

DEVELOPING HUMAN RESOURCES ON THE LEVELS OF UNIVERSITY AND ORGANIZATION

Career Management and Development within an Academic Environment

Marta-Christina Suci

*Bucharest University of Economic Studies
Piata Romana, 6, 010374 Bucharest, Romania*

Irina Dumitrescu and Andrei Dumitrescu

*Petroleum-Gas University of Ploiesti
Bulevardul Bucuresti, 39, 100680 Ploiesti, Romania*

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Abstract

This paper focuses on one of the ardent themes of the society - the investigation of both causes and effects of prejudicing the work motivation in a limited context, generated by the academic institutional space with special reference to the *Petroleum-Gas University of Ploiesti (PGUP), Romania*. The main investigation instrument used has been the quantitative method based on a questionnaire, applied to a representative number of academics staff, and structured following edifying target-zones. Multiple choice closed questions alternate with interrogations characterized by scaled answers.

The paper promotes a coherent process of incremental innovation and change as a permanent basis of the academic educational environment, instead of sporadic response and adaptation reactions to the contextual dynamic. Some strategic and knowledge management directions are thus outlined and intended for improving the negative perception of the teaching staff from PGUP regarding the vision of the management staff of the institution or the reform of the Romanian education system.

Keywords: academic environment, career management and development, innovative strategies.

Introduction

The present material vulnerability of the academic staff status (supplemented by its priority inclusion in the register of 'vocation') affected by a material – but also legitimacy – crisis, has been the starting point of our research. Our paper is aimed at evidencing innovative strategies for academic career management in an academic framework. The concrete elements are rendered by

focusing our investigation on both causes and effects prejudicing the career perspectives in a limited context, generated by the academic institutional space of one Romanian university, the Petroleum-Gas University of Ploiesti (PGUP).

Considering the importance of Universities for the complex process of knowledge creation and distribution, we consider PGUP needs a notable resuscitation, which cannot be generated if we are not aware of the fact that – in a knowledge based society – education needs teachers who are able to be involved within the process as decision-makers, counsellors, critic and lucid consciences.

The case study performed tried to point out the present state of the career management and the motivational specificity at the level of the academic staff.

We consider that the academic staff is one of the socio-professional category drastically affected by the present economical, social and political background.

Our analysis has been therefore dedicated to finding answers to the interrogation marks regarding the social dynamic of needs creation, the way in which the aims – means relationship affects the individual value system. We had also taken into account the part played by the perception effects – the frustration and satisfaction are not universal invariants of human nature, but relative data, amplified by the uniqueness of personal subjectivity. The problems investigated constitute a pressing necessity due to the affectation of the accessibility and proximity of the academic career development and also to the motivational crisis that stimulates or imprints a defensive reaction at the level of the teaching staff attitude.

The subject of our investigations did not enjoy much attention in other similar studies available in recent literature. From the similar works, we mention the analysis by Oakes (2002) of the academic career management from

a marketing perspective, and an essay by Koster (2002) dealing with the influence of rapid changes upon career management. Bexley et al. (2013), based on a large scale survey of Australian academics, exploring their motivations and career plans, have noticed a prevalent intent to leave the higher education sector for other works or for overseas universities, as a result of the unplanned diversification of academic roles. Musselin (2013) analysed the changes in the relationships between academics and universities that have been profoundly affected by the recent reforms undergone by the European higher education systems and tried to understand and interpret these changes using four different approaches.

Other studies refer to the advantages of a proactive behaviour: Chiaburu et al. (2006) evidenced a positive relationship between proactive personality and career self-management behaviour, mediated by career resilience. The benefits of a proactive employee – in terms of stronger trust relationship with colleagues and increased creativity – are pointed out by Gong et al. (2012).

Research methodology

The multifaceted approach of the stimulating or inhibiting factors acting within the educational process implies an inter-disciplinary, pragmatic reference model with a synchronic development, based on interpretative-constructivist methodological inter-conditioning.

The information has been collected by means of the direct research method, using the questionnaire as investigation instrument; it has been applied to a significant number of the members of the academic staff from our University.

Based on the size of the academic personnel within PGUP (330 persons) and considering a significance threshold of five percent, the sample dimension necessary for our research has been calculated. The simplified

formula proposed by Bacali (2002, p. 34) has been used and the size found has been 178 subjects. The selection of the subjects has been made by stratified sampling, as a function of the academic rank, age and length of service within PGUP. Consequently, a representative fraction from each sample-segment has been investigated. The data have been collected in the period February – March 2011. A number of 190 questionnaires have been distributed, 147 valid forms being returned.

The questionnaire structuring implied the focalisation of our interest on significant target-zones such as:

- the frame of work valorisation;
- the system of professional values and expectations;
- opportunities of investing in the individual's own education, aspirations and needs system;
- possibility of following and accomplishing the personal projects;
- organizational culture and perception of changes within the organisation.

The five multiple choice closed questions have successively allowed for the graphical representation of the answers distribution (shown in Figures 1-5), followed by an interpretative analysis performed on the basis of the hypothesis that the 'reality' is build by means of the subjective interpretation of the interactions and conditionings between the elements of the real world.

The two questions with scaled answers have implied a statistical processing of the experimental data, followed by an analysis from *the psycho-managerial perspective*. The statistical analysis results are summarised in Tables 1 and 2, indicating the mean values, M , and the standard deviations, SD , of the items studied.

Although the analysis was limited as it has fructified the subjective perceptions of a rather reduced number of respondents, its valorisation is relevant as it points out the peculiar motivational specificity of the academic staff.

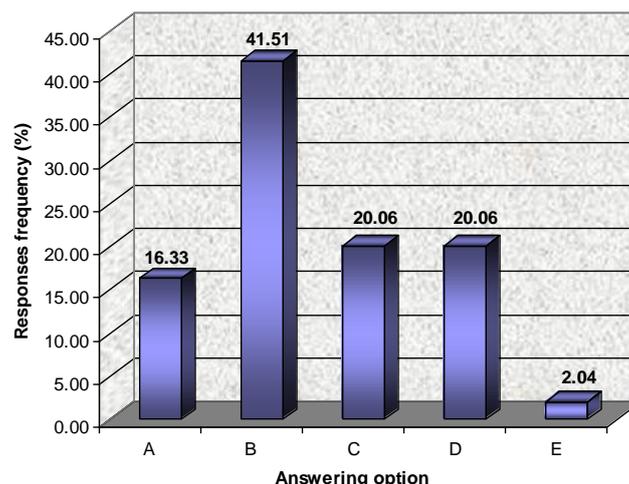


Figure 1. Responses distribution for Question 1 (possibility to follow and satisfy the own professional objectives within the institution)

- A. professional achievement exclusively depends on the individual competence, determination and tenacity;
B. professional achievement is based on values criteria, but corroborated with the chance of application;
C. individual objectives are permanently jeopardized by the constraints of the social environment;
D. promotion is often based on subjective criteria, uncorrelated with the values;
E. lack of objectives.

Analysis of the questionnaire responses based on multiple choices questions

Syntheses of ideas, the scopes and projects followed by each academic staff member operate as landmarks, with a precise intentionality in crystallizing his/her trajectory and implicitly his/her professional identity. They are however permanently contaminated by the constraints or opportunities of the working ambience, and their fulfilment probability doses the adaptation capacity of the individual to the environment, equally reflecting the concept called *locus of control* of each person.

We thus ascertain, according to Figure 1, the following distribution of the questioned teaching personnel, from the perspective of the *assignment* of the events marking the development of his career:

- a weighted segment (16,3 % - answering option A) affected by *internal causal forces* or *dispositional factors*;
- another (40,1 % - options C and D) influenced by *external* or *situational factors*,
- and respectively a majority (41,5 % - option B) declaring the intervention of a combination of the two categories of factors.

These observations lead to the statement of a relatively larger number of the subjects for which destiny, chance, the power of the others create the framework of *external control*, to the detriment of the respondents which possess an *internal locus of control*, corresponding to the establishment of a doubtless causal relationship between behaviour and reward. The explanation of professional success and failure experiences thus differentiated interpretations, corresponding to the approached dominant, and delineates distinct demeanour patterns, in virtue of the mechanism of *behavioural strengthening*.

Following these empirical deductions, we state that, within PGUP, the decrease of work instrumentality and of the role of the individual effort in outlining the destiny experiences an aggravating acceleration tendency, by perceiving a more and more advanced intrusion of external events.

Such fact contributes to the development of a demotivating attitude and to the perception as victims of conjunctural changes by the academic personnel. It is true that this feeling of incapability is not universal.

We remark the existence of a 16,3 % fraction from the entire questioned sample, characterized by a maximal internal *locus of control*, to which we can add – at the limit – another typological category, comprising the majority of the respondents (41,5 %), for which professional achievement is conditioned by values criteria, but corroborated with the chance of being applied.

Even if singular, the aspect of tough de-motivation induced by the choice for the last option cannot be neglected, because it expresses the significance loss of the activity performed, by a subject transposing *injured motivation* in *detachment*. This situation, even if isolated, raises question marks at the level of the managerial policy of the institution, wishing to have conformist, good executants, but not also well motivated, employees.

We consider that more profound investigations are needed to label such situation as an isolated ‘accident’ with the tendency to extend, procuring him/her other ‘vents’ to live his/her motivational potential: family, social or political life. As a concluding remark of this analysis, we underline the prevalence of the external *locus of control* in the professional field of the respondents, which marks unfavourably the possibility of developing an adequate career management & development for the academic staff.

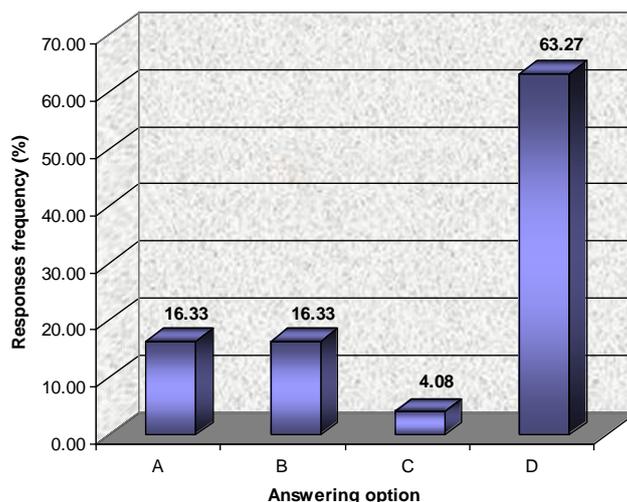


Figure 2. Responses distribution for Question 2 (achievement of the compatibility between the personal goals and the ones of the institution)

- A. a profound discordance between the two goals;
- B. the individual goals are identifiable with the organisational ones;
- C. the organisation is used to serve the own finalities of the employees;
- D. the goals of the institution have priority.

The next interrogation necessarily illustrates the measure in which harmonization of the individual goals with the ones of organisational type acts as restraining or stimulating element at the level of the possibilities of the academic career management. Consequently, observing Figure 2, we note a major detachment of the consensus of the respondents, corresponding to the option granting priority to the objectives of the institution (63,3 %), fact forcing the teaching staff to adhere to the value system proposed at a central level. Supplemented by a worrying percentage (16,3 %) of the academics perceiving a *profound* discordance between the two types of goals and by a quasi lack of options for the alternative that attests the maximum preoccupation for people, the conclusion drawn is the one of *perceptions* making a priority from the major concern for performances of the management at the level of the institution, *authority-compliant*.

This state of facts is due to the statutory identity of *PGUP*, which as '*state-owned institution*', is depending upon the decisions of the Education Ministry, assuming the role of main paymaster of the budget administrated by this organisation. It is thus facilitated – even if, theoretically, the so-called *university autonomy* exists – the inversion of priorities, with motivational valences, at the level of the academic staff members that suffer, in a frustrating way, the precarious salaries, the difficult advancement possibilities that would allow self-achievement and professional fulfilment.

All these obstacles create a relatively vitiated state of spirit, translated by means of *demoralization* at the level of the individual subjected to pressures and constraints that he/she considers unfair.

The sentiment of limitation of the proximity and accessibility of the individual – in order to satisfy his/her personal objectives and values – is therefore transposed in a declared incapability to look for a vision regarding the perspective of his/her career.

Consequently, given that '*the expectancies create social reality and, even if unauthentic, [these] end by becoming true*' (Gavreliuc, 2006, p. 151), the necessity of a supplementary preoccupation at the organisational level imposes itself, by implementing a strategic line of *managing through motivations*, concretized, on one hand, by means of a *motivating organisation* of the teaching staff activities and, on the other hand, by an integration of individual motivations (with general valences) in the human resources management system. The investigation of the repercussions issued from the analysis of the synchronization capacity between the individual and organisational goals sustains, additionally, the degradation of the reference axes at the level of the academic career.

In the followings, we investigate *the attitudinal orientation of the subjects*, corresponding to the personal modality of perceiving the bipolar structure individual – organisational environment. We refer to the social sustentation of accepting the influence (by the medium of some representative persons or by plurality of norms, ideologies, and values promoted in the academic environment), behavioural modelling that presents, within the respondents, as generating sources, three distinct

elements: compliance, identification and internalization. From Figure 3, we note thus the preferential orientation (40,8 %) of the academic personnel to cultivate a *compliance* 'philosophy', based on the possibility of recompense and sanction, fact 'strengthening' the assumption previously demonstrated – the perception of an *authority-compliant* managerial pattern.

Such thing proves the fact that, beyond the 'affective commitment', an instrumental transaction of the type 'involvement against reward' manifests itself, generally dictated by the evaluation of costs and benefits bounded with the preservation of the quality of academic members.

Nevertheless, the alternative of an alienating-type involvement must not be ignored, in which the individuals, perceive themselves as being incapable to control organisational experiences, aspect interlaced with the major declaration of the *compulsory request* to adhere to the values system proposed by the management of the University.

This observation is sustained by the quasi-uniform distribution of the orientations, consensually residual, toward *identification* (26,5 %), corresponding to the relevance of the group for the socio-professional identity of the subject endorsed, respectively *internalization* (18,4 %), based on the individual attachment to the university culture, instituted as personal demeanour standard.

Not the least, we remark a reduced fraction (14,3 %) of respondents belonging to the category of the 'deviants' from the norms, which can constitute a potentially valuable resource for innovation and testing. The interpretative implications of these answers demonstrate the uncertainty state of the teaching staff regarding their career evolution, which inevitably implies assuming *conformation*.

The results summarised in Figure 4 draw the attention towards the interpretation of the perspective from which the academic staff members perceive the university as a privileged access to the self-identity.

The central tendency of the respondents, with a 86,7 % overwhelming weight, intercepted through the interest of the institution for involving the social actors.

This result can be correlated with the interpretative implications of the variable quantifying the compatibility between the personal goals and the organisational ones (Figure 2).

The general remarks, setting a managerial pattern based on obtaining performances and conformation of the employees, are again retrieved at the level of this new analysis, by promoting three keywords: being responsible, mobilization, and participation.

In this context, a major involvement could be facilitated by developing – at the individual level – of a *motivation-identification* mechanism, that would assume a consensual agreement between the personal and organisational goals. The empirical reality disproves however such a desire, proclaiming the divergence of the objectives and the primacy of the institutional ones.

Without ignoring the role of the protagonists implication in the activity executed to obtain performances, we consider that the severe prejudicing

(indicated by reduced percentage values: 9,2 %, respectively 4,1 %) of the cause (motivating impulse) respectively the effect or finality of the involvement act (maximization of satisfaction) presents negative consequences at the level of the outlined cognitions, leading to the deprivation of work significance. Such a behaviour might determine the respondent to act as a robot, without any attraction towards his/her work, lacking – at the limit – human attributes, by means of a defective way of conceiving.

It is thus injured the permanence and continuity sentiment, which should be felt at the individual level in order to convert itself in an authentic support of the substantiation of the professional projects and implicitly of the responsible management of the evolution trajectory.

The last interrogation, aims at the perception of the respondents regarding *the impact due to the implementation of changes dictated by the socio-economic context* within PGUP. We remark – analysing Figure 5 – the obvious disapproval (51,7 %) manifested by the academic staff, corresponding to the interception of the principal implications that changes comport as chaos generating sources, injuring the individual feeling of permanence and continuity. We consider that the significant *resistance to changes* is based upon two important aspects:

- the diminution of the degree of satisfaction of the respondents
- and the negative perception of personal risk comported, as an answer to eventual mutations.

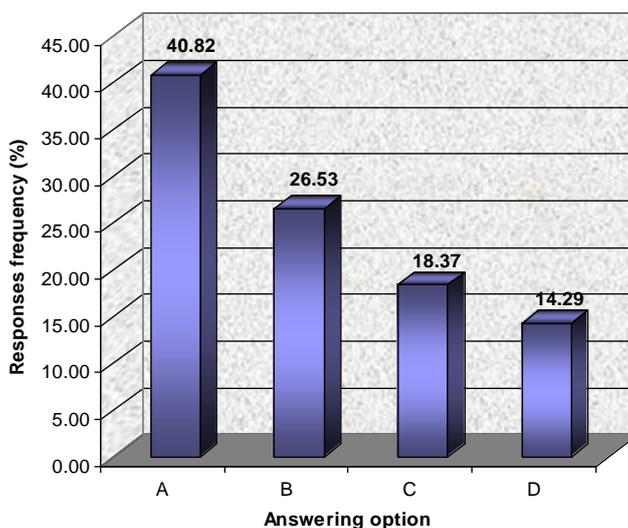


Figure 3. Responses distribution for Question 3 (the foundation of the type of attitude regarding the personal participation at the organisation’s ‘life’)

- A. conformation;
- B. identification;
- C. internalization;
- D. conformation refusal.

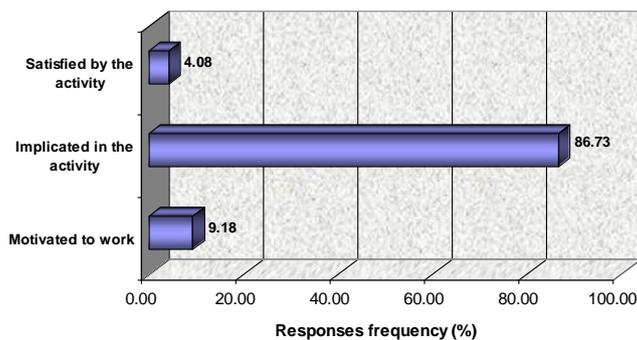


Figure 4. Responses distribution for Question 4 (the real interest of the institution to have employees satisfied, implicated or motivated)

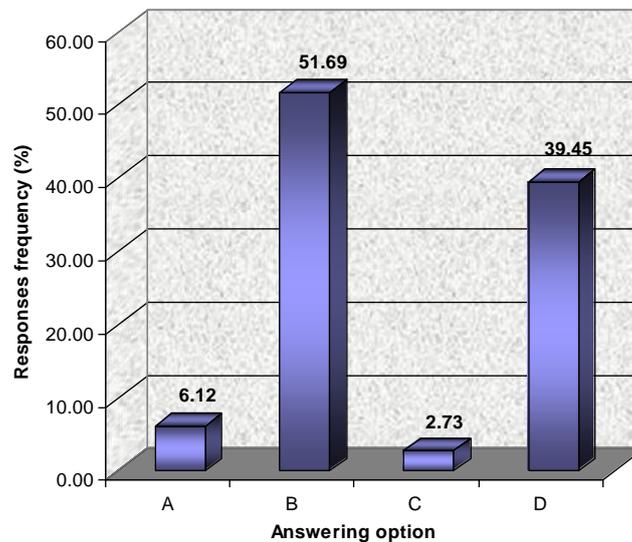


Figure 5: Responses distribution for Question 5 (opinion about the implementation of changes imposed within the organization by the social, economical and political context)

- A. *most changes are more than necessary;*
- B. *changes create chaos, leading to demotivation;*
- C. *reticence to changes, as they outrun the mentalities restructuring;*
- D. *approval of changes, but part of them are inefficient.*

When the university ‘life’ is perturbed by profound changes, involving the structure or even the destiny of the academic environment, the professional identity itself of the protagonists, who see their upcoming evolution brutally interrupted by jeopardizing the accessibility and proximity of the career development, is fractured.

We ascertain a vitiated tendency, even if normal, of behavioural orientation at the level of the social actors: the inability of the organisation to offer positive scopes, aiming mainly at the possibility of self-development, generates a limitation of the involvement in professional projects, especially of the subjects characterised by strong tendencies of self-achievement, which will consequently manifest itself by disinterest and dissociation. It is also interesting to observe the accumulation of 91,2 % of the options betraying either an active and declared resistance, previously discussed (51,7 %), or a passive and hidden alternative (39,5 %) of the resistance to changes, specific to a new typological category. This one manifests its adhesion to changes, but the camouflage of the appearance is discarded by using the adversative conjunction which questions ‘the conditions of the game’, jeopardizing its validity, due to the inefficiency of its implications.

The other answering options are relevant by the extremely limited frequency that they comport: 6,1 % of the respondents declare themselves authentic supporters of changes.

On the other part 2,7 % openly recognise their reticence to changes, caused by the outrunning of the mentalities restructuring.

The quasi-unanimous distancing of the subjects from the problems related to changes – independently of the reasons of age, length of service or academic rank – leads to a painful conclusive remark: abruptly implemented, changes annihilate any prediction regarding the academic career development.

Analysis of the questions with scaled answers

The used questionnaire offered two interrogations comporting scaled answers, classified based on the criteria of the importance for the respondent of the main characteristics that imprints his career. We thus consider necessary an exploratory analysis of the dominants situated on the axis desires – aspirations, delineating behaviours specific to the personality of the respondent.

Following Table 1, which indicates the mean values, M , and the standard deviations, SD , of the items studied, we note a visible outclassing of the traditional aspirations by new tendencies, with intrinsic orientation, from which we remark the need for an activity offering *professional satisfaction* ($M = 8,0$). The resolute detaching of this option evidences the congruence between the personality of the teaching staff member and the academic environment characteristics.

We remark the immediately subsequent consensual tendency: *rewarding the good quality teaching activity*, a dominant quantified by the mean value $M = 6,32$. Succeeded by the *value recognition in front of the own conscience* ($M = 6,06$), the emphasised aspirations represent the foundation for the consolidation of the professional identity feeling, which will attract valuable performances in the career.

On the following positions, we have found the classical aspirations referring to the *workplace safety* ($M = 5,72$) and the *satisfactory working conditions* ($M = 5,62$), whose deterioration could produce a profound lack of satisfaction sentiment, but without constituting, if anything, *sui-generis* motivators. The capacity of the respondents to confer a durable significance to the experienced events is directly conditioned by *granting autonomy and trust* at the individual level in view of

fulfilling the prescribed responsibilities, fact outlined by the next orientation ($M = 5,28$).

The insignificant positioning of the *money stimulation* between the preferential orientations of the respondents ($M = 5,06$) attests the fact that the most motivated employees are the ones that like what they are doing and, implicitly, for them, the intrinsic motivation is fundamental. We thus consider – as a concluding comment – the fact that, albeit invested with virtues of social symbol, the salary cannot constitute a panacea when choosing an academic career.

The reduced level of the aspirations of the academic personnel, corresponding to the characteristics of the organisational environment comports a twofold interpretation: on one hand, we can presuppose the existence of a compatibility, by means of converging towards the same objectives, brought into play by a common dynamic of aspirations (individual – organisation) and, on the other hand, the generated effect can be explained by a detached attitude of the academic staff towards the own institution. We opt to sustain the second alternative, because the previous analysis (Figures 2 and 4) points the germs of the coagulation of an *university culture*, under whose influence its teachers, students and administrators do not largely find themselves.

Important resource of any institution, *the organisational culture* (subject of the last question) reflects in fact the own personality of the entity it represents, transposed subsequently in symbols, significations, motives that outline the dominant socio-human climate from the considered organisation. Following the hierarchy of the availabilities of the life ‘philosophy’ of PGUP – summarized in Table 2, as they are perceived by the individual – we ascertain the consensual majority line of the options corresponding to the declaration of the existence of a *major preoccupation to attract external*

funds ($M = 6,43$). This fact attests, on one hand, the interest of the University to reduce the dependence upon the money allocated by the Education Ministry and to dispose of their own resources. On the other hand, however, the *real preoccupation* for a good quality teaching activity is undermined, fact injuring the content itself of the teacher’s mission.

Looking from three perspectives at the structure of the concept of *organisational culture* (culture of the university, culture of the academic profession and, respectively, the culture of the academic curricula), we note the accentuated prevailing of the *culture of the academic institution*.

The *practical valence* of this concept *equally outmatches the axiological component*, by making a priority from the adaptation need of the University to the conjunctural data of the external environment. The attention of the respondents is thus focused upon some main elements, such as: *assuming responsibilities* ($M = 5,76$), respectively *the leaders’ tenacity* ($M = 5,48$). Corroborated with the immediately following directions – *turning the opportunities to profit* ($M = 5,30$) and *knowing the dynamics of the external environment* ($M = 5,0$) – these options reflect a sui-generis entrepreneurial vision perceived at the level of the afferent institutional culture.

The distancing of the teaching staff from the own organisation emerges by under-classifying, in the hierarchy of the promoted availabilities, some characteristics intended to facilitate the fulfilment of the need for achievement. We are referring to axiological criteria, such as: *encouraging initiatives* ($M = 4,72$) and *promoting professionalism* ($M = 4,30$), which, prejudiced by the prevalence of the practical dominant, generate a decrease of the involvement in activity. The modest representation values of the following two characteristics – *assuming risk*

Table 1

Analysis of the answering options for Question 6 (hierarchy of the aspirations)

Pos.	Item (aspiration)	Mean values (M)	Standard Deviation (SD)
1.	An activity offering professional satisfaction	8,0	2,341
2.	Rewarding the good quality teaching activity and the interaction with the students	6,32	2,580
3.	Value recognition in front of the own conscience	6,06	2,746
4.	Working place safety	5,72	2,887
5.	Satisfactory working conditions	5,62	2,763
6.	Granting autonomy and thrust in fulfilling the prescribed responsibilities	5,28	2,429
7.	Value recognition by the others	5,11	2,324
8.	Raised salary	5,06	2,952
9.	Transparent organisation and management of the institution	4,23	2,768
10.	The need for an innovative authority (different from the formal and hierarchic model)	3,60	2,787

Table 2

Analysis of the answering options for Question 7 (availabilities of the organisational culture promoted by the institution)

Pos.	Item (availability)	Mean (M)	Standard Deviation (SD)
1.	Major preoccupation to attract external funds for investments	6,43	2,949
2.	Assuming responsibilities	5,76	2,213
3.	Tenacity of the leaders	5,48	2,345
4.	Turning the opportunities to profit	5,30	2,649
5.	Knowing the dynamics of the external environment	5,0	2,309
6.	Encouraging initiatives	4,72	2,335
7.	Promoting professionalism	4,30	2,764
8.	Assuming risk	4,22	2,356
9.	Tenacity in favour of innovative changes	3,78	2,347

($M = 4,22$) and respectively *tenacity in favour of changes* ($M = 3,78$) – attest a resilience which appears when the changes imposed within the university become uncomfortable. A withdrawal reaction therefore institutes itself in the safety offered by ‘*the way in which things have always been done around here*’, fact denoting an insufficient preparation of the organisational culture to sustain substantial changes. This injures the transformation of changes in opportunities for the career management.

Towards a strategic line for an innovative career management & development

Based on the manifest necessity of the academics to dispose of a larger autonomy, generating creativity and innovation at the level of both educational and research activities, we propose as a solution to conceive an organisational framework aimed at encouraging co-participation, rather than the ascendant or descendant incursions within the hierarchy. Because the organisational conformism specific to PGUP (based on excessive traditional bureaucracy with the tendency to extend rationalisation to the tiniest predictable details) comports a negative impact, de/motivating the individuals, we consider as an adequate remedial the instauration of a ‘*creative bureaucracy*’ (Zlate, 2008, p. 216) – focused on the development of a substitute authority that presents as main marks personalization and innovation. In this way, the institutional hierarchy is maintained, but its rigidity – based on order and formalism – is reduced. We think that such organisation format presents two major advantages: on one hand, it aims at a desirable evolution of the organisation and of the individual; on the other hand, it manifests ‘*self-destructive*’ tendencies in the sense of cultivating the desire to develop the abilities of each individual until the point in which his competence does not necessitate the presence of the authority. Thus, while the individual develops himself, his objectives become more compatible with the ones of the organisation – imperative fact within PGUP, according to our analysis.

The visualization of the results regarding the problems of changes in our institution (Figure 5) makes us raise the legitimate question: What is the real motivation for which people – provided with such intellectual slenderness and

mobility of spirit as the academic personnel – get to manifest circumspection, even fear and rejection, towards the society’s dynamic? Changes presuppose innovation.

But an innovation focused only on situations and not on the agreement between situations and protagonists transforms man in a marionette, an instrument, even a prisoner of the situation, ignoring thus the role of the personality. For this reason, we consider that the declared opacity of a major part of the academic staff towards the implementation of changes in universities presumes in fact as basis a reticence towards the *modality* in which what is new penetrates the educational environment. This reversion is alimented by the interpretation of some decisions that do not convince or motivate, but penalise or frustrate the ones upon which they have a direct impact. We do not deny the predisposition of the human mind to react faster to hazards than to problems or opportunities, but we consider the excessive presentation by the management of some situations and conjunctural changes in terms of ‘*dangers*’ and ‘*defence*’ induces inevitably stress and anxiety, leading last but not least to hasty decisions sanctioning actually still the organisation members.

This attitude of perpetual adaptation in order to ensure survival as a state-owned educational institution could be overcome by means of a proactive approach presenting the same situation in terms of ‘*problem – solution*’ or ‘*opportunity – gain*’.

The major degree of emotional implication generated by the increased attention that should be granted to the decisions taken under risk or uncertainty conditions presents thus negative valences. Consequently, we believe that this way of action could be substituted successfully by a fine cognitive analysis of the decisional process involving both each individual and the organizational environment as such, so that the supposed ‘*motivational costs*’ lead to a more efficient activity, not only to its chaotic haste. The staff of the university will therefore acquire faster a comprehensive state of mind which will activate all their essential values in view of promoting a *participative behaviour* based on the *implication* and *integration* of the staff members in the decisions-making process. If the implication is subjective, being intentional and reflexive, the integration is relational and behavioural,

both leading to the real (not only formal) exertion of the right to expression of the employees. It is thus generated a manifest and not only latent participation (constituted of intentions, analyses or reflections that will not be transposed in acts) representing the basis of a participative management of the consultative type. We are referring to an insightful participation, based mainly on an intrinsic motivation, increasing the degree of satisfaction and of relatively independent, creative implication of the academics in their activity.

It is interesting to observe the fact that usually, when talking about social influence, we are actually talking about conformism.

Based on the in-field data collected, we have though noticed that this conformism comports negative valences for the academic personnel, thus requiring imperiously the presence of innovation. The paradox of these suppositions, explaining the need for innovation by the very existence of the social conformation, is nourished by the conception according to which innovation can be '*regarded as a kind of deviance and the innovators as a subcategory of the general category of deviants*' (Moscovici, 2011, p. 60).

In such conditions, the natural conclusion is the one that adopting an innovative initiative is enjoying success and is not subjected to social sanction only when the movement is performed from up to down, in the present case from the university management to the academic staff. We thus consider that one of the responsibilities of the leader's role is to implement himself some innovative strategies and to experiment new methods applicable to a sustainable evolution at the level of the academic career. The fact that an innovative behaviour attracts obvious risks for any individual whose status is well-defined within the society cannot be denied. We can thus explain why the individuals, if reaching positions in the management, manifest an increase in the displayed circumspection and stability, often practising innovation only as an answer to internal pressures from their subordinates.

Based on the findings of our case study, we have also formulated some orientations for a proactive management strategy aimed at generating a new paradigm of the academic career.

We consider that the most important orientations are:

- the *limitation of the exertion of negative stimulation modalities*, developed as a result of a non-personalized implementation of changes at the PGUP level, by means of a strategic line replacing the control with the *optimization of the communication between leadership and employees*;
- the *organization of focus groups*, in order to explain unequivocally the **real** situation of the academic institution, in a period marked by economical crises and profound mutations, through which the incertitude and anxiety of the personnel are diminished, making place for a proactive behaviour;
- the *opening towards dialogue* of the management structures, by *stimulating the expression of the opinions of the university staff*, starting from the hypothesis that its members are the first capable of signalling what functions adequately and what should

be improved, directly referring to their expectations and problems;

- the *improvement of the vertical formal communication* at the institution's level, by addressing more complex tactics destined to facilitate the development of the individuals' sentiments of belonging to their own organization, counteracting the effect of distancing;
- the need for approaching the leadership - employees interaction model to the patterns of *participative management*, by means of promoting a *reciprocal influence*, capable of stimulating the development of the employees' autonomy of thinking and action;
- focusing of the organizational policy on *stimulation of the employees in building technical and social competences*, by making intrinsic motivation a priority, which increases the degree of conscious and unconditional acceptance by the subjects of their responsibilities.

The strategic line proposed comports as limitation the intrusion of the governmental policy, blocking authentic university autonomy and stimulating mass conformation. Strategic innovation and knowledge management practices cannot be achieved as long as the university culture is impregnated by the political influence.

Conclusions

This paper aimed at promoting a coherent process of incremental innovation and changes as a permanent basis of the educational environment, instead of sporadic response and adaptation reactions to the contextual dynamic. The proposed innovative strategies thus facilitate the access towards a new paradigm of an academic career management. 'Feeling' the situations, the proactive analysis of the future and the behavioural flexibility, the development of the own 'opening' in view of predicting the career evolution and elaborating the personal efficacy style, the construction of a vision in the conditions of re-inventing time – all constitute premises and modalities of an efficient management of the professional trajectory, in the hypostasis of both manager and simple employee.

We believe the implementation of these strategies is equivalent to the *reversion to humanism* of the organisational policy in the academic environment.

Finally, we plead for *restructuring* the relationship between the 'authors' and the 'actors' of the organisation – using the terminology of the French psychologist Pierre Goquelin. We favour equality – not in capacities but in rights – between the 'co-authors' and 'co-actors' of the university, that could constitute the '*debut of a reciprocal reconnaissance and regard*' (Zlate, 2008, p. 379). The development of a participative management, able to operate in terms of synergy and not of pressure or conflict, could 'sweeten' the following optimistic-tragic statement of Goquelin: '*the people and the organisation are condemned to stay together*' (Zlate, 2008, p. 380). In these conditions, our opinion is that the real motor of changes is internal, the re-equilibration of the human personality entailing the effectiveness of his activity.

As a future research line, we intend to develop, based on the results of the questionnaire, a linear regression model describing the variation of the satisfaction of the academics towards their organisation as a function of their opening to changes and innovation.

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M.-C. Suciū, I. Dumitrescu, A. Dumitrescu

Karjeros valdymas ir vystymas akademinėje aplinkoje

Santrauka

Straipsnyje išryškinamas materialinę ir legitimumo krizę patiriančioje Rumunijos akademinėje aplinkoje egzistuojantis akademinio personalo statuso pažeidžiamumas. Ši aktuali visuomenei problema nagrinėjama analizuojant darbo motyvacijos priežastis ir pasekmes konkrečiame kontekste – institucinėje Petroleum-Gas University of Ploiesti (PGUP) aplinkoje.

Universitetų svarba žinių kūrimui ir sklaidai, sumažėjusi dėl tendencingos „politinės aritmetikos“, turi būti atgaivinta, tačiau to negalima padaryti, jei visuomenė nėra įsisąmoninusi, kad žinių visuomenėje švietimui pedagogų reikia ne tik kaip sistemose liokajų, bet taip pat kaip sprendimų priėmėjų, patarėjų, kritikų ir sąžinės skaidrumo saugotojų. Straipsnyje nagrinėjamos problemos itin aktualios dėl skandalingo apsimitinėjimo akademinės karjeros vystymo galimybių klausimais ir dėl motyvacinės krizės, kuri skatina apsauginę pedagoginio personalo reakciją ir neveiklumą.

Atvejo studija, atlikta PGUP, siekiama išryškinti dabartinę karjeros valdymo situaciją ir motyvacinę specifiką akademinio personalo lygmenyje. Ši socioprofesinė kategorija yra drastiškai paveikta dabartinių ekonominių, socialinių ir politinių išbandymų. Atliktos reprezentatyvios apklausos instrumentas buvo klausimynas, kurio struktūrą sudarė šie reikšminiai blokai: galimybės investuoti į savo išsilavinimą, lūkesčių ir

poreikių sistema, organizacijos – kultūra ir pokyčių organizacijoje suvokimas. Tiriamųjų imtis stratifikuota, sudaryta atsižvelgiant į akademinį vardą, amžių ir darbo PGUP stažą.

Tyrimo rezultatai leidžia daryti šiuos apibendrinimus:

- dėl vyraujančios išorinės kontrolės nukenčia vidinės kontrolės galimybės (atitinkančios priežastinį ryšį tarp elgsenos ir atlygio), kurios respondentų profesinėje srityje pasireiškia nepalankiomis adekvataus karjeros vystymo galimybėmis;
- stebima neigiamas dvasios spaudimo ir apribojimų veikiamo individo, kuris juos traktuoja kaip neteisingus, lygmenyje. Individo galimybių tenkinti asmeninius tikslus apribojimas reiškiasi kaip negebėjimas sukurti savo karjeros perspektyvos viziją;
- pedagoginio personalo neužtikrintumas dėl tolimesnės karjeros neišvengiamai lemia susitaikymą su instituciniais tikslais vietoje universiteto kultūra grįstos identifikacijos;
- yra pažeidžiamas pastovumo ir tęstinumo jausmas, kuris individo lygmenyje reikalingas tam, kad būtų jaučiama parama profesinių veiklų tęstinumo palaikymui, taip pat atsakingam pažangos valdymui;
- tarsi sutartinis tiriamųjų atsiribojimas nuo su pokyčiais susijusių problemų leidžia pastebėti, kad staigūs pokyčiai griaua visas akademinės karjeros vystymo prognozes;
- sumažinti akademinės bendruomenės narių lūkesčiai organizacinės aplinkos atžvilgiu gali būti palaikomi nešališko pedagoginio personalo požiūriu į savo instituciją;
- žiūrėdami iš trijų pozicijų į organizacijos kultūros koncepto struktūrą (universiteto, akademinės profesijos ir *curriculum* kultūra), pastebimas akademinės institucijos kultūros dominavimas. Praktinis šio koncepto junglumas pralenkia aksiologinį komponentą: universiteto prisitaikymo prie išorinės aplinkos konjunktyros poreikis tampa prioritetiniu.

Remiantis pasireiškiančia būtinybe akademinėi bendruomenei atsakyti dalies autonomijos, kuri generuoja kūrybingumą ir inovacijas tiek ugdymo, tiek mokslinių tiriamųjų veiklų lygmenyse, straipsnyje kaip sprendimas siūloma sukurti organizacinę struktūrą, nukreiptą skatinti dalyvavimą, o ne nuolatinę hierarchinių struktūrų atakas. Kadangi PGUP būdingas organizacinis konformizmas (pagrįstas besaiki tradicine biurokratija) turi neigiamą, motyvaciją mažinančią poveikį, tinkama korekcine priemone laikome „kūrybinę biurokratiją“.

Aiškių statutinių pažeidimų pripažinimas, net jei jis egzistuoja subjektyvaus respondentų suvokimo lygmenyje, reikalauja inovatyvaus strateginio ir vadybinio perorientavimo, kuris keičia susidariusią situaciją, atremia provokacijas ir sukelia proaktyvių personalo narių elgseną.

Todėl reikia naujos išteklių kombinacijos, leidžiančios kurti tvarias galimybes darbuotojams. Tokios strategijos taikymo sėkmės esmę sudaro inovacinės dvasios palaikymas. Straipsnyje akcentuojamas darnas pažangių inovacijų ir pokyčių proceso kūrimas vengiant atsitiktinių reakcijų į konteksto dinamiką. Siūlomos inovatyvios strategijos palengvina prieigą prie naujos akademinės karjeros valdymo paradigmos. Išskiriamos tam tikros strateginio valdymo kryptys, nukreiptos į neigiamų PGUP pedagoginio personalo nuostatų dėl institucijos valdymo neskaidrumo ar kontraversiškos Rumunijos švietimo sistemos pertvarkos gerinimą.

Tačiau siūloma strateginė linija prieštarauja vyriausybinei politikai, blokuojančiai universitetų autonomiją ir stimuliuojančiai masinį prisitaikymą. Gerosios strateginių inovacijų ir žinių valdymo praktikos negalima pasiekti, kai universiteto kultūrą yra persmelkusi politinė valia.

Esminis inovatyvus aspektas – poreikis atsikratyti prisitaikėlišku praktiku ir „kontrolės filosofijos“, kuriomis rėmėsi tradicinė vadybinė praktika, jų vietoje siekiant „kūrybiškumo kultūros“, kuri skatina inovacijas „iš apačios į viršų“, o ne tik klasikine trajektorija. Naujas asmeninio efektyvumo stiliaus apibrėžimas, skatinant akademinį personalą savirefleksijai, palaikančios kultūros kūrimas ir artėjimas nuo „vadyba-darbuotojai“ sąveikos modelio prie dalyvaujančio valdymo yra tie elementai, kurie prisideda prie inovatyvios organizacijos kristalizacijos. Tokiai organizacijai yra būdinga organinė struktūra, pajėgi įgalinti darbuotojus per „pasitikėjimo kapitalą“ ir kreipdama institucinę politiką link humanizmo.

Reikšminiai žodžiai: akademinė aplinka, karjeros valdymas ir vystymas, inovatyvios strategijos.

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