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ORGANIZATIONAL CULTURE AND THE SYSTEM OF SOCIOCULTURAL VALUES IN UNIVERSITY EDUCATION

DANILA Victoria, SADOVEI Larisa, CONDRATICOVA Liliana
Ion Creanga State Pedagogical University, Chisinau, Republic of Moldova
victoriavasiledanila@gmail.com

The study carried out includes the analysis of the concept of organizational culture and the presentation of specific sociocultural values in various educational institutions. The development trend of university education institutions is currently marked by the amplification of interdependencies with society and the environment in which they operate. University institutions fulfill society's goals by reflecting cultural and social needs and values, ensure coordination of students' efforts to achieve goals, and at the same time protect and transmit knowledge to future generations, amplifying it.

Key words: sociocultural values, university education, students.

INTRODUCTION

From the most significant definitions of organizational culture, V. Cojocaru concluded the following:

- Culture is actively created through the actions of people in the organization and is not "given";
- Culture is implicit in the minds of the organization's members and exists as a perception or as a socially accepted definition;
- Culture is shared, it refers to agreed and accepted standards of behavior, values and beliefs, it is the social "glue" that holds the organization together;
- The culture is transmitted to the new members of the organization through a process of social integration;
- Culture is an atmosphere and refers to "what it is like to work in this organization";
- Culture represents patterns of behavior, which refer to "how things are done in our country" [1, p. 55].

Next, we present Daniel Denison's Model [2], which proposes four levels of an organization's culture, starting in the opposite direction to E. Schein, from visible aspects of culture to deep aspects of culture.

The first level identifies a first level of culture, namely the material one in which, as in Schein's case, tangible aspects of culture are found, such as verbal elements (language, stories, myths, rituals, ceremonies), behavioral elements and elements physical (technology, art).

The second level of organizational culture is represented by perspectives, here the norms and rules of the social group are included. And in this context, they



are considered solutions for certain problems, interpretation parameters of individual situations, behaviors accepted or not in the organization.

At the third level are placed the values, which refer to the actions, goals and aspirations of the community, they represent standards of the organization, shared by its members.

The fourth level of organizational culture refers to assumptions/presuppositions/predictive models, here are the beliefs that the members of the organization have about themselves, about the other members in the community, the relationships with them and also about the nature of the organization in which they work or have training.

The model proposed by Denison distinguishes four dimensions of organizational culture, each comprising three features:

1) Involvement – related to the sense of ownership and responsibility, having the following features:

- Empowerment: employees have authority, initiative and the ability to manage their own work;
- Teamwork orientation: the organization is based on team efforts;
- Skills development: the organization invests in the development of employees' skills.

2) Consistency – individuals within the organization are highly committed, there are certain core values, a distinct way of doing business, a tendency to promote from within and a clear set of norms. Its features are:

- Core values: a common set of values;
- Consensus: both general consensus and the ability to reconcile differences that arise;
- Coordination and integration: different units can work together.

3) Adaptability – responsiveness to external signals, customer requirements and capacity for change. It is distinguished by the following features:

- Creating change: the ability to change;
- Customer orientation: the organization reacts and anticipates customer needs;
- Organizational learning: the organization focuses on knowledge and innovation.

4) Mission – employees know why they work and the importance of their work. Its features are summarized in:

- Strategic direction: the strategy is clear to everyone;
- Goals and objectives: a clear set of goals and objectives guides everyone's work;
- Vision: the organization has a shared vision regarding the future of the organization [3].

RESULTS AND DISCUSSION

Organizational culture brings together the most diverse values that form a system. The core values that define higher education institutions were declared in the Constitution of the International Association of Universities, in its policy



statement: academic freedom, university autonomy and social responsibility, as well as in the Magna Charta Universitatum. At the same time, these values were later taken over by the UNESCO member states. In the following, we will highlight a set of values specific to the university environment, found in the normative documents for the evaluation of universities:

Table 1.

Examples of values at world-renowned universities [4]

| University | Values |
|---|--|
| University of Oxford, UK | Academic freedom, Collegiality, Subsidiarity, Disciplinary diversity, Mutual respect (both between disciplines and between education and research). |
| Massachusetts Institute of Technology, USA | Rigorous academic study, Joy of discovery, Wisdom, Creativity, Effectiveness, Diversity |
| University of Cambridge, United Kingdom | Freedom of thought and expression, Non-discrimination, Encouraging an exploratory spirit, Recognizing the university's staff as its most valuable asset and rewarding staff. |
| Harvard University, USA | Freedom of thought and expression, Joy of discovery, Critical analysis, Productive cooperation, Taking responsibility. |
| National University of Singapore | Diversifying the number of faculties and student body, Promoting global exchange, Promoting brand research in all fields of knowledge. |
| Delft University of Technology, Netherlands | Respect, Integrity, Expertise, Involvement, Transparency and Avoidance of conflicts of interest. |

The number of values named precisely does not exist, but it is recommended that this set of values does not contain too many values/principles for the simple reason that they should be easily remembered and put into practice by the representatives of that university institution.

Table 2.

Examples of values for universities in the Republic of Moldova

| University environment | Values |
|------------------------|--|
| | Academic freedom; Personal autonomy; Transparency; Ethics of relations between members of the university community; Respect; Promoting organizational culture based on performance and probability; Professional responsibility. |



Adaptat după [5]

CONCLUSIONS

In accordance with the mentioned values, their promotion and compliance monitoring are the responsibility of the university administration. Therefore, the organizational culture of employees and students starts from the values of university education: academic freedom, institutional autonomy, social responsibility, solidarity and cooperation, tolerance, equity in access and access to knowledge, scientific integrity and ethical behavior, quality in learning, research and information etc.

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DANIŁA V., SADOVEI L., CONDRATICOVA L. ОРГАНІЗАЦІЙНА КУЛЬТУРА ТА СИСТЕМА СОЦІОКУЛЬТУРНИХ ЦІННОСТЕЙ В УНІВЕРСИТЕТСЬКІЙ ОСВІТІ

Проведене дослідження включає аналіз поняття організаційної культури та представлення конкретних соціокультурних цінностей у різних навчальних закладах. Тенденція розвитку університетських навчальних закладів нині відзначається посиленням взаємозалежностей із суспільством та середовищем, в якому вони працюють. Університетські заклади виконують цілі суспільства, відображаючи культурні та соціальні потреби та цінності, забезпечують координацію зусиль студентів для досягнення цілей і водночас захищають та передають знання майбутнім поколінням, поширюючи їх.

Ключові слова: соціокультурні цінності, університетська освіта, студентство.