

THE RELATIONSHIP BETWEEN ORGANIZATIONAL CULTURE AND HUMAN RESOURCES MANAGEMENT

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Abstract

Organizational culture has a strong influence on the performances of an organization. Representing the values and beliefs of its members, organizational culture influences both its long-term goals and routine work, day by day.

On the other hand, diversity and human otherness, essentialized by Mihai Eminescu in avant-garde expression "Every man is a question asked again and again to the universal spirit", makes any individual to be an entity endowed with a different set of moral norms, beliefs and values, continually influenced by ethnic, cultural, national, religious and political environment in which he originates.

Considering the above mentioned aspects, we can say that the success of a school organization depends largely on the competitiveness of human resources, the way they are managed and two-way relationship between organizational culture and human resource management.

This scientifically developed aims to highlight how the organizational culture of a primary, lower and upper education institutions affect human resource management and organizational performance.

Keywords: organizational culture, values, principles, human resource management performance.

JEL Classification: I21, M54

Paper type: Research paper.

1. Introduction

The identity of an organization is given by its culture. Basically, organizational culture is the personality of the organization. This implies a set of beliefs, values, assumptions, expectations and experiences that are acquired through learning and socialization and shared by members of a social unit, such as people in an organization (Rousseau, 1990).

Organizational culture enables organizations to differentiate from each other, lays down rules for the organization, supports the achievement of goals and objectives, often generate commitment, replacing personal interests with those of the organization and linking them together, creating a sense of identity with the organization employees.

For any organization, human capital is an essential resource because it offers the most valuable competitive advantage. The interdependence between organizational culture and human resource management has been a point of interest in literature. Theorists in the field consider it a complex web of organizational culture values and norms that guide individual behavior. This provides the framework, but also the opportunity to develop skills and behaviors of human resources. An organization may guide the behavior of its employees by incorporating ethical values into its culture. We could say that it is people who shape the culture and, equally, are shaped by it, managers accounting for an important role in this respect. Management style is reflected in human resources practices and the organizational culture. Kabanoff (1991) identifies four management styles:

- Peer: resources and rewards are distributed evenly, organizational success depends on people's commitment and shared values, individual responsibility is the core of organizational performance and there is limited control over employees.

- Meritocratic: employees are concerned about productivity and cohesion and focus on performance management.

- Elite: the hierarchy is highly developed, and the power, resources and rewards are concentrated at the top level of the hierarchy.

- Leadership: the managerial style borrows many of the elite management style values, but instead of the top leaders has leaders at different levels of the hierarchy.

No matter the management style, the organization must find ways to harmonize culture with human expectations. The most effective way to do this is through human resource practices.

2. The concept of organizational culture

Science has known a great number of definitions and meanings regarding organizational culture, offering multiple perspectives on understanding the concept.

HOLISTICA Journal of Business and Public Administration

No. 2/2015

Social situations, anthropology, sociology, social psychology provide the conceptual framework of organizational culture.

Organizational culture is defined as a set of symbols, ceremonies and myths communicating beliefs and core values of the organization to its members (Ouchi, W., G., Theory Z., 1981).

Organizational culture is conceptualized as a set of beliefs and values within the organization which helps to shape employee behavior patterns (Kotter and Heskett, 1992).

Organizational 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. It is expressed in the design and organization of work, built manifestations of culture and the services that the organization produces (Strati, A., 1992)

Organizational culture may be defined as a collective mental programming that distinguishes the members of an organization to another organization (Hofstede, G., 1996). The author believes that there are three levels of mental programming: individual, group and the universal one.

By culture we may also understand a determinant of behavior, so an essential tool for understanding the management processes developed in organizations (Allen, D., Miller, E., Nath, R :, 1988).

The concept of organizational culture in Romanian authors' point of view lies in all values, beliefs, aspirations, expectations and behaviors shaped over time in each organization that prevails within it and its direct and indirect conditional functionality and performance (Nicolescu, O., Verboncu, I., 2001) and reflects the thinking managers, ethical standards, types of behavior management policies adopted, traditions, attitudes and specific events that have marked the evolution of the company (Gavrila T., V. Popescu, 2002).

The French Larousse encyclopedia includes three meanings of the term culture:

- all customs, traditions, artistic, religious, intellectual, that define and distinguish a group, a society;
- the set of shared beliefs, ways of perceiving and acting to orient more or less conscious behavior of an individual, a group;
- all knowledge acquired in one or more areas.

In an attempt to synthesize these definitions, I believe that organizational culture means all the norms, values, beliefs, assumptions promoted in the organization, shared by its members, which directs behavior and actions towards the objectives and increased competitiveness.

Regardless of the definition, it is noted that there are some common features:

- values, beliefs are reflected in symbols, attitudes, behaviors and different structures, formal or informal;
- organizational culture is formed in time and described by stability.

HOLISTICA Journal of Business and Public Administration

No. 2/2015

Organizational culture, although a stable construction is not static, but a dynamic one that is reformed every day through the influence of the people who bring with them ideas, experiences, personal beliefs that are transmitted voluntarily or not to the institution in which they perform their activity. The dominant influences are exerted especially by leaders, sometimes leading to changes in organizational culture.

- Organizational culture is a reference framework for organization members;
- organizational culture has a significant role in the employees' integration and the organization adaptation to the external environment;
- performance and evolution of the organization are influenced by culture.

Accordingly, decisions regarding the recruitment and selection of staff becomes extremely important. Hiring the wrong person for the organization can be extremely expensive, both on short or long term. It is preferable for the organization to attract people whose values, beliefs, individual rules to be in congruence with the elements that define the organizational culture. This harmony of values brings increased satisfaction and employee morale, which leads to high levels of individual and organizational performance.

The compatibility of the individual with the organization can be determined by comparing their profile. In order to achieve organizational goals it is necessary for the persons selected to be highly efficient and integrate themselves in short time. On the other hand, employees need a supportive culture that would help in achieving individual goals. In this regard, organizations need to plan employee training efforts at work, provide training and professional development efforts to optimize human resources, to develop new skills, to help build positive perception towards organization, stimulating creativity and innovation.

3. Culture school organization

In contemporary society, especially privacy and social life are inextricably linked to organizations life. They are an important part of our existence and it is hard to imagine a day without engaging ourselves in an activity which supposes interaction with an organization, e.g school, government institutions, cultural institutions, services providers.

In the explanatory dictionary of the Romanian language, the organization is an association, a social institution that brings together people with common interests and conceptions sometimes constituted on the basis of a regulation, status etc. in order to submit an organized activity and achieve common goals.

School as the basic unit of the educational system (Cristea, S., 1998) or education institutional factor (Nicola, I., 1990) is a social organization. It is created by people and depends on the people who decide to join efforts to achieve several types of finalities of education.

Viewed from the rational perspective, school is an organization which aims at fulfilling finalities that value orient the entire education system as they are stated in

HOLISTICA Journal of Business and Public Administration

No. 2/2015

the Law of National Education, specific strategic priorities to educational institutions and teaching objectives for each school subject.

Being an open organization, the school must effectively and efficiently manage all internal and external challenges with impact on organizational culture seen as a guide to individual and collective activity of teachers, students, managers.

The organizational culture of pre-university educational institutions has a specific characteristic inside given by its more subcultures types of categories of human resources taking part in school life. Each of these subcultures influences and enhances the kind of culture that the school is circumscribed.

At system level, although it is increasingly anthropocentric orientation floated the idea of school culture, this remains a postulate, the socio-centric vision remains a constant in Romanian pre-university education.

The culture of pre-university education institutions has strong normatives, being largely directed and organized according to the same rules, norms, positions, hierarchies, formal character. The elements of difference at normative level are represented by the internal regulations and the institution code of ethics. Its expressive side represented by the values, beliefs, rituals, myths, heroes, individual or organizational aspirations is what gives individuality to school culture.

Referring to the typology of organizational culture is found to be very difficult to classify school culture, which is most often a hybrid one.

Given the dominant elements of the organizational culture of school units according to the classification proposed by Danison we could say that the school promotes a culture of bureaucratic type, especially at administrative-managerial level, symbols, heroes and ceremonies of this type of culture, whose role is to promote values that are related to the perpetuation of tradition or compliance policies, rules and practices in the organization.

In the human resources recruitment and selection is done based on rules imposed at national level, training and professional development is discouraged by the pedagogical routine that arises "life" teaching positions employment, teacher evaluation is often formal, most teachers getting "very good", although their performance is less than mediocre reflected in students' performance; the pay system is unitary, wage differentiation being made based on seniority rather than performance profession; institutional relationships are hierarchical relationships.

However, the school is a unique organization which corresponds only partially to the idea of bureaucratic organization. Because the school is the core business of teaching, learning and assessment, we can say that this is an activity that brings the initiative and creativity of teachers, their ability to design and carry on of effective and original teaching approaches. On the other hand, the school is essentially a "learning organization" constantly creating opportunities for learning and using this concept to achieve the aims talking about earlier. The school is an institution where people do not see "just a job" but they come with a desire to broaden their horizons, to be challenged, inspired to get involved, to mark their school life personality. In return, it

HOLISTICA Journal of Business and Public Administration

No. 2/2015

keeps every human presence, paid tribute moment of affirmation, which makes every school to have an inimitable organizational culture.

According to Vanderlinden typology, school culture has specific features similar to those of "fold" where members respect the rules and control provides a sense of stability and safety. Emphasis is placed on tasks professionally performed and in real time, one of the core values of the organization being loyalty.

Handy typology of organizational culture indicates that school units culture is near to the one of "network" type whose focus is on task and per person. Tasks are distributed in relation to the potential of individuals and the organization's core value is to trust in man exploited to the full. Professional competence is more important than hierarchical status, being accompanied by respect generated by professional skills. These schools have a great deal of adaptation (mobile work teams), with collective values (cooperation, mobilization) interwaved with the individual (esteem, autonomy) while stimulating and flexible management is part of the participatory management .

We want the school to become that future organization of Toffler called "adhocracy" in which the human resource is a really creative and flexible one, an organization where knowledge and understanding organizational culture is essential in designing and implementing HR strategy and policies .

4. Why this research?

According to the Sustainable Development Strategy of Romania. Horizons 2013-2020-2030, there is a broad recognition in the Romanian society that education represents the strategic future development of the country by its essential contribution to multidimensional and anticipative modeling of human capital.

To meet this goal, education ought to have a performant human resource, managers capable of developing and effectively using the human capital in order to transform it into a source of competitive advantage for school organization. This is truly a challenge, given that schools in Romania do not have a specialized human resources department, all specific activities are managed by principals in cooperation with the Administration Board.

On the other hand, school organizational culture presents specific issues encompassing organizational values in it, and the individual values of teachers, students, parents. The culture of schools is the fruit of internal history and influences of external factors coming from the social, economic, political and technological pertaining to the institution and which often determines the behavior and activities.

4.1. Research Methodology

This study focuses on the effects of organizational culture on specific activities of human resource management: recruitment and selection, integration in the organization, training and development, organizational communication.

Research objectives:

• Improving human resources management at educational institutions as a result of:

- Knowledge of the extent to which elements of organizational culture affects the recruitment and selection;
- Identifying the interdependent relationship between organizational culture and training and professional development;
- Assessing the degree of interconnection between organizational culture-motivation-performance;
- Establishing the relationship between knowledge and learning elements of organizational culture and integration of young/new teachers to the institution;
- Clarifying the role that effective inter-institutional communication has on the development of organizational culture.

Research hypotheses:

1. The activities of recruitment and selection and integration within a school organization are not influenced by the normative aspect of the culture of school education.

2. The participation education staff in training activities and their selection are directly affected by organizational culture.

3. Performance management function within an organization is directly related to school culture.

4. Effective communication within educational establishments leads to the development of organizational culture.

Research tool

To collect primary data in this study we used structured questionnaire, which was divided into two sections. The first section contains information about the situation of respondents (sex, age, professional experience), while the second part contains 10 questions formulated according to research hypotheses. Respondents expressed their agreement or disagreement on Likert scale.

The sample

The target population of this study consists of teachers and staff from three pre-school and secondary education schools in Targoviste. The option of applying the questionnaire on this target audience has taken into consideration mind the variety of organizational culture in the three schools.

The real time needed to fill in the questionnaire was five minutes and the period in which the questionnaire was applied was September 2014.

HOLISTICA Journal of Business and Public Administration

No. 2/2015

The questionnaire was applied to 36 people whose characteristics are shown as it follows:

Table 1: Characteristics of the population included in the target group

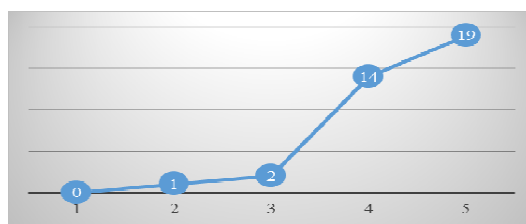
Sex	Age/year					The teaching period/years					
	M	18-25	26-35	36-45	peste 45	0-2	2-6	6-14	14-22	22-25	peste 25
F	33	4	10	14	8	1	2	8	15	4	7

4.2. Research results

For careful consideration, deep and produce results as true to life of human resource management in the three schools, we will consider in turn each of the 10 questions asked in the research instrument.

1. Appreciate how organizational values and beliefs affect recruitment and selection of human resources.

Chart 1



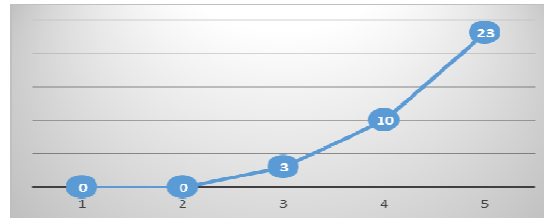
Source: author's contribution

Recruitment and selection of employees of school units is in positive relationship with organizational culture (value, faith). Thus 53% of the total respondents agree with the statement, while 39% disagree.

According to most respondents, prospective employees of secondary education establishments should have information on the way the cultural institution chooses to operate.

2. Appreciate the degree to which organizational culture influences individual values and beliefs.

Chart 2

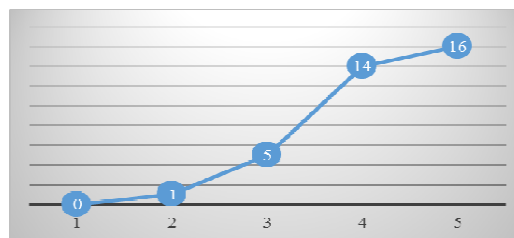


Source: author's contribution

A study by the Wall Street Journal in 2004 revealed that employers do not focus only on the quality of the theoretical and practical experience, but also the integrity of future employees, emphasized by the values that shape their behavior, manner of interaction with others, decisions on personal and professional life. The appreciation expressed by the 36 respondents, the score of question. 2 is 4.25, which leads to the conclusion that they consider the individual values and beliefs are strongly subject to the action of modeling organizational values.

3. Determine the extent to which knowledge of values, beliefs, norms, organizational rituals helps integrate new employees into the organization.

Chart 3



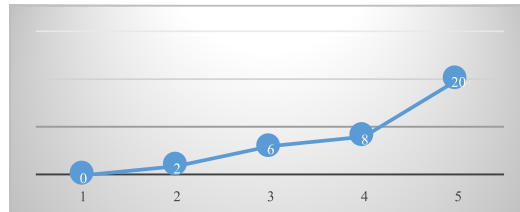
Source: author's contribution

For a quick and effective integration, the new employee must receive both information on the business, the conduct of teaching, responsibilities and facilities it rests activity in a particular educational establishment, the criteria for evaluating the results and information about expected behavior, values promoted by the institution, rituals symbols, heroes, etc.

In accordance with the foregoing, 92% of respondents claim that teachers integrate newcomers or those new to the school are facilitated by knowledge of the specific elements of organizational culture.

4. Evaluate the dependence of a permanent organizational culture elements by employees at work and their motivation for increasing the quality of work performed.

Chart 4



Source: author's contribution

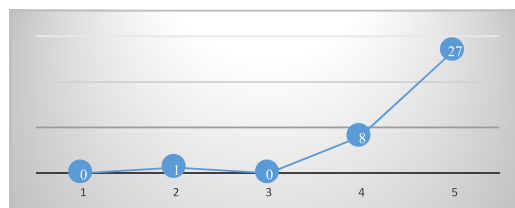
You can buy human time; man can buy physical presence in a given place; You can even buy a number of specialized movements per hour or per day; but you can not buy people's enthusiasm, initiative, loyalty, dedication hearts, spirits and souls. You must acquire these things.(Francis C.)

These words contain much truth in them. What makes one work better, be more efficient? The answer is simple: Motivation, something supported by 78% of respondents reporting that links this to the culture of the organization to which they belong.

The environment is one that affects the entire range of human reasons. For limited periods of time, employees may be motivated by different moral and material incentives, but what leads to long-term motivation is a strong organizational culture with inspirational values and norms and a good organizational climate.

5. Assess to what extent the knowledge and effective application of appropriate forms of motivation organization supports and strengthens the role of organizational culture in enhancing organizational performance.

Chart 5

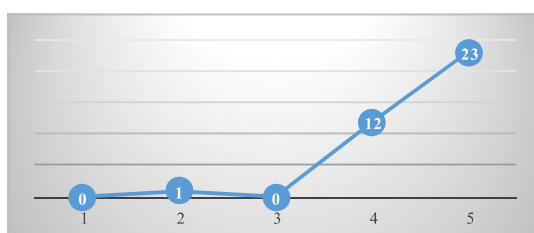


Source: author's contribution

Out of the 36 respondents, 33 believes that between motivation- performance-organizational culture there is a strong connection , the three activities supporting and empowering each other.

6. Determine the extent to which a strong organizational culture may influence its members to personal development training.

Chart 6

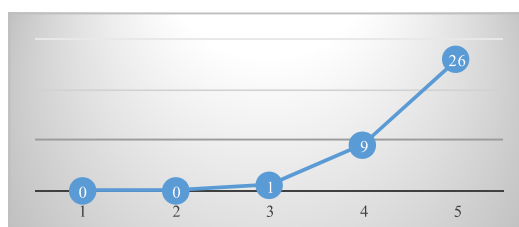


Source: author's contribution

Nowadays, knowledge has become more important, not to mention the fast way it appears. Organizations and people realized that their main values are what they know and how they use this knowledge. Therefore, the professional development of the latter is absolutely necessary. Schools that promote clear values, which over time have shown the effectiveness of services provided, are institutions that anticipate the expectations of the society, which focuses on professionalization and stimulates ongoing training and development.

7. Determine the dependence of quality professional development and enriching and enhancing the quality of organizational culture.

Chart 7



Source: author's contribution

According to the Order M.E.N. no. 5561/2011 approving the methodology for the training of staff in secondary education, teacher professional development, leadership, guidance and control has the following general finalities:

a) updating and developing specialist skills in appropriate teaching position occupied, as well as in psycho-pedagogic and methodical field;

HOLISTICA Journal of Business and Public Administration

No. 2/2015

b) development of skills for teaching career development through training system and obtaining academic degrees; acquisition and development of leadership skills, guidance and control;

d) the acquisition of new skills by conversion programs for new specializations and / or occupation of teaching positions other than those employed on the basis of initial training;

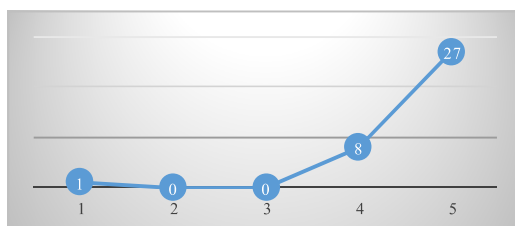
e) the acquisition of complementary skills which extends the range of activities that may be carried in the current activity, such as computer-assisted teaching, foreign language teaching, educational and career guidance counseling, adult education;

f) the development and upgrading of the cross on their social interaction and communication and pedagogical environment, taking responsibility for the organization, management and strategic performance improvement professional groups, and self-reflexive analysis of their activities.

Following the fulfillment of those purposes, the school shall provide practical support to achieve competitive advantage, making personal development in key institutional development at both at the performance and culture level.

8. Assess the influence of the effective and efficient organizational communication promotion in organizational culture development.

Chart 8



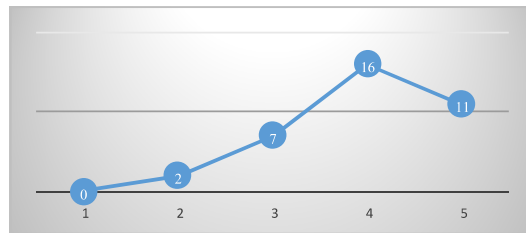
Source: author's contribution

Understanding, harmony, cooperation, or on the contrary, conflict, disagreement are all nouns that make the difference between successful and unsuccessful communication.

Therefore, it is extremely important in managing interpersonal relationships, in achieving organizational goals and, not least, in bringing added value to the organizational culture. This is emphasized by the majority of respondents considering the 75% that the efficiency and effectiveness of communication is optimal support for the development of organizational culture.

9. Specify the degree of determination that you think promoting the practice of organizational culture on the quality of communication in the organization has.

Chart 9

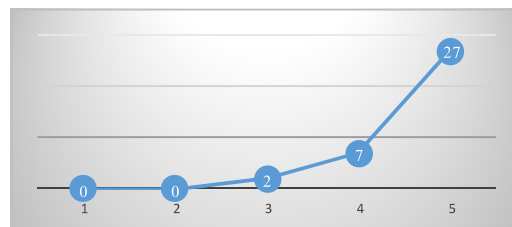


Source: author's contribution

Effective communication is not confined to mere exchange of information, but also requires understanding "emotion" behind it. Since the score obtained on the same question is 4, we conclude that the respondents agree with the previous statement.

10. Appreciate the importance of practical properties of elements of organizational culture by all employees in the exercise of an effective management of human resources.

Chart 10



Source: author's contribution

Human resource management, as part of general management size tends to occupy a leading position. And at school level, human resource management is beginning to be seen as a priority, because schools work with people and for people. Satisfaction, training, staff communication quality in school units influences the overall performance of the school organization. According to the opinion expressed by the population of the target group, human resources management is influenced by culture. 75% of respondents felt a strong agreement, and 19% agreed with the statement.

Conclusions

Practices aimed at human resource management and organizational culture are intertwined. Mutations occurring in one or other of the variables are passed to the other.

Human resources specialists are able to influence the culture of an organization, as it can influence human resources policies at institutional level.

The research reveals that the first hypothesis from which we started is not verified. In school education, recruitment and selection of teachers is according to Framework Methodology for Teaching Staff Mobility in Secondary Education. In most cases, teachers or indefinite periodically engages in an educational establishment on a competitive basis (application files, written examination) held usually at school inspectorates, without coming into direct contact with representatives of schools, without participating in an interview. Therefore, they have no information about school organizational culture in which he/she may work.

However, the study points out that recruitment and selection, as well as integration in the organization, the specific activities of human resource management, are strongly influenced by values, beliefs, practices specific to organizational culture.

Recruitment and selection could be an opportunity of transmitting elements of organizational culture for future employees for auxiliary staff for the specific procedure of this activity is carried out by school.

In terms of integration in school organization, the implementation of art. 248 of the Law of National Education. 1/2011 and the emergence of a new teaching position, that of teacher mentor, could be the key to rapid harmonization of individual values of junior teachers with organizational values.

The research led to checking the other three assumptions from which we started in this research.

Training programs involving staff in secondary education identified based on individual needs, job requirements or the requirements of organizational change and development ensures the updating of skills of teaching staff, including new skills, depending on developments in the plan needs education, the educational curriculum, national cultural values and depending on the requirements on adaptation to changes in teacher competence structures / processes of education. Appropriate training and development help employees adapt and contribute to the support and development of organizational culture.

When poultry chicks learn to fly first take down, as would seem to collapse, then ascends to the skies. Many educational practitioners followed the example of nature along numerous changes due to reform of the system, and now are on the upward trend, concerned about the quality of services they provide, the quality "products" offered to students. Speaking of quality, we equally speak about individual, group or

HOLISTICA Journal of Business and Public Administration

No. 2/2015

organizational performance stimulated differently, depending on the cultural elements specific schools.

But school organizations are defined not only by products and / or services, but also by the ability to communicate to its employees and management team. Communication contributes to the individual and organizational identity.

In conclusion, we can say that human resource management is a reflection of organizational culture in which it operates. It is very difficult to establish an effective human resource management without taking into account all internal and external determinants, values, practices, beliefs, symbols and heroes school organization. All in all, human resource management may be a powerful catalytic in creating and changing organizational culture in order to obtain competitive advantage. We could say that HR management is the core of a healthy organizational culture.

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No. 2/2015

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Acknowledgements

This work was financially supported through the project "Routes of Academic Excellence in Doctoral and Post-doctoral Research - READ" co-financed through the European Social Fund, by Sectorial Operational Programme Human Resources Development 2007-2013, contract no POSDRU/159/1.5/S/137926."