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**PhD THESIS  
ABSTRACT**

**HUMAN RESOURCE’S ROLE  
IN THE ORGANIZATIONAL CHANGE**

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## Key – words

*Human resources, organizational change, organizational culture, communication, competence and creativity, flexibility and adaptability, organizational structure*

## Introduction

The dissertation sets out to analyze some aspects of the *process of organizational change* that we consider important and that in our vision are *determined, deployed and developed by the human resources* of the company. Through the process of continuous professional improvement, which permanently insures a high level of competence and through materialized creativity in inventions and innovations, *the human resources of the company evolve and self perfect* and contribute to the evolution of the organization. On the other hand, the organization, through the culture that it develops, stimulates the necessary flexibility for the change that it anticipates according to the future requirements of the internal and external environment.

Among the people who interact inside the company there are those who initiate a process of identification of the causes, direction and necessary content of the change. These are the ones that guide and draw the rest of the organization into the process of change, in establishing the moment, the paths to take, the necessary steps and the results that must be reached.

This way, where there is such a preoccupation, *the whole organization can participate and make the permanent adaptation of its own activity and the integration in the fluid business environment, continuously changing.*

The literature of the last decade comprises numerous references (made by economists, sociologists, psychologists or other specialists in other research fields) to the ***process of organizational change*** and even to the existence of a specific branch of management: *change management*. In this context, ***change*** means „*replacement, modification, transformation or rendering into shape and/or content of an object, product, work, service, activity or process*”, towards which the board of the company must have a favouring attitude (Burduş et al, 2000, p. 28).

Either a *reactive or a proactive change, natural or planned, imposed, participative or negotiated, incremental or radical, strategic, technological, structural or at employees' level*



(Bibu et al, 2008, p. 268-272), *the role of the human resources in the process of organizational change* is essential.

In each of the fields that the organizational change targets, embedded in the process of globalization [*objectives and strategies; technology; position description; organization structure; processes and people* (Deaconu, 2007, p.78)], change means the existence of some qualities and a specific way of action of the human resources of the company.

The process of change is not achievable unless an appropriate *conception* has been created, an adequate way of thinking (mindset), both at an individual level (personal mindset), and at an organizational level (organizational mindset) (Thames & Webster, 2009, p. 15-19).

Changes at an organizational level are determined by *factors from the business environment (mainly, competitive struggle and consumer behaviour)*, to which are added social, cultural, demographic factors, factors which belong to the general context, the market regarded as a whole, as well as the needs and preferences of the clients. Even the progress of technics and technology can become an opportunity or a threat for a company (Thames & Webster, 2009, p. 24).

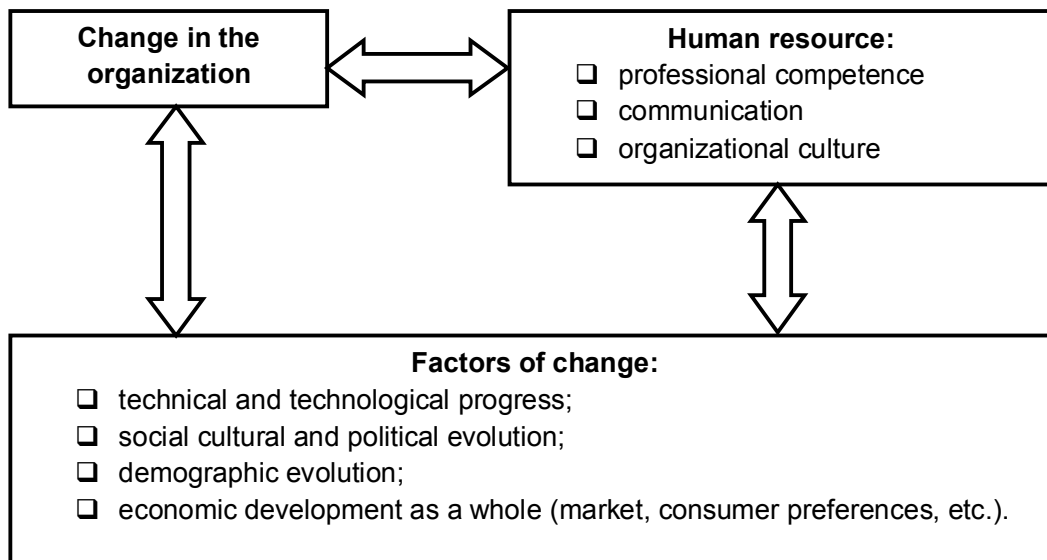
Even if the external factors fulfill an important role, the process of change is devised and programmed, effectively lead and controlled, finalized more or less successfully and efficiently, depending on *external factors*, that pertain to the internal client of the company: *the man who works in the organization*, as manager or as a mere employee. The potential of the company is represented first of all by the people, their competence and capacity for performance, and the degree of exploitation of the other resources is higher or lower, just as productivity and profitability are achieved by the people in the company at a high or low level.

In our view, *technical and technological progress* represent an essential element in the organizational change, as in the evolution of the human society on the whole (see for instance Rosenkopf & Tushman, 1994, elaborated after Baum, 2002, p. 389). *Man is always forced to adapt to changes in technique and technology and thus to create his own evolution.* However, the idea is valid only for the *individual* progress and development, because at the level of the society, technique and technology represent only *materialized human*

*intelligence*, exploited human capital turned into installations, appliances, machines, equipment, means of transport and the appropriate technological processes to obtain them.

The dissertation does not attempt, however, an analysis of the aspects linked to the materialization of human intelligence and its role in the process of change, but looks only into what we consider belongs to the *activity of operative human resources*: competence (meaning professional training, performance and creativity), communication (meaning information, relations between employees, customer relationship, cooperation and of course, relation to the business environment in general) and organizational culture (meaning motivation, cooperation, integration, conflicts, values, mentalities, rules, internal policies, behaviour, promotion and self-achievement).

In our vision, the factors of change act upon the organization on the whole, but also directly, in a specific manner, upon the human resources. The organization as a whole influences the individual and the groups, but it is subject in turn to their influence (see figure 1).



**Fig. 1. Role of the human resources in the organizational change – Working hypothesis** (the author’s conception – A.S.)

The process of change is not a linear one, evolution means a spiral trajectory, with standstills, involutions, „hesitations” and returns to certain elements or traits on superior levels. In the case of organizational change, technical, economical, social, etc. factors determine quality changes of the human resources, improvement of communication and change of the organizational culture, which stimulates creativity, determines modifications in technique and technology and so on.

The dissertation also refers to the spontaneous or planned character of the change, as well as to the proportion quality – change along chapters 2 and 3, aspects on which there are extensive and interesting discussions in the specialized literature (see Abrudan, 2009b, p. 5-12 and Abrudan, 2009a, p. 5-10).

Along the dissertation (chapter 3), we refer to the fact that the change is, in general, evolutionary and revolutionary. In our opinion, change must be correlated to *conservatism*. If we don't preserve certain elements of technique, culture, knowledge, experience, performance etc. the change will bring us back to square one and there is no evolution.

According to Hegel's Dialectic, quantitative accumulations determine qualitative changes, at certain time lapses. This allows the existence of an equilibrium between learning, experience and creativity. The superior level in evolution is not obtained by always starting from 0, but by changing the way to consider things, compared to the previous period. From a psychological point of view, there is a *change of the cognitive maps*, necessary for innovation and especially for inventiveness.

The desired change means improvement, even if this implies risks. Quality is linked to stability and consistency, but *evolution means transit from one quality to another*, from one quality level to another, superior to the previous one.

The performance of the company at a certain quality level, as well as the transit to a *superior quality* can be controlled, compared to the standards and prepared for change, all of this depending on the human resources: leading people by existent leaders, company employees as a group, processes that depend also on the people that organize and deploy them, programmes and strategy created by the organization management, as well as the rest of the selected resources (material, energetic, financial etc.), brought into the organization and managed by the organization members (see for instance, Dobrin & Popa, 2003, p. 111).

In our opinion, all the models presented regarding change and performance at an organizational level are based on the competence and creativity of the human resources. *What best expresses the „resultant” at the level of the organization (under the aspect of quality, specific and structure within which the people in the company are operating) is the culture of this organization, also named the „personality” of the human resources of the company.*

The work comprises two parts: Part I. Syntheses from the specialized literature and theoretical considerations; and Part II. Materialization of the theoretical models and original

research. Each of the two parts is made up of four chapters (eight chapters altogether), the eighth and final chapter comprising the final considerations.

*The objective* that we have set for the *first chapter* is to define the notion of *human resources* of the company, as we find it in specialized literature and as we understand it, with the qualities that characterize it as a *promotor, actor and beneficiary of the organizational change*. It is the competence of the people in the organization that we consider essential for the process of change and for this reason, we approach the evolution of the human resources in connection to the improvement of the training for quality and for disposition to creativity.

The process that implies: „*defrosting*” (meaning abandoning old patterns and creating conditions for implementing the change), *change and „frosting*” (meaning adopting measures for the consolidation of what has been achieved, to prevent downfall) is in fact only a loop of a spiral, a circuit that is resumed continuously. The essential problem, under the circumstances of an ever faster general evolution, is to insure the necessary *flexibility and capacity for adaptation*, so that the change, according to the requirement of market competition and competitiveness, is implemented continuously, by deploying a *strategic anticipative management* and a *proactive* type of change.

This first chapter, as each of the next two ones (*chapters 2 and 3*), comprises a theoretical synthesis from the specialized literature and it is supplemented with an original part in *chapter 5* (case studies for defining *competence, culture* and respectively *organizational change* on concrete examples, as well as for deploying the learning process in the organization and for developing competence at this level). *Chapter 4* comprises, apart from the analysis of some theoretical aspects of the process of communication, a personal theoretical model of the author regarding communication as change.

For each of the first four chapters we have selected theories and models that, in our opinion, are interesting and useful and in chapter 5 we have presented examples that are meant to highlight their *importance and usefulness*. Both the theoretical syntheses and the practical examples and applications are published in studies, articles and reports presented over the last 7 years.

*Chapters 6 and 7* comprise information acquired following two *sociological inquiries*: one carried out in a company, the subjects questioned being the members of the organization; the

second one was carried out with the contribution of a group of 518 Master's degree final year students, Faculty of Economics and Business Administration.

**The goal** of the first inquiry was to characterize an organizational culture and to outline the needs for change.

For the second inquiry we have set ourselves to determine the **potential** of the young people educated at the Faculty of Economics and Business Administration, for the companies in central and northern area of Transylvania in order to adapt to the requirements of the business environment and to make an improvement of the services for the external client.

In **chapter 8**, we have presented several considerations, crystallized following both the study of specialized literature and our practical research.

Each conducted study, as well as each chapter, is ended with personal conclusions and opinions, referring both to the theoretical syntheses and to the practical analyses and research conducted by the author over the last 7 years.

## **PART I. SYNTHESSES FROM THE SPECIALIZED LITERATURE AND THEORETICAL CONSIDERATIONS**

### **Chapter 1. The human resources of the company – content and evolution**

In any given organizational context, the human resources take the central place, both under the aspect of importance and as a determinant factor and agent of progress. The human resources are the **drive** for change, the **factor** that determine and channel it, as well as the **agent** that insures: functioning towards change and the adaptation to change of all the other factors.

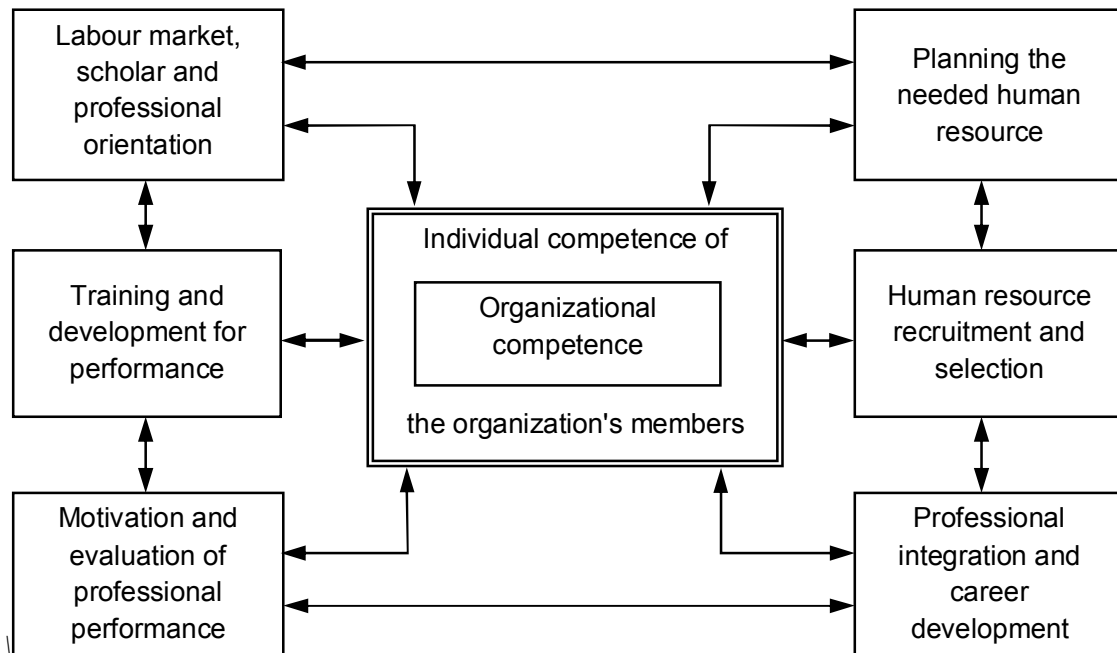
The human resources of the company is a concept that conserves meanings and aspects specific to the notions used at a macro and micro economical level, whose evolution leads to the development of the modern organization. Thus, *the meaning of the notion starts from the work capacity of the people and develops, accumulating meanings of the notions of human factor of production and human capital, but also employees.*

**The human resources** of the company imply from the people a form of integrating in the organization, but also a modern attitude of the employer and a specific type of management.

The fundament of these modifications towards workforce or company staff is the *organization's necessity for flexibility, creativity of the people and company viability*.

The human resources are an *investment* for the company, but are also the *creative factor*, the one that adapts arduously, but that is capable of understanding its limits and of outrunning them. This explains the fact that the efficiency of using the other resources depends on the quality and efficiency of the human resources.

The essential element for developing the company is the *role of the people in the organization*. The fulfillment of the tasks and the commitment to responsibilities is determined by *individual competences* and by the way these are *correlated, complemented and stimulated, leading to the creation of a certain organizational competence*.



*Fig. 2. Creating the organizational competence -  
A model developed based on theoretical and practical studies  
(author's conception – A.S.)*

Competences in an organization form a *system*, just as the people that make up the organization represent the elements of an integrated whole. Inside the system, competences are differentiated by specific aspects linked to the field of activity of the people in the company (*behavioural, technical competences or abilities*), as well as by the position or the hierarchic level in which they are acting (*decisional or official competence and professional competence*).

The acquirement and improvement of competence at an individual and at an organizational level is done through a complex of correlated processes, involving the integration of activities in the field of *scholar and professional orientation, professional training, improvement and specialization activities, motivation and evaluation of professional performance. Managing the necessary staff, recruitment and selection of workforce, career integration and development.* An important role in this complex belongs to the *labour market* content and way of functioning.

The human resources suffer a continuous improvement process determined by the requirements of the business environment. The labour market, as an intermediate between the holder of the work capacity and the employer imposes the ***professional change and improvement*** in order to fulfill the needs of the economic agents. In turn, the hired workforce is improving in order to subsequently contribute to ***organizational change and development.***

In order to make ***competence*** felt at the global level of the organization, it is necessary first of all to ***correlate*** individual competences according to the structure and objectives of the organization. Secondly, for the activity of a company, not only the qualities acquired by the employees are important, but also what results following the unfolded activity, meaning the ***highest possible degree of exploitation*** of individual competences, *on long term.*

To that effect it is necessary to create and develop a culture that allows the appropriate management of the human resources of the company and that ***involves*** the employees in its activity, but also the ***flexibility*** needed to exist and develop in an ever-changing business environment and request a ***continuous change*** from the company.

## **Chapter 2. Organizational culture – the „personality” of the human resources**

Starting with the last third of the 20th century, organizational culture has become a serious object of the researchers. It was observed, following the broadening of the research, that each company is functioning under the direct or indirect influence of several factors linked to the *human resources*, that express its „personality” and that plays a decisive role in the *quality and efficiency of the results*, in the *flexibility* of the activity and the capacity of the company to *adapt* to the business environment.

***Organizational culture*** is present in the specialized literature through *synthetic definitions*, as is the case of Johns (1998), as „the style and the personality of an organisation”.

Also, there are definitions focused on the *content of the notion*. For instance Greenberg (2002) „the insights and values system of organisational members”.

Another type of definitions expresses the content of the notion only by an *enumeration*: Berrio (2003) „organisational values, leadership style, languages, symbols, procedures and the definition of success”.

However, we consider that the most exhaustive definitions are the ones that consider the „*stratified*” *concept of the notion*, with two or three levels. We find this idea at Schein (Schein, 2004, p. 26), as well as at other foreign authors, at some Romanian authors (Nicolescu & Verboncu, 1997), including in works signed by us (see for instance, Câmpeanu-Sonea & Sonea, 2006a).

Success in competitive economy depends on how the company management is able to achieve the **unity** of the organization, based on the employees’ **loyalty** and mutual **trust**, to stimulate **cooperation** more than competition on an internal level and **learning** in the whole organization, at all levels and in all stages.

Involving the company employees must be specifically directed towards the **client**, to satisfy the client’s **needs**, to anticipate the requirements and **preferences** of the client, to always **learn** from the client, to contrive, perfect, renew and innovate services **together** with the client.

Learning and specialized knowledge is relevant only in connection with the **business objectives**. *Knowledge management* implies also the analysis of the efficiency of acquiring new knowledge and respectively, of the effects of their implementation for the permanent adaptation to the business environment and for the succes in the competitive struggle.

Based both on the theoretical concepts mentioned, and on concrete analyses (see for instance, the case of the company with French capital FR – RO), it results that the efforts of the company manager (under the aspect of *communication improvement*, for *binding the work groups*, for improving the *remuneration system*, for *helping the relationship between managers and employees*, etc.), can contribute considerably to the creation of the „culture of success” and to the acquiring of serious advantages for the company activity and evolution (on the whole), as well as to the professional gratification, self-achievement and career development of every employee.



### **Chapter 3. Change in the organizational environment.**

#### **The role and the adaptation of the organizational structure**

The world economic crisis showed us that the renewal of the human capital management systems is the only way out of the stall. *The new form of human resources management* is based on leading factors and imposes considerable efforts from their part. The specialists in human resources, whose competences are centred upon *knowing people*, represent the support for the implementation of a management adapted to current conditions. They are the ones that can help employees accept the *changes produced by the rapid evolution of the work technologies, activity informatization and economy globalization*.

In the developed countries, the organizations concerned to adopt a *new vision in the human resources management* are, in general, those that benefit from advanced technologies: banks, aerospace companies, telecommunication, etc. Experts in the field even claim that there are „recipes” that have proven their efficiency in promoting the new management system of this resource in an organization.

In the first stage it is necessary to find a person capable of creating the desired change. They recommend that the person come from the inside of the organization. In the companies that have succeeded to implement the modern management systems, this *agent of change* has the role to unite in one work group several employees that, with the help of consultants, create a new vision on the human resources. In most of the cases, *change begins at the level of the organizational culture*.

In this profound transformation process, that lasts a few years, the support is made up by the department of human resources, because there is the need for a *new work organization, adequate methods for staff formation and promotion, a new remuneration system* etc. Together with the external consultants, the work group elaborates concrete programmes, distributed on dates and having the responsible persons directly named for implementing the established measures.

Change in the organization is approached as an adaptation problem between 1950-1970. Starting 1970, a new problem crystallizes: that of increment and reorganization, according to the phases of the organizational *life cycle*.

The process of change based on adaptation and increment correlated with the organizational life cycle leads to **transformation** and *social dynamics*, specific to the 1980-1990 decade and later on to the 2000-2005 period.

Starting the last decade of the last millenium and continuing towards the years of the 21st century, the *learning* process for *behavioural* modifications, for *restructuring* and *reorganization*, for *flexibility* and *equilibrium* intervene in the *managerial vision* of the change.

**The process of change** in the organization, like the processes developed within any biological or social organism, has a *systemic, revolutionary and usually evolutionist* character

The decisive role comes to the *leader*, who in modern conditions must assume the place of the „classical” manager and be capable of managing the *transformational* or *transactional* process (*management of change*).

The factual form of change implementation, as well as the future evolution of the processes depend on the more or less stable *equilibrium*, between the *factors (forces)* that determine or, respectively, inhibit the modifications.

The starting point for the change is the attenuation of the shock and *acceptance of the modifications*, and the long term effects should materialize in insuring *future flexibility and adaptability*.

The process of change implies a complex and multiple transformation developed at an ***individual level, within groups, between groups and between individuals, as well as at the level of the whole organization.***

Change can be achieved, with positive effects, only if the organization is ***ready for the change***, which means: understanding the environment pressure, identifying the problems within the organization, but especially, ***transformation of the people***, who must *understand and accept the change*.

*Work groups* and the corresponding relations (internal and respectively external to the groups), the *competence* of the staff appropriate to the *technical level* must insure not only the necessary modifications, but must also keep the new system functioning for the future.

This process means a permanent *integration and adaptation* in the business environment, increasing the level of competence at an organizational level, correlating individual competences at a *group level, complementary and replaceable* training of the company staff.

At this stage of our research, we consider that the Greiner model is confirmed in the case of the Romanian companies. Each of the 5 stages is linked to a certain *organizational structure*, which underlies the corresponding culture. We have highlighted in chapter 2 the decisive role of the *owner's and company management personality* in outlining, consolidating and developing the organizational culture. Both the professional training and the owner's personality (individual or collective), as well as the management system that is applied are strictly reflected in the *company organizational chart* and are influenced by it.

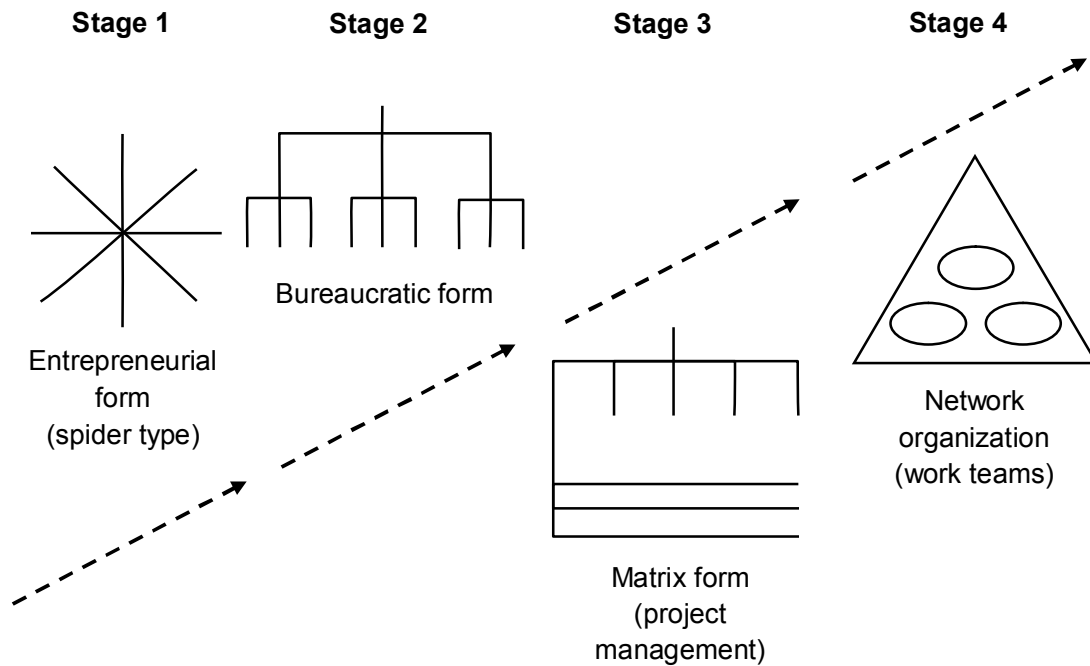
Also, each stage in the Greiner model evolution requires a certain adaptation mode of the organizational culture, being based on an appropriately *shaped* organizational structure.

In order for the company evolution to take place, from one stage to the next, and to overcome the critical moments, beside the structural transformation, it is mandatory to increase the level of individual training at an organizational level also, *to modify* the formal and informal *relations* and especially, *the mentality of the board* of the company, as well as that of the *employees*, at every hierarchic level.

In the model drafted by Greiner, the *specific of the crisis* after the fifth stage is not mentioned. The definitions that we have given (as denomination), are based on the idea that this evolutionary „scale” must be not a straight ascending line but a *spiral*. The problems of the five stages will recommence, probably, at a *higher level* of quality, of diversification, of technical level and capacity for understanding from the organization members.

Coming out of each stage of the crisis implies *permanent learning*, at the level of the whole organization, *exploiting the acquired competence* and protection against the risks in the decisional process, by finding action possibilities, always having *alternate options*.

In our view the evolution of an organization, from the first stages of the Greiner model to the superior stages, denotes modification in the organizational culture, in the company management and structure. Thus, from the *entrepreneurial* structure suited to development through creativity we go on to a functional, *bureaucratic* structure, meaning a single coordination and a complex management to the hierarchy that implies managers specialized by fields and uniformly coordinated.



### Structural evolution

**Fig. 3.** Evolution of the organizational structure according to the Greiner model (author's conception – A.S.)

The increase of the dimensions of the company and of the degree of complexity determine modifications towards the increase of the level of professional quality of the managers, the quality and diversity of the products offered to the customer. **The matrix structure** of the company and management by projects are useful for a certain period of time. Afterwards the needs for adaptability and flexibility as well as the diversification of customer demand, call for the modular structures based on autonomous teams and on the **network type** organization (see figure 3).

**The evolution of organizational culture** targets numerous and complex aspects, that include structural modifications, but are not limited to these.

Culture as a form of manifestation of the human resources of the company, as its „style and personality”(as Johns was defining it), evolve especially by **learning** at an organizational level and a correct **knowledge management**. This is the opinion formulated by numerous authors from our country and abroad, opinion to which we rally unhesitatingly (see for instance: Câmpeanu-Sonea & Sonea, 2007).

The process of learning targets not only the adaptation of the human resources to the existent *technical and technological level*, but also *innovation* for the evolution of technics and technology. That, in continuation, requests the adaptation of the users to the new level that is reached and so on. On the other hand, a certain type of organizational culture *stimulates*, at a certain moment, adaptation and innovation, as well as the structural modifications.

#### **Chapter 4. Communication in the organization as the motor of change**

After analyzing the specialized bibliography and numerous case studies, we have come to the conclusion that *communication in the organization fulfills an essential role* in the content of the organizational culture and the functioning of the human resources.

Therefore we are planning to approach the process of change linked to the one of communication. The process of change in a broader sense, concerning culture and other aspects of the organization indispensably includes, in our opinion, the problems of information movement and of the relations created in the process of communication.

In the first part of this chapter we present some theoretical aspects regarding the process of communication, with the author's comments regarding the *role of communication of impulse, internal factor as well as the result of the change*.

The second part comprises a model of the author, created on and by developing existent models in specialized literature.

In the third part we try to present some aspects of the complex process of communication within the company with the author's conclusion.

##### ***4.1. Social progress – the result of accelerated information dissemination***

The whole world evolves through the direct influence of the new knowledge or through the need to adapt to the *materialized information* in top technique and technology. Even more, the activities of the modern world that are based on exchange of information, on *knowledge*, on *learning*, on *scientific development* are increasing proportionally much faster than the rhythm of increase of the traditional activities, work productivity is much higher here, and the workforce used in this field is much better paid.

Information conveyance implies multiplying the quantity of known information, developing scientific knowledge, perfecting work habits, *improving individual and organizational competence*. The improvement of the management system and the stimulation of the innovation process determine not only a quantitative increment of the used information, but also considerable quality improvements.

The increasingly important role of information and learning process called for the emergence and development of a new form of management activity – *knowledge management*.

#### **4.2. Communication – theoretical aspects**

The complexity of the communication process is determined by the multitude of *aspects* and *forms* through which it is conducted, as well as by a large number of factors of influence: analogical or digital language, written or spoken form, verbal language, nonverbal, paraverbal, metalanguage, social, cultural, psychic, physical context, professional competence, organizational culture etc.

The language of communication has a different importance in time and space, determining in various proportions and ways the content of the activities based on communication and the effects resulted, efficiency of the results. Reaching the objectives of the communication process depends equally on the two agents involved: emitter and receiver, respectively, speaking and listening, message enunciation and conveyance.

Both the quantity and quality of the conveyed information, as well as the effects resulted can be satisfactorily explained only following the analysis of the elements in the process of communication, their quality, as well as the way these elements function in the integrated relational system of the process. Emitter and receiver, message and channel of communication, encoded ideas and respectively, decoded ones, are elements integrated in a context, as well as in systems and sub-systems of complex and numerous relations and interactions.

The system in which are involved the actors of a communication process comprises elements and sub-systems of *physical and psychical* nature, informational and relational, that can be highlighted clearly enough by a stage analysis and involving a correlation of the notions, methods and instruments in the economic, social, psychological and management field.

The fundament of relational analysis must be the knowledge of the basic psychological rules, and their use allows the parts involved in communication to control the reactions of the partners and to influence the final results.

Also, the analysis is conducted distinctively for the communication process itself and for the change that it brings on an individual and respectively a group level.

Understanding the *nonverbal language* offers special advantages for the effects resulted, for the influence on the business partners, superiors and subalterns in an organizational context.

### ***4.3. Communication and change***

Even in the etymology of the word communication there is a relation between communication and change. Thus, „communicatio” means *informing*, and „communicare” means *creating relations*, absolutely necessary to an organizational culture.

Through information and relation to the environment, internal and/or external to the company, the process of communication allows the perception and dissemination of influences and of pressure factors, thus forming the *impulse of change*. Also, the careful and detailed analysis of the stages of the process of communication-change allows to annihilate manipulation in social, political or business relations.

The activity developed within a company means communication and change as much as 70-80% or even more. Aspect is important for any member of the organization, but is essential for the *management activity*.

The manager of a company, of a field of activity, of a work group must understand, accept and especially be able to apply the integrated model communication-change for a desired effect when presiding a meeting, conducting an activity with subalterns, presenting reports, records or when speaking in public.

Also, the negotiations with business partners of any kind (colleagues, subalterns, superiors, suppliers, clients etc.) represent the area where the study of the stages and models of communication, as well as its language and psychological rules find the most important applicability. The critical point, in this train of thought, is communication with the client, a process that implies improving the whole system of the company and directing it towards the customer.

Either economic, social, cultural or other kind of problems, change and adaptation are the result of the manifestation of a vast and complex ball of contradictions. Knowledge of the psychological rules, understanding and using them and the appropriate language allow the manager to control the evolution of contradictions, to direct the processes in order to avoid crises, to negotiate efficiently in order to solve problems and overcome possible conflicts.

A correctly conducted communication process implies going indispensably through the *stages*:

1. ***catching the attention*** of the interlocutor or the group and channeling it towards a relation that allows the transfer of information in optimum conditions.
2. ***attracting*** the interlocutor or the group at an emotional level by the emitter and directing the attention towards the object of the discussion; creating a general view of the theme and establishing links to ***previous information*** or knowledge on the subject;
3. enouncing the problem in depth, which means „grafting” new knowledge on old one, by claiming the appropriate ***restructuring of the mentality*** among the problems approached.
4. creating relations between newly acquired knowledge and other pursuits of the person or group, ***integrating and assimilating*** the new system of thought and creating opportunities to materialize the theoretical aspects, so that the new system can become ***operational*** (applicable, useful and efficient).

The psychological rules that must be respected in the stages of communication could be the following: the rule of contrast; rule of authority; rule of reciprocity; rule of liking, rule of social evidence, rule of declaration and consciousness; rule of scarcity.

***The improvement of the manager training*** must be oriented in at least three directions, in order to improve communication in an organizational frame:

- ***stimulating group creativity***, in order to solve highly difficult problems, to find solutions in due time or to get innovative ideas (Brainstorming and other versions of the Osborn method: Sinectica, Phillips 6x6, Panel or the Delphi method, based on a system different from that of the others);
- increase of the reaction speed of the company system by implementing ***participative management*** (table tour technique, reuniting through the „percussion” method, „the 7 changes”);



- increase of the efficiency of the *negotiator teams* and to improve the quality of the negotiation process (using all known methods and especially some specific ones such as „the turtle”).

Perfecting the communication process is essential in consolidating and developing the *organizational culture*, the specific way of functioning and developing the human resources of the company, as well as the largest and most important frame for the change implementation process.

## **PART II. OUTCOME OF THE THEORETICAL MODELS AND ORIGINAL RESEARCH**

This part of the paper subsumes qualitative research works, such as case studies and quantitative research, based on questionnaires developed by the author or derived from the scholarly literature. This undertaking attempts to carry forward the theoretical studies with examples which have enabled the development of certain ideas and the verification of certain hypotheses regarding the evolution of Romanian organizations from the central and northern Transylvania, which we were able to inquire into. In all cases, *our chief goal was the role of the company's human resource* within this evolutionary and revolutionary process, namely the organizational change.

### **Chapter 5. Case studies. “Successful” cultural and structural examples and models in organizations**

This chapter was conceived around the principle of respecting the order of ideas from theory, namely:

- Monitoring how competence is achieved at organizational level, by correlating the processes which allow attracting and molding the human resource useful to the company, in a real-life example;
- The manner in which individual and organizational competence is developed, to the advantage of the Romanian companies' adaptability and flexibility;
- Identification of specific stages in the evolution of Romanian companies and the influence of the foreign capital to this end;

- Explanation of certain particularities in the evolution of a successful Romanian company, by applying a performance and organizational change model used in the study of foreign companies.

Accordingly, the chapter covers:

The model of the organizational competence development with a Romanian tourism company;

FR-RO. The development of professional competence with a foreign capital company;

A Romanian model of organizational culture;

Establishment and development of the organizational culture in Romania. Sociological research;

Burke – Litwin Model of organizational performance and change, applied to a Romanian company.

### **Charter 6. Diagnosis of a company's organizational culture**

Chapters 2 and 3 set forth certain ideas according to which the change of the organizational culture may be initiated and controlled, for the purposes of identifying a more advantageous version, better adapted to the requirements of company development or to the organization members' needs of accomplishment. There are many successful examples with national and international companies.

The first step of this undertaking resides in the diagnosis of the existing organizational culture, as well as that desired by the organization members. The next step attempts to establish the measures required for the intended change process.

Our intention was to conduct a *diagnosis of the existing organizational culture as compared to the one desired by the employees*, in a real-life example. The method proposed by Cameron and Quinn enabled us to highlight the differences between the cultural profile where people work and the one they would desire (Cameron & Quinn, 2006). Moreover, we assessed how the existing culture correlates to the *orientation towards study and innovation*, using the model of Marsick & Watkins (2003). Finally, we analyzed to what extent the

organization is confronted with *factors blocking the development process*, according to the model proposed by Woodcock and Francis (1982).

In our case, based on the research conducted, the existing culture (*market*) is much different from that preferred (*clan*). On the one hand, the specificity of the market culture entails positive aspects for the *efficiency of a company's activity*: orientation towards the external environment (clients, suppliers, and authorities), orientation towards results, and concern with meeting the objectives. The organization operates preponderantly through *economic mechanisms*, whereas the competitive edge is achieved through *transactions* (contracts, sale, trade). The company management is concerned with increasing labor productivity for increasing profit. The competition and competitiveness of the results are encouraged, as well as aggressive strategies, and success is defined by the market share. *The organization's strategy is profit oriented.*

On the other hand, the employees' preference for the clan culture proves that the company's members *feel the lack of team work efficiency, of orientation towards human resource, of focus on internal flexibility and moral values.*

The company management is in want of a participative process for decision-making and engaging employees toward the company. Moreover, it is in want of an organizational bond by means of loyalty, tradition, communication and human resource development.

With regard to both positive and negative correlation indices, they generally register a logical meaning and an accurate explanation.

It is of great surprise that there is no significant correlation between the dimensions of the learning-oriented culture and the personnel recruitment and selection process, or the business management process.

Within a knowledge management program, a model can be developed for identifying the relation between the STANDARD human resources procedures and the resulted organizational culture. By identifying the managerial aspects of key importance for organizational learning - key factor for continuous improvement, a long term strategy, correctly founded, can be established.

As pointed out in charter 3, the change process is determined by at least two categories of factors: the needs of adjustment and integration into the *business environment* and the

internal needs, the requirements of the company's *internal environment*, which depend on the management - employee relations and the specificity of the individuals and groups of the company.

Starting from the results achieved, we had in view two research directions. On the one hand, the development of a culture genial for change, *flexible* and *adaptable* to the needs of *efficiency* and *correlation to the evolution of the business environment*.

On the other hand, the company's development toward the creation of clan-specific culture, desired by the members of the organization. According to our research so far, this type of culture would prove an incentive and a framework for an evolution based on *employees' involvement, team work, innovation and proficiency*.

We had in mind the activities required for the implementation of change, in the opinion of prestigious authors and we suggested to the company management to adopt the corresponding measures. Only that the *measures* entailed by these changes *have not proved agreeable* for the top management of the surveyed company neither, as we found later, for a great part of the employees. These measures would have triggered essential alterations in a number of fields: participation in the decision-making process, the promotion system and other stimulating factors, the control and especially, the self-control system, participation to results, the internal regulation policy (especially disciplinary measures), the conclusion of employment agreements and other issues regarding the relations among employees and particularly between managers and subordinates.

According to a survey conducted two years ago on another company, the outcome of the Cameron & Quinn model highlighted a similar situation: namely a great difference between the existing culture and that desired by employees. Moreover, although the company was from another field of economic activity, the two identified types of culture were also market (the existing one) and clan (desired by employees). Despite the more succinct research work, it clearly resulted then that the *alterations required by the change of culture would affect the level of the company's results and the personnel's earnings*, issues which given the Romanian economic background are of priority over other stimulating factors.

The question that raised, in this situation, was: *what do the employers of different companies want* from their staff at the moment, how do they intend to adjust to the requirements of the current business environment by means of the available *human resource*?

On the other hand, we wondered whether the output of the trained human resource can ensure momentarily the *flexibility required by the companies from Romania*, and can determine the necessary economic and social changes for a true market economy, for a civilized and decent standard of living, for a truly European country.

## **Chapter 7. The potential provided by higher education graduates to the process of change**

In today's Romania, the change in terms of organizational development is an essential issue, more than in any other European country. Globalization renders more accelerated growth rhythms for the countries with weakly developed economies, but the recession which has affected all the world's countries meant for Romania a setback compared to the previous situation.

To overcome the current situation, Romania needs to capitalize with maximum efficiency on all its resources: material, financial, energetic, but this depends to a great extent on how the human resources are used. It is proved that attracting capital in Romania was based to the highest degree on the quality of the higher education human resource, as well as on the business skills of native entrepreneurs.

*Based on the practical survey conducted*, we set ourselves to identify to what extent the highly qualified human resource available to the Romanian companies is able to achieve the process of change.

The starting hypotheses were supported by the responses to the questionnaire we had applied. Our students, economists predominately, but also graduates (up to Bachelor's degrees) of technical and legal education, natural sciences, social and political sciences etc., are already employed.

Although some of them attended, simultaneously or in parallel, several schools, they nevertheless faced difficulty in finding a job according to the acquired qualification (in terms of degree and field of activity). Consequently, many students accept job in *different fields of activity* or requiring a *different level of qualification*.

There are entrepreneurship-oriented individuals who start their own business, even if of modest size or in incipient stage of evolution.

Young individuals, especially those who attend several faculties, pursue postgraduate and master programs, *are inclined to improve their professional training*, to carry on learning, to pursue specialization or even re-qualification programs.

A common problem of young students on the labor force is chiefly their *lack of experience*, but also the deficiencies in their practical training during studies.

There is a serious *concern for innovation*. The well trained young individuals are interested in innovation, and the employers who want to ensure the durability and welfare of the business promote creativity and the implementation of new ideas.

Moreover, besides what we have expressly anticipated, we were able to outline a distinct relation between the *employers' stimulation system* and the employees' openness to professional development and creativity.

The discrimination on the labor force and in Romanian companies, pointed out by previous research works, is not supported by the results of our survey, what we deem as a positive finding.

For the purpose of future research, we shall endeavor to identify the most adequate methods to improve students' training, especially in terms of practical skills and application of the theoretical knowledge, but also for the enhancement of the entrepreneurial spirit, creativity and openness to innovation.

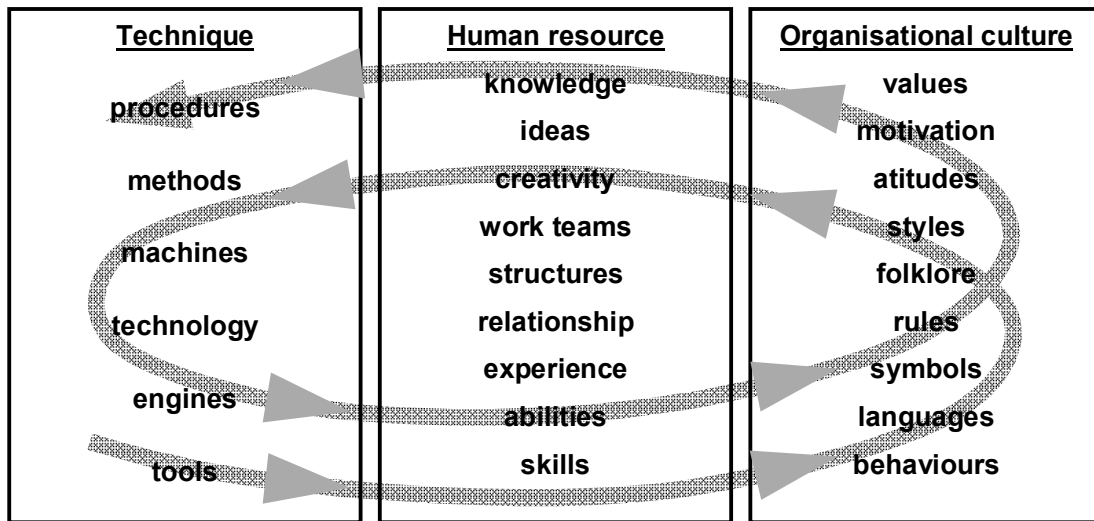
## **Charter 8. Final considerations on the role of the human resource in the organizational change**

### ***8.1. The company's human resource – impulse and outcome of the organizational change***

A first conclusion, of general nature, based on our experience and the scholarly literature, is that *the evolution of the human resource within and together with the company*, under the national and world's context, does not follow a linear or sinusoidal upward direction, but a spiral, as shown in figure 4. The development of the organization depends on the prevailing type of culture, as well as on the influence of its complex of characteristics.

The evolution of the *organizational culture* is determined by the development of the company's personnel, generating, in its turn, a new level in the development of the *human resource*. The company's employees bring forth improvement and innovation in technics and technology, but also adjust their performances to the basic technical level and learn to keep pace with the new stages in the evolution of *technics and technology*.

There are a number of similarities between the different evolution levels, at different levels and in different circumstances. "History repeats itself" at another development stage, on another level.



*Fig. 4. Organizational change*

(the author's perspective – A.S.)

The evolution of the *organizational culture* is determined by the development of the company's personnel, generating, in its turn, a new level in the development of the *human resource*. The company's employees bring forth improvement and innovation in technics and technology, but also adjust their performances to the basic technical level and learn to keep pace with the new stages in the evolution of *technics and technology*.

There are a number of similarities between the different evolution levels, at different levels and in different circumstances. "History repeats itself" at another development stage, on another level.

Change under all its aspects is, from our perspective, determined by *causes* which crystallize according to the *time horizon*:

- Alteration of the consumer's preferences throughout a year (or even less) and of the target group's income;
- Circumstantial and cyclical alterations (on medium term) triggering structural modifications at macroeconomic level with direct effects on the labor market;
- Long-term radical modifications in techniques and technology, with direct effects on the economic, social, political field, etc.

With respect to the human resource, *effects* are manifest by:

- **Short** term changes, such as: communication within and outside the company, personnel lifelong training, collaboration and team work, the stimulating system for learning and innovation for purposes of client assistance;
- **Medium** term changes, which obliges the organization to the modification of the existing culture, in terms of relations, behaviors, decision-making system, organizational and motivational system;
- **Long** term changes cannot be the result of an extrapolation, but should be primarily based *creativity*, by changing the mentality systems, from innovation to inventiveness, from increasing the competency level to changing the competence titles and the entire system.

The evolution of the human resource materializes in the *increase of the competency level* for each individual and for the organization in general. The increase of the training level, the knowledge at individual level can be enhanced by the stimulating factors and provides opportunities of competency increase at organizational level. Yet, the organizational competence also implies collaboration among each team's members and team work instead of competition. The company management should ensure clear delineation of each job for the organization staff members and the correct correlations between the different persons' *roles* within the work teams.

The learning process within the organization should be based on the end *user's needs and preferences* and contribute to the optimization of the company's activity and to superior financial results. Learning should be related to the company's general objectives. On the other hand, learning should stimulate *creativity* and, directly, innovation, and *the knowledge*



of the organization staff members should be consolidated, transmitted and **generalized**, converted (where possible) from tacit into explicit knowledge.

The valorization of the material, financial, informational and energetic resources depends on the way the human resource is valorized, whereas *the progress in human valorization generates changes beneficial to the organization*. Hence, the important role of the organization's **talent management**. In order to create the conditions required for the general favorable evolution, for ongoing flexibility and adaptability to the business environment, the company's management should manifest a permanent concern for attracting and "absorbing" the most competent and suitable individuals from the labor market. For the current employees, regardless of their role within the company, the management should pursue the most suitable **motivation** and **loyalty building** measures.

### **8.2. Organisational change based on the company's human potential**

Following the survey conducted on the higher education graduates (who, moreover, further their education with a master's degree), we have found that this category **complies to a high degree with the employers' demands** and is advantaged on the current competitive labor market.

Their struggle to **fill a job position**, supported by the competency acquired during the training within a higher institution, is paved with success, even if not always matching their **training level and field**.

The main shortcomings in the students' **training level**, in their opinion as employees and from the employers' point of view, are chiefly related to the practical work skills. But in respect to the correlation to the **technical basis** of the enterprises and with the employers' **works preparing requirements**, our students' professional competence is satisfactory.

**Professional improvement** is **sought for** by employers, for the purpose of achieving a high level of competency. Moreover, **creativity** is promoted, by relating the innovation capacity to the **promotion** and carrier development criteria.

The **entrepreneurial spirit** is alive (even if only in a small part of our students) and, although they are very young, it has already manifested in the development of some profitable businesses.

Based on the responses to the questionnaire, we have developed a “*robot-portrait*” of the *employee* of our survey sample. This person can be described as follows:

- *female*, of maximally *25 years old*;
- graduate of higher education specializing in *Economics*;
- with the average grade during the academic years *between 8 and 9*;
- with *full-time* job in the center and north of Transylvania;
- with a *normal competence level*, namely adequate qualification for the job’s technical endowment and the works required by the employer;
- a person who pursues the improvement of its *professional training* and is stimulated by the employer to this end;
- a creative person, intrinsically motivated for *innovation*, who has applied itself to this end: *for improving the performance delivered to the client and for improving the activity efficiency by means of a better work organization*;
- this person is concerned with the *development of its professional career*, is aware and satisfies the promotion criteria for a higher hierarchical level and is stimulated by the motivational system conceived by the employer, who, in its turn (in order to ensure efficiency, flexibility and organizational evolution), conditions advancement on the hierarchical scale upon the employees’ *competence, professional performance and creativity*.

*This employee, representative for the surveyed sample provides, in our opinion, the potential required for performance and organizational change.*

From our perspective, we deem that the most important effort for *future research* should be channeled towards the improvement of the educational process, the youngsters’ initial training processes, as well as the lifelong training of the organization employees.

The current training sustains the current requirements, with satisfactory results, but requires serious improvement work, especially for the future.

### ***8.3. The role of the human resource in the process of organizational change***

As a final conclusion and to synthesize the ideas put forth in this paper, we will attempt at a schematic presentation of the *role of the company’s human resource in the organizational change*, starting from the hypothesis rendered in figure i.4, as follows:

- the human resource has evolved, from the role of labor force, man power or live technical asset, important solely for the startup of the fixed capital assets and to process the materials, as *result of the technical and technological evolution* and as *stimulating factor of technical progress*;
- the employed personnel and the human resource have evolved in terms of the tasks and roles assigned within the organization (*job description and role profile*), which were rendered increasing importance once with the increase in importance and diversification of the performances provided by the company;
- the quality of the company's performances is improved by the employees' *increase in the professional competence*, mandatory so as to satisfy the consumers' demands and the concurrential economy;
- the evolution of the human resource is the *outcome of the establishment and development of an organization-specific culture*, which provides the *motivational framework* and crystallizes, evolves and changes due to the company's *personnel evolution and change*;
- with the business organization, as well as with the change process, the *determining role belongs to the owner*, especially when he/she is also the general manager of the company and leads the management board, as part of the human resource;
- unless the company owner is part of the management board, its role is related to the *matters of communication with the shareholders* (matters we have included in the financial communication);
- the impulse for the organizational change, its ways and meaning are rendered by the staff members' *communication process*;
- on the other hand, any change is correlated with the creation of new communication *relationships* and the *improvement of the information process*;
- the evolution of the human resource can be achieved through a new manner of treating the organization members by the company management, which triggers a new attitude towards professional improvement, and moreover generates *openness towards creativity (invention and innovation)*;
- all these aspect are interconnected, as the *technical progress* generates the need of professional improvement, yet is conditional upon the *input of creativity and intelligence*;
- on the other hand, the *professional mobility* is determined by the technical progress, which entails restructuring and binds every category of employees (including the

- company management) to apply its level and specific competence to the level of the new demands;
- *the alteration of the formal and informal relations* among employees, as well as the relationship with the company's management is directly connected with the change of the organization;
  - the improvement of the company's strategy, its organization and remuneration system and the development of the so-called "successful culture" is achieved through the better collaboration of the work group members;
  - the evolution of the organization is achieved through the *modification of the organizational culture*, namely the "personality" of the company's human resource, being nevertheless accompanied and supported, against the current context, by the *modification of the organizational structure*;
  - another strongly motivating factor for the company members, for the purpose of achieving change in an organization, resides in the professional development opportunity, associated by employers with the openness to competency and creativity improvement.

### **Author's personal contributions**

Besides the material withdrawn or processed from the scholarly literature, this paper incorporates a series of personal considerations and opinions in the introductory chapter, as well as in every chapter of part I.

Moreover, in the 4<sup>th</sup> chapter of part I, the paper sets forth a model conceived by the author, explained and illustrated with an original scenario, regarding the correlation and integration communication - organizational change.

Part II consists of case studies and sociological inquiries, conceived and published by the author in collaboration with researcher groups, author's contribution amounting to 25 - 50% in each case.

The questionnaires which support the sociological inquiries in chapters 5 and 7 were conceived and operated by the author.

Furthermore, all chapters of Parts I and II contain insertions of figures which synthesize the author's opinions and the conclusions of the surveys, conceived by the author alone or in collaboration with co-authors of the published works.

The final considerations include a robot-portrait of the employee representative for the sociological research presented in chapter 7, which is the author's contribution.

The conclusions which can be drawn from the theoretical studies, but particularly the practical research undertaken by the author, alone or in collaboration, can be regarded as useful methods and suggestions for the improvement of the activity in industrial companies and education establishments.

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