capacity extremely effective[50].

Other definitions of organizational culture:

• *Organizational culture* is the personality of an organization (McNamara 1997)

• *Organizational culture* is unitary members thought of a group that distinguishes them from other groups. (Hofstede 1991)

• *Organizational culture* is defined by models of values and beliefs shared that produce, over time, behavioral norms adopted in solving the problems of the organization. (G. Hofstede, 1991)

• *Organizational culture* is a model of common assumptions that the group learned them together with problem solving, which proved functional and were considered valid sufficiently to be sent to new members as the correct way to perceive and address similar issues that arose after. (E. Schein, 1996).

Common denominators of above definitions could be:

• organizational culture includes an integrated model of human behavior: values, ethical standards, symbols, beliefs, aspirations generally accepted by most of the members making up the organization;

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[50]**W. G. Ouchi** (1981) defines organizational culture as "*a set of symbols, ceremonies and myths that communicate beliefs and basic values of the organization to its members*". **T. Peters and R. Waterman** (1982) considers organizational culture as "*a coherent and dominant set of shared values, transmitted through symbolic means such as stories, myths, legends, slogans, anecdotes, stories*". **André Laurent** (1981) considers that organizational culture reflects "*assumptions about customers, employees, mission, its products, assumptions that have worked well in the past and have been translated into attitudes, behaviors, expectations, about what is legitimate about desired ways of thinking and acting*".

• these components are formed over time and become increasingly stronger;

• behavioral model is characteristic and dominant, is stable over time;

• organizational culture characterizes all members of an organization or most of them;

• organizational culture plays an important role in integrating members and in adapting the organization to the external environment;

• organizational culture take into account the materials results of the organization and is expressed through the products and services it provides."

In conclusion, we agree with the following definition for organizational culture: *"represent all the values, beliefs, attitudes, norms specific to institutions that give its identity, have relatively stable character and significantly influence the success or failure of the members and the organization as a whole".* Or organizational culture is defined as *"a specific complex of values, driving beliefs, representations, understandings, ways of thinking shared by members of an organization, which determines how these will behave inside and outside the organization that are sent to new members as correct"* (Ş. Iosifescu, 2000) [51].

An organization that has a culture can be simply observed by any "viewer". It's about building design, parking space and facilities surrounding, the name displayed and its elegance, quality offices, furniture, cars of the employees, bureaucratic staff dress code differentiation, his overall kindness etc.

Organizational culture related to quality ambience and formal and aesthetic aspects of space of activity. A school without organizational culture has dirty windows, old advertising, dirty hallways, classrooms damp, insufficient illumination generally inhospitable surroundings that looks like a Bacovian "graveyard of youth". Such an atmosphere is tolerated by teachers insufficiently attached vocational, that make from profession an administrative activity. Beyond the indolent "forms" are hiding attitudes, strategies, activities, superficial formulas that generate inefficient learning and indecent educational formalism. Edgar Schein[52] (1993) defines organizational culture as "a pattern of common basic values, which the group has learned as they solved problems related to external adoption and internal integration, that worked at least well and thus has earned right to validity and right to be presented to new members

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[51] Prof. **Serban Iosifescu**, senior researcher at the Institute of Education Sciences (lab head "Educational Management"), President ARACIP. wrote: *Management educaţional* (2000), *Managementul calităţii* (2001).

[52]**Edgar Schein**, professor at the MIT Sloan School of Management had a notable contribution in the field of organizational development. Use for the first time the term corporate culture.

of the organization as the correct way "to perceive, understand and act in similar circumstances." In other words, a National College of Arad, for example, has formed a culture over time, summarized in specific behaviors; some observed "at first sight" others noticeable over time. For example, those who come first time in such a college would be "greeted" by a specific behavior observed in pupils, teachers, and administrative staff. Behavior also includes customs, such as perfect teacher dress, or selected access paths to offices. Classrooms and public rooms bear the names of personalities formed in college, to perpetuate the tradition and values generated by the institution. Other constituent aspects of organizational culture are: the existence of group norms (including standards of daily interactions), the official values (cultivating certain standards that customizes activity), promoting a coherent and stable task at the level of performance and ego, the existence of rules valid for each employee and derived from tradition), maintaining a proactive and provalue climate, encouraging abilities of action and thinking derived from invoking previous values, preservation of anecdotes and myths, phenomena in the history of the institution (usually an institution with a culture has a thorough monographs) and perpetuation of symbols (logos, banners, signs) that marks the "unconscious of organization"), and stimulating the present by virtue and past successes. If leaders do not have sufficient knowledge of the organizational culture, they run, they risked being driven.

Therefore, organizational culture is some kind of a human personality, containing the same personality traits and the same behavioral procedures.

In the view of **Geert Hofstede**[53] **(1996)**, organizational culture is manifested through the following elements: symbols (words, gestures, objects with specific meanings), heroes (people who are true role models for others), rituals (ceremonies, meetings, business meetings) and values (elements with important role in shaping rules).

According to Alexandru Puiu[54] (2004) opinion, organizational culture can be addressed at different levels and dimensions: the visible and the invisible ones.

Visible level include: *physical products*, tangible components of organizational culture, consisting of buildings, furniture and other accessories of personnel, equipment, fixed assets, clothing, architecture, decorating style, figures and objects represent specific characters (business organizational chart, architecture, manager office , chiefs cars, parking); *verbal products*, which

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[53] Professor **Geert Hofstede** from University of Maastricht (Belgium).

[54] **Alexandru Puiu**, n.1933, University professor Ph.D., founding rector of the University Constantin Brancoveanu Pitesti, former rector of the Academy of Economic Studies Bucureşti. Wrote: *Management. Analize şi studii comparative* (2003).

refers to the language used, myths, metaphors, slogans, stories, or folklore of any organization, through language, perceptions and representations acquire meaning; *behavioral products*, that relate to rituals, ceremonies, internal codes of conduct, the presentation of the company outside, behavioral habits, gestures conferring employees membership to the group, through these elements are identified and sanctioned unethical behavior, contrary to the values, norms and rules that characterize the organization.

Invisible level consists from: values, organizational skills, coordination, budgeting, training, control, knowledge, motivation and employee satisfaction.

According to other authors, organizational culture must be understood at two levels: the mythical (values, stories, heroes, symbols, slogans, ceremonies) and the present (business strategy, hierarchical structure, systems, rules, behavioral norms). Organizational culture inprints with daily practice of all members and is manifested through: formal practices (wages, hierarchical structure, job descriptions and other organizational policies), informal practices (rules of conduct), organizational stories, rituals (parties organized within the firm for celebrations), humor, jargon, physical arrangement (interior decoration, employee uniforms, and architecture buildings).

The expressions of organizational culture are most, intangible therefore difficult to identify and analyze, such as: **symbols, behavioral rules, rituals, ceremonies, stories, organizational myths, prestige and authority of managers and other employees.**

There are identifiable several levels of organizational culture: of **surface** - is the **artifacts** (architecture buildings, offices, furniture, various facilities provided for members of the company, language use, technology and products, dress code, how to address, certain organizational procedures), of **symbols,** including all objects, processes that a person can easily see, hear or feel when they come into contact with a new community; then the **values manifested** (promoted by the founders and leaders of which becomes core values, ensuring identity psychological and moral stability for component members of the organization), and finally the **fundamental values** (viable in most situations faced by the firm, which resulted in almost unconditional acceptance to them by newcomers, as they are not subject to challenge or debate**).**

American Professor, J. Sonnenfeld[55], groups 'organizational culture' in the following categories: ***"Academic" culture*** means an organization in which there is a proactive business environment, dynamically stable, with members carefully trained and willing to affective commitment (eg schools, hospitals, universities*);* ***"Baseball team" culture*** where there is a high risk of instability, but the job is required and qualifications allows easy changing business

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[55]Professor at Yale University, cf. http://www.mapnp.org/library/ org_thry/culture.htm

environment (real estate, investment banking, advertising agencies, etc.); ***"Club", culture*** specific to rigid structures and extremely obedient, characterized organizations that appreciate the experience, seniority, hierarchy, aspiration for promotion (eg military units); ***"Fortress" culture*** taken by organizations that do not ensure stability and safety due to ongoing restructuring and redundancies. This type of culture maintains maximal risk for those with vulnerable capacities (Examples: insurance companies, savings and loans, large car companies)[56]. Organizational culture typology does not identify labels placed on the product. Any organization can find resources to become efficient and effective in order to gain prestige and personality.

We use the generic word "school" for what today is meant by "educational institutions", ie kindergartens, primary schools, secondary schools, colleges, national colleges, school groups and universities. However, we exclude from our perspective those institutions mentioned above is included in the epithet "private", given their specific nature. At least in the Romanian social environment, private education *effectiveness*[57] is measured by other criteria than the public sector, the principle being the financial indicative. If public schools require effective final results at the quality of learning, identifiable value equivalents by graduates at the private schools level, efficiency is identified in accounting offices based on balance of payments and financial benefits.

Public schools calculate their efficiency depending on how they develop organizational culture that cultivates a reality impregnated with norms, values, symbols, myths, prestigious action. It is "the symbolic framework" of the organization that the current process (an event or action, for example) has value through its significance by ambiguous impact (multiple meanings) and polysemantic echo that it has on the community. A positive event in a school activity loses the effect second or third day, unless designed and structured so as to contribute for building organizational culture. For example, if a school organizes educational circle transmitted live on the Internet - the event is spectacular appreciated but becomes symbolic when it repeats and emphasizes the value of teaching and its positive impact. An academic journal can become

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[56]Test, adapted after Valda Svede and Mariella Petriglia "*Culture: Rating your workplace*", Ontario Institute for Studies in Education of the University of Toronto, which identifies whether an organization has a culture that can be compatible with your own individual culture.

[57] "*Efficiency*, affirms D. Rees and C. Porter (2005), can be defined as a situation where people are working at full capacity. "Effectiveness expresses" the idea that people do what needs to be done, and this makes it better timely. "Efficiency requires achievement of acceptable use of resources; efficiency differs from effectiveness (efficiency + adaptability).

a valuable, if procedural regularity imposes within the landscape revuistic and qualitative references.

At a symposium in a neighboring country, it was proposed to initiate under the auspices of an honorable institution, the establishment of an ISI journals in education and training. An administrator of a private institution said that in two months there will be such a magazine through its efforts. Obviously, journal name (or institution) were unknown even within small community, responsible people in the audience smiled ironically, seduced by the irresponsible statement.

After all identifiable organizational culture is observed in the personality of an institution. Who ever heard (outside interested media) about School grades I-VIII no. 125 of Craiova? Therefore, an important step to delimit organizational culture is taking a spiritual patron capable of unite all the elements that allow its members to live, communicate and maintain confidence in the ability to adapt to the challenges of competition. What is organizational culture? E. Schein (1982) defines the concept at three levels: visible, partially visible, deeply. Visible are specific behaviors of organizational life, such as rituals, ceremonies, language specific symbols or administrative procedures. This category includes name, logo, banner, but the quality of teaching, a requirement or admission procedures teacher's work / graduation, regular cultural activities (school day, regular scientific sessions etc.) [58].

On the second level stands how similar values of the organization also mark each member of its behavior. Such values (for example, held in hours) are used to reference the elements that contribute to increasing the effectiveness and efficiency of education. For example, in school X uniform is mandatory, school program is extended, students have access to the Internet, students enjoy dining and advice. Such values have deep motivations, with visibility in the behaviors.

Finally, the third level refers to a philosophy of life, an authority maintained by an existential code created over time and watched by the prestige of predecessors. Typically, the organization has a dominant relation to each of its members, space seems sacred dominated by teachers or graduates value the learning process is dynamic and is measured in Olympians or scholarship abroad, teachers are authorities in the area of their organization, has spirit of creativity, administrative intolerance and openness to outside. It compares only with national or European schools and cultivates this pride.

Each school strives to build all three levels of organizational culture. Some remain at the first level (visible from time to time), others manage to assimilate proactive values, and others are authorities which relate their fate in teaching and sending a strong culture. One thing is certain. A school manager

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[58]**E. Schein**: culture is defined as "the way a group of people solve problems".

has the opportunity to contribute to the completion of organizational culture
and build it. In each of the two situations (to initiate or develop), schools need
symbols) a certitude in a community of ambiguities), being influenced (and
constrained) by rituals, values, myths, ceremonies.

Returning to the concept of organizational culture, we believe that some
accuracy is required to clarify the term. Organization's culture takes by a
specific that individualize organization. It involves a sum of behaviors of
people who rely on group norms accepted by all those involved in using a
common heritage. It is a form of social psychology, which settles rules, habits,
beliefs, faith, history and prestige. It coincides in each organization with
national character, with features of an institution, shared by its members. Is
much more than climate is a spirit impregnating expressed above individual
interests, human or group. "Ferrari" is a symbol of quality and those who
adhere to corporate culture, likes successes and worries to failures, enthuses
symbols (flag, color, design), climate requires extra "activity and working
conditions" in while organizational culture determines its personality.

Edgar Schein believes that a culture of the organization includes rules
of conduct, rules of procedural activities, values adopted by efficiency;
philosophy from partners and competitors; climate or prevailing spirit in
dealing with internal and external environment. Thanks cognitive impairment
organizational culture makes sense and meaning for each individual; it allows
expressing satisfaction through teamwork and gives each member professional
fulfillment balance. **Manecognitiva** (a concept agreed in UNESCO spheres)
means knowledge management in an organization, referring to taking a folding
strategy for institutional culture. She had the value "designer goods" for signs
of a company with shaped culture constitute a guarantee of quality. You
wonder why people want to drive Mercedes cars and wear "Armani" costumes.
Because the two organizations mentioned have the authority outlined by an
institutional culture.

Who does not want to be a teacher at elite high school? If not, we can
say that every teacher has school they deserved. Being a teacher in a national
or European reference high school is to share its values, to integrate "its
organizational culture", adhere to rituals, climate, the successes and failures, to
"history that becomes" of it.

3. Leader and school management

Evolutionary model of economic management in schools take the
same changes in organizational structure and leadership. As organizations
schools have present structure according to the model promoted 400 years ago
by JA Comenius aimed at grouping children into classes by age, with time and
disciplines, with specialized teachers in fields of knowledge and alternate
programs between learning and relaxation. Since the 1800s, we can talk about

classical management model, initiated in American capitalism by mechanical
engineer FW Taylor. After him, scientific management is "the kind of
management that guide the business using standards based on facts and truths
derived from observations, experiences and systematic reasoning". In
education, business "becomes" processual outline, schools regarding teachings
production, noticeable in behaviors and skills. Based on **curriculums** issued
by the organization, through specialists, is aimed to student's personality
development, based on "standards", as a result of "preventing" educational
policies. Such standards should - according to classical management theory -
be a consequence of "the experiences and systematic reasoning", ie concrete
observation and inference of their efficiency areas on the entire process.

In the development of classical school management there were times
when changes result in samples experiences, which made the learning process
to be highly efficient and productive. Is the situation of interwar phase (1924 -
1927, 1930 - 1938) in the Romanian school progress and recent periods in
which management meaning was given by in charge ministers (Tr. Pop, M.
Malita, A. Marga). Unfortunately, schools have a highly centralized
organization, and source of development depends on decisions being quite
hampered by bureaucracy and dependency.

In accordance with the spirit of classic management, process
evaluation is done by the interest profile, the relationship between income and
expenditure of the products used. Because educational "products" as a form of
control and efficiency are psychological is extremely difficult to be quantified.
Careers of its graduates are strongly influenced by context, subjective and
objective factors, which create an inability to "measure" regardless of the tools
used. From this point of view, it is more difficult to integrate schools in a
relationship with businesses.

Moreover, classical management requires separation of administrative
activities by those of teaching.

A school is led by a teacher, democratically elected with both
administrative and teaching duties. In some way this principle works in
education in one way or another each teacher having administrative tasks. As
part of the professional council of methodical commission of School
Committees with classroom management tasks, authority etc. teacher spends a
lot of time and energy for other activities than actual teaching and thus
professional. A classical management principle refers to the division of labor
(H. Fayol, French mining engineer) that each specializes in production process
in which is effective. Administration plan, organize, command, coordinate and
control while the "workers" are placed where they know better. In a school
administrative centralization is achieved at the point of highest authority in the
chain school ("line linking the pyramid management authority of the direct
executors") and pay contractors is identical in identical conditions. Often, in

the name of populism or the spirit of collegiality, the principles undermine and make from a school a bureaucratic organization, very stiff, disincentives for competition and efficiency. Always responsibility failures are translates on the system as well as on excessive centralized management. Unfortunately, this attitude is extended here for over 200 years without sufficient political will to change the type of management and organizational style. There are not proposed (and not working) defined roles, the manager acts as representation (ceremonial duties), the leader (guide and stimulate), coordinator of
networking and disseminator of information, the entrepreneur (initiating new projects), the decision maker, negotiator and even performer. The director of school (inspector general), is in a constant time crunch, has a very busy schedule, and does not have enough patience or capacity for analysis and synthesis concerns.

Behavioral management is considering the idea that "man is the core of the organization" and not its products or processes. Management is focused on emotional engagement, loyalty and commitment towards the organization of people and a consequence of these emotional attitudes refers to ensuring organizational comfort conditions. Organization efficiency increases with increasing working conditions and humanistic appreciation of benefit to people. According to behavioral management, man is not only a productive force, an individual who sells skills, time and energy. Man is a psychological source, is a fellow who needs satisfaction, motivations, rest and fun. More important than the process are the actors involved and organizational behavior related to the extension of human relations in the processing of material and spiritual goods.

In terms of school organizations, such a management is natural, as teachers become "parents" from school for the children. There is no humanistic consistency in dealing with students of the entire teaching staff. Typically, teachers who organize learning a realistic disciplines (mathematics, physics, chemistry) are more sober, with paternal spirit, while others who teach modern languages, Romanian, arts generates more humanity and maternal spirit. Unfortunately, is not provided sufficient conditions for the teacher to their full satisfaction. Professional Chancery is a conflict Agora, classrooms induces monotony, banks are made for listening. Learning space is inhibited and stressful. Effects on pupils have manifestations in their subsequent conduct.

Excellent management concerns the most efficient use of each "employee", to ensure excellent behavior. Is a current theory (J. Peters, RH Waterman Jr., 1982) which is based on promoting performance indicators manifest in the eight characteristics of excellence: the involvement of managers in active and spontaneous communication, "client" is important, encouraging initiative and entrepreneurial autonomy, encouraging people joy for their achievements, recognizing personal values (leaders are positive role

models), attachment of manager to the process, decentralize authority with minimal staff, coexistence tolerance with the requirement. Such a theory refers to economic organizations, focused on high end products, resulting from the inclusion of a large amount of creative intelligence and narrative skill. It is based on "centers of excellence", on the "quality circles". Teamwork stimulates new types of human relationships which, by contagion, give satisfaction and sense of professional involvement.

Schools enter into this type of management and those who obtained the title of national college with pride to become elite in the evolution of Romanian pre-university education. Dynamic organization, maintained by institutional culture, crave for excellence and measures performance in hisOlympians, national assessment tests results, the assessment of the community and the administration.

"Islands of excellence" would be the metaphor for such schools. Promoting management excellence in education organizations requires structural change of the system, mentality, stemming from a coherent educational policy, and initiated long-term experts. Current Quality Agency (ARACIP (for pre-university education) and ARACIS (for university education) has a valuable set of criteria for accreditation of educational organizations and research operation. Unfortunately, the system pressure is too large to be solved.

Effective management should target a new paradigm of educational organizations. Change "from scratch" would involve restructuring material base structural type initial and ongoing of teachers promoting a dynamic and interdisciplinary curriculum, assessment system modular, interactive and procedural projects, focusing learning on education behavior. Efficiency of the education system would be validated but not globally in each school organization in terms of its own criteria, approved by the local community.

In terms of the learning context, abandoning existing school building styles would be an initial condition. School premises should be organized according to three factors: to be agreed by the beneficiaries, to meet the learning contents and have modularity.

Teacher training in universities should be based on interactivity and on a system of teaching practice authoritarian and involved. The teaching of curriculum is to settle on pragmatic disciplines and process effective, where universities have application units of all kinds. For a teaching career is to exclude monodisciplinarity. Ensuring from faculty teaching and computational skills would add the professional and assertiveness ones. Peter Senge[59] (1990)

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[59] **Peter M. Senge,** management professor at Massachusetts Institute of Technology, has been included in 1999 by the Journal of Business Strategy, among the 24 personalities of the 20th century. *Learning organization* is one where people

considers that *Learning Organization* is that "organization which continually expands its capacity to create its future, the one not resumed to survival. Learning for survival, commonly known as the adaptive learning important and necessary, engages with generative learning that develops substantially our ability to create". "Curiosity is more important than knowledge", says mathematician of genius A. Einstein[60]. Learning to survive, or to the limit existential accumulation capacities to cope with stress, do not develop ambition and pride of creativity and organizational motivation. Anticipation of potential alternatives and even emotional responses to stimuli, economic, social, sentimental, etc. is part of what we called "generative teaching". This is valid for each component of the organization, especially as the organization itself. Continuously learning organization is an organization based on knowledge, being able to adapt quickly to changes caused by environmental change. Solution of solving problems is not only available to every manager or his personnel. For example, a conflict between two groups can reach office pretty late to be known by the school. 'Smart' teachers find resources negotiating to settle the tensions, before creating a new and important problem that keeps suspicions and would affect students teaching activity directly. Sometimes principals show some envy towards solutions offered by subordinates' colleges, huffy that they first saw malaise which would adversely affect the atmosphere of the organization. Words like "Sir should ..." can be perceived as an advice and can become extremely aggressive response ("I'm sick of advice"). Once colleague will not suggest any improvement in the organization the daily problems can multiply. Manager's intolerance to subordinates ideas can lead to perverse effects and significant consequences on the functioning of the school and its effectiveness.

When you pronounce the word management, perception slips for management field. Management is associated with organization management and the manager who makes decisions. Activity of management is the most important part of an organization that, order efficient operation, requires setting goals, identifying solutions to achieve their strategic and appropriate use of resources and evaluation, namely monitoring, impact results. The driving task is so important that the claim that an organization

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continually develop the ability to get the results they truly desire, where new models are developed and cultivated for thought, in which common aspirations are taken freely and people continuously teaches to do all together.

[60] **Albert Einstein** (b. 1879, Ulm, Germany, d. 1955, Princeton, New Jersey). Volume: General relativity, special relativity, Brownian motion, the photoelectric effect. Is famous equation expressing the enormous amount of energy hidden in a body: $E=mc^2$, amount of energy (E) equals the product of mass (m) and the square of the speed of light (c). In 1916 published its statement regarding the foundations of general relativity theory: Nobel Prize in Physics

underdevelopment ("anywhere in the world!)" Is a symptom of mismanagement". According to W. David Rees[61] and Christine Porter[62] management is a skill, identifying the fact that one can identify three levels: management is a practice (at the start of the organization, after project completion), art (the ability to balance effort with consequences) and a science (as a form of conceptualization of driving techniques and to investigate its effectiveness). In all three steps, the government is perceived as a way to influence through communication, and this falls under what is called "social influence". To be able to do this, the managers diversify their roles, coordinating, negotiating, motivating, integrating, facilitating. By Douglas McGregor, "leadership is a dynamic form of behavior that involves the arrival of the following four variables: leader characteristics (1), attitudes, needs and other personal characteristics of subordinates (2) the nature of the organization, purpose, structure, tasks (3) and the social, economic, political (4). However, there is a difference between leadership and management and the ladder metaphor, I think, compelling: the leader place the ladder on the wall right and the manager climbs the ladder sitting on the right wall. The main attribute of leading is the ability to make decisions. The decision is a result of the selection process of interaction of several possible alternatives. A decision is the result of a preparatory phase which corresponds to identify the situation and the cause of "what lead to a problem that causes motivation of a decision. At this stage we seek relevant information, able to maintain motivation for an alternative decision as well as an analysis of the possible advantages and disadvantages of each alternative.

Decision phase (for the most appropriate decision of the alternatives) is followed by enforceable stage. Unfortunately, many decisions remain at verbal levels, and there is no will to the processuality of it. Absence makes the decision of procedures to be progressively veiled and decision maker does not have a capable and motivated staff for implementation and monitoring. In many cases, the projects remain in narrative state (description) without ending up being produced. The road from the project (as a form of decision) to achieve this takes the form of communication. This road blockages may be caused by lack of motivation, lack of competence, lack of consistency, poor funding, lack of proactive mentality, incorrect division of tasks, psychological conformity.

Organizational behavior Is the field dealing with human psychosocial behavior. Existence of social man perceives satisfaction in relation to their

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[61] W. David Rees, management professor at Westminster University in England. He wrote Manager Art (2001).
[62] Christine Porter teaches at the School of Business at Westminster University in the UK. She wrote Authority management (2001)

peers. Organization as a form of interpersonal activity is based on voluntary or spontaneous association of people with defined statuses and roles to achieve objectives explicit formulated. We identify three elements of association the organization, the hierarchy, explicit purpose. The family is an association, but no hierarchical system aimed at nor social performance. The school is a combination modular, hierarchical and operates on a standard performance aimed at. Depending on the three features, organizations can be: productive (industry), formative (social), combat (military), recreation (cultural) or utilities (municipalities), normative (church, political parties), economic (factories, companies), coercive (prisons, reform schools). Each has its specific behavior, arising from the quality of organizational culture, as well as psychological and material satisfaction of its members. Each has its communicative specific promoting those types of relationships, able to maintain appropriate balance in functioning of the organization.

Fundamental quality of organizational management is effectiveness, attribute that expresses in value "the relationship between results obtained and time invested" (D. Olivier). At designing theories (paradigms, models) for the organization, there are three options: human resource is a machine that performs a task (classical theory of FW Taylor and others), the organization takes into account the satisfaction and behavior (neoclassical theory of E. Mayo et co) and a correlation of two attitudes: providing material conditions for stimulation and motivation of human resources.

In terms of people's attitudes towards the organization they belong to, there are also three paradigms: the satisfaction theory (due to performance in activity), expectancy theory (motivated by providing current conditions for satisfaction possible and expected) and theory quality of life (care management for decent living for all employees). Satisfaction of the people in the organization can coagulate into five dimensions: work itself (performance, efficiency, and effectiveness), salary (providing comfort to restore energy consumption), promotion (the chance of authority, respect and power), management (pleasing style, cooperative, mobilizing and motivated) and collegial atmosphere (predominance of team spirit, friendships and interfamily relationships).

In the opinion of specialists, particularly important strategic elements of organizational culture specific strengths can be grouped as: customer orientation, orientation to administrative staff, orientation to innovation and orientation towards results and achievements.

A very interesting concept launched literature is **leadership cultural intelligence**. It is the ability that allows that, based on personal qualities to influence behavior (attitudes) of others. Cultural intelligence includes the ability linguistic, spatial, intrapersonal and interpersonal. To interact well with people from other cultures you have to understand their language, to recognize

the significance of nonverbal behavior, to identify cultural style and how they manage to understand the others. Besides managers, teaching staff is one of the factors that influence organizational culture overwhelmingly.

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In our country are identified (C. A. Huţu, 2003), mainly two **types of organizational cultures**: *bureaucratic culture and entrepreneurial culture*. "**Bureaucratic culture** is the characterizing state businesses, educational institutions and state-owned health, military institutions. This culture is arrogant, focused inwards and highly politicized system. An adaptation of this culture to the environment is difficult because there is no strategic thinking and understanding of issues relating to performance management. Within these organizations, hostile relationships differ between employees, between employees and managers, and the results are not considered significant work. **Entrepreneurial culture** may differ mainly in private organizations characterized by greater power by the adaptation to the environment and a greater openness to the values and strategies that lead to positive results. Employees are sent a series of values, norms that lead to creating a relaxed and professional: respect and consideration for customers, employees and community, creativity, commitment, courage and attachment for organization".

It requires greater involvement of managers in the assessment and change in organizational culture to develop strong culture positive, appropriate and adaptive strategy. It appears that there is a direct relationship between organizational culture, leadership and performance of organizations. Managers with true qualities for leaders are those who should create cultures that have remarkable success in the medium and long term. Of course, these explanations are the elements that characterize the overall organizational culture of Romanian organizations. It should be a good knowledge from theoretical aspects of organizational culture, to assess their own culture and to identify measures, new strategies, creating a strong culture, the premise of high performance.

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