Management And Multiculturalism In Romanian Universities:
A Case Study At University Of Medicine And Pharmacy
„Grigore T. Popa" Iasi

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Abstract
The paper aims to highlight the role of university management and multicultural education in an irreversibly interconnected world. The research objectives were related to the testing of the fundamental hypothesis according to which management and culture influence individuals and vice versa. The results showed that the academic management influences the multicultural community, and the relations between its members are always under the sign of change; both technologically and culturally. The conclusions of the research highlight that, first of all, in universities, people and technology influence and blend cultures. Multicultural education removes the barriers to communication and makes people understand others who are different from them. Self-determination is an essential dimension for this interconnected world in which multicultural educated people learn to work in teams (collectivism), learn to tolerate, understand and respect cultures very different from their own. The independence of the educated individual who makes his own decisions implies interdependence and multiculturalism. Culture and education will make the difference between those who understand what academic management in the multicultural world is and those who believe that management is only leadership, privileges and benefits.

Keywords: management, multiculturalism, education

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Introduction

Culture-Education-Management, as a triad of power, is a necessity in an interconnected world. The paper highlights the importance of multicultural education, especially in universities, which means promoting a „nice understanding" between „different" individuals. The purpose of multicultural education in organizations, first of all in education, is to try to bring more social equity to society. Multicultural education begets questions, such as: How can I better communicate with others who are not like me? How can I better understanding others? What can I do for them? How do I become actively involved in changing what I would like to change?

Romania is not known throughout the world as country with a strong economy and a good quality of life; Contrary, Romania is well known as a corrupted country with big troubles like ageing, migration and others. Nowadays, young people are facing to a continuous movement due the technologies and globalization. Many students are studying abroad, many foreign students comes from different countries to study in Romania. The research aimed to highlight the role of academic management in promoting multiculturalism at the University of Medicine and Pharmacy „Grigore T. Popa" Iasi, Romania. Romania. This paper presents several dimensions that characterize multicultural education.

The world we live in is more complex, faster than yesterday and certainly more culturally diverse (Schein, 2004, p. 415). This means that first, in universities people have to become perpetual learners. Multicultural education is a process required in all aspects of universities practices. Universities must have policies enable to ensure the highest levels of academic achievement for all students. Managers are really helped by technology to achieve the basic goal of inter or multicultural education: to inspire respect and equity for everyone, whatever was the basic culture. Human beings lead with emotions that will influence university context – for better or for worse. By learning about neuromanagement, and applying its insights, academic board can manage the ways that emotions influence their community. Neuromanagement will teach people how to increase confidence in organizations. Management involves relationships and these are influenced by the practices of academic leaders who facilitate or inhibit the release of oxytocin, the source of trust. Neurosciences provide insights into managerial practices and behaviors that can directly improve the attachment and indirectly the performance and well-being of the members of the organization (Zak, 2018). Multicultural Education offers answers for questions: How we promote equal opportunities for students from diverse cultural groups? How we build teams with students with different values? Through academic integration and respect for the cultural values of each group of students. Individuals' values and time are essential in the study of a culture. Each individual is influenced by the environment in which he was formed and his behavior in any organization is the result of education, beliefs, prejudices, stereotypes that hallmarked him or not. The research focuses on interactions between individuals representing diverse cultural backgrounds, and explores how such interactions are changing the landscape of education in Romania. Cultural diversity is the opportunity to understand others and to promote more solidarity and equity in our world. Multicultural education help students to develop knowledge, attitudes, and skills needed to participate effectively in the global community.

Literature Review

Managing a culturally diverse academic community means good policies solving important issues, such as equal opportunities to learning and to succcede for each. In a multicultural environment we learn how to develop cooperation for students with diverse life styles, identities, cultures, expectations. A „transformative project" for Banks (1996), a „revolutionary multiculturalism for others "(McLaren and Giroux, 1997), Multicultural Education research from XXI century has pointed to the need to move from superficial to rigorous approach. A representative book edited by OECD (2012, 2015) has defined the multiculturalism as a „political and social agenda that aims to develop a harmonious multiculltural society"(Chiesa, Scott, Hinton, 2012, p.21). This issue is one of the most important for the future of humanity. Multicultural education will be effective (Gorski, 2006; Grant, 2016) only if the aims of equity and social justice will be supported by policies and practices, that lead to institutional transformation. Multicultural education must officially been promoted through national and international policy-making (Holm & Londen, 2010). In universities „a major goal of multicultural education is to help students develop knowledge, attitudes, and skills needed to prticipate effectively in the global community"(Banks, 2015). Despite the different aproaches (conservative, critical, liberal) the multicultural education is a fact theat permeats every nation (Gollnick; Chinn, 2012; McLaren, 1994; 2003; Grant and Sleeter 1987; Webster, 1997; 2007; Banks 2004; 2012, 2015). Multicultural education is begining in school; this is the best place to start a better commmunication between different people. The analysis of culture is particularly important when attempting to manage organization-wide change. Some important studies (Schein, 2010; Hofstede and Minkov, 2010) continue to be an important source of data for cross-cultural researchers. Thus, Hofstede and Schein remain two of the most influential researchers in the field of national and organizational cultures. Hofstede's work has been extended by a very large empirical study conducted by the GLOBE group (House, Hanges, Javidan, Dorfman, & Gupta, 2004) and others (Kimanen; Hummelstedt-Djedou, Zilliacus, Holm, 2018; Mayes,C., Maile Cutri, R., Goslin, N., Montero,F., 2016, Brewer, P. & Venaik, S. 2011; Schwartz, S.H. 2011; Birkinshaw, J, Brannen, M.Y., & Tung, R.L. 2011; Hoyt, 2010; Schein, 2010; Taras, V., Steel, P., & Kirkman, B.L. 2010; Maseland & van Hoorn 2009; Gould, S.J., & Grein, A.F. 2009; Javidan et al. 2006; Chao, G.T. & Moon, H. 2005 etc). The environment is changing and people need to change too.

Research structure

The research was conducted at the University of Medicine and Pharmacy Iasi, considered representative for the Romanian academic environment. Thus, the highest number of foreign students is taught at this university (insee.ro, 2018). At the "Grigore T. Popa" University of Medicine and Pharmacy in Iasi there are more than 2500 foreign students from 80 countries that study here. The research covers the period 2017– 2019 and the sample investigated is made up of 264 students (3-10% from each nationality). The research helps to develop more accurate theories and practical recommendations for management and multicultural education in universities. Despite the difficulties in Romanian education, the managers and members of the academic community promote the right to recognition of difference, and also the right to be included in a resonant environment that values each individual. Cultural diversity in selected university was an advantage and a resource

to promote solidarity and to build a common academic culture. This study is more complex and it has as base an ample research named „Managerial Behavior in Romanian Organizations" (COMOR), made by The Scientific Society of Management from Romania (SSMAR). The research focuses on interactions between individuals representing diverse cultural backgrounds, and explores how such interactions are changing the landscape of education in Romania. This paper presents several dimensions that characterize multicultural education.

Aiming to comply with the specificity of the academic environment as well to assure a comprability on a international level, the research has been orientated towards identifying the main aspects that characterize the students cultures from the selected university. For the purpose of this paper we have made some adjustments to the Hofstede and Schein methods, regarding the national and organizational culture, and to the Banks method, regarding multicultural education and management. For the collecting of data series, a research has been organized based on the statistic survey among students from different countries that studies in University of Medicine and Pharmacy „Grigore T. Popa" Iasi. The data collected were analysed with the some informatics programs (SPPS). For conclusions we have pertained similar researches, as well as to representative specialty literature For a rigorous research, a questionnaire has been elaborated. It has 80 questions regarding the national and organizational culture and 75 questions that refer to multicultural education. The data collecting and processing have been made between 2017 from present.

The questionnaire

The structure of the questionnaire
> Identifying the type of respondent
> Value judgments and/or opinions regarding:
      a) national and organizational culture – 85 questions
            - new beliefs brought in by new members - 14 items
            - social reports - 19 items
            - assertiveness - 14
            - teamwork - 24
            - creativity - 14
      b) multicultural education and management - 75 questions
          - content integration -20
          - equity pedagogy -20
          - the knowledge process-20
          - prejudice reduction - 15
> Typology of questions:
   - Type of questions: close and open
   - Logic:
      - at first, questions to assess the current situation at the level of the organization, and then questions to assess the desired situation
   - Abstractization degree:
      - concrete (factual) questions
      - abstract questions regarding judgments values, opinions etc.
> Evaluation scale: The value judgments comprise the entire spectrum of opinions:
      - from highly positive to highly negative

- from total consent to total dissent of something

Qualitative features of the questionnaire:

➢ it ensures the anonymity of the participants and the confidentiality of answers;
➢ voluntary participation to the survey poll and to the answer to all questions;
➢ it contains methodological information so as to guide respondents regarding the content of the questionnaire, the way to fill it in and other orientation information;

Analyzing data:

1. Descriptive (quantitative) analysis of value judgments:
   ➢ Position indicators: percentages;
   ➢ Indicators of the central tendency: average, median, module, asymmetry.
2. Factorial (qualitative) analysis, using:
   ➢ Variation indicators: amplitude of variation, individual deviations, standard deviation, dispersal, variation coefficient;
   ➢ The calculation of each indicator required a process of converting value judgments into numerical expressions on a Likert-type scale with 5 levels.
   ➢ The indicators were calculated for each of the two aspects provided to the respondents: the one reflecting current practices (those already existent in the organization) and the one reflecting the desired projection (the one which the respondents consider should be normal in the organization).

The research has defined as target the following:
1. A brief analyzis of and multiculturalism in the selected university
2. To promote the role of academic management into multicultural education
3. Highlighting the need for culturally responsible curricula and policies

At a whole, the research underlines why the triad of power: Culture-Education-Management, is a necessity and not an option.

In order to assure conclusion credibility, from the beginning of the study we have chosen a sample/testing group as representative as possible from the selected academic community. At the "Grigore T. Popa" University of Medicine and Pharmacy in Iasi, 2581 foreign students from 80 countries study.

The sample investigated is made up of 264 foreign students (3-10% from each nationality). The respondents were selected first from top 6 countries with students studying in U.M.F Iasi. Other respondents include students from other countries who have students at the analyzed university.

Table 1: The respondents structure by country and gender

No.	Country	Respondents	Male	Women
1.	France	60	27	33
2.	Israel	60	34	26
3.	Morocco	30	25	5
4.	Greece	24	13	11
5.	Tunisia	25	19	6
6.	Others	65	39	26
	Total 264	264	157	107

Survey respondents structure:

Gender: males 56,82% and females 43,18%

Age: 19-27 years

Depending on the language of study, the 8773 students are divided as follows: 1098 study in English, 1218 study in French and 6457 study in Romanian.
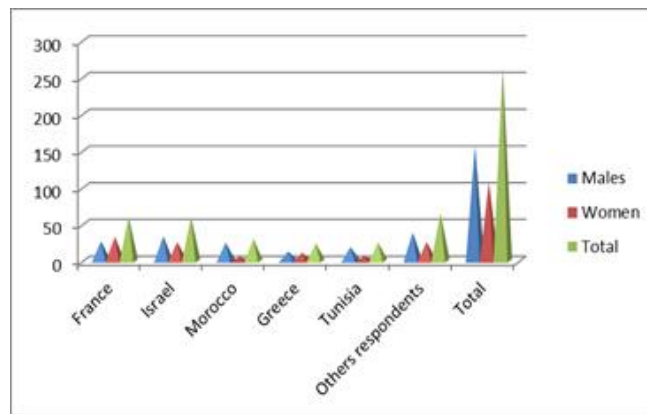

Figure 1: The graphic representation of the observation units

Management and multiculturalism at the "Grigore T. Popa" University of Medicine and Pharmacy Iasi - Findings

The Multiculturalism were identified through these forms: content integration, assertiveness, teamwork, an equity pedagogy, creativity, the knowledge construction process, social reports, new beliefs brought in by new members/leaders, prejudice reduction.

Table 2: Synthesis indicators of the multiculturalism

| No. crit.	Form of expression of the cultural dimension; practice of reference (Now, Should be)	0.2	Econometric indicators/markers				
			Average score	Standard deviation	Median	Asymmetry coefficient	Variation coefficient
			$\overline{X}$	σ	Me	C_{as}	v
0	0.1	0.2	1	2	3	4	5
1	Content integration	N	3,85	0,35	4,00	-1,32	9,01%
		Sh	4,00	0,65	4,15	-0,69	16,32%
2	Assertiveness	N	3,48	0,84	3,39	0,34	24,20%
		Sh	3,27	1,12	2,51	2,04	34,35%
3	Teamwork	N	3,03	1,02	3,02	0,01	33,69%
		Sh	3,02	0,91	3,44	-1,38	30,11%
4	Equity pedagogy	N	3,24	0,36	3,27	-0,31	10,99%
		Sh	3,86	0,69	4,24	-1,67	17,94%
5	Creativity	N	3,39	0,63	3,44	-0,23	18,43%
		Sh	3,94	0,41	4,02	-0,60	10,49%
6	The knowledge construction process	N	3,73	0,01	3,73	0,00	0,33%
		Sh	4,23	0,25	4,23	0,00	5,83%
7	Social reports	N	2,89	0,46	2,95	-0,39	15,92%
		Sh	2,66	0,88	2,82	-0,55	33,08%
8	New beliefs brought in by new members/leaders	N	2,31	0,53	2,31	0,00	22,98%
		Sh	2,98	0,94	2,98	0,00	31,43%
9	Prejudice reduction	N	2,79	0,34	2,90	-0,95	12,19%
		Sh	2,45	0,49	2,54	-0,59	20,00%
10	TOTAL	N	3,25	0,46	3,24	0,06	14,30%
		Sh	3,46	0,62	3,27	0,92	17,78%
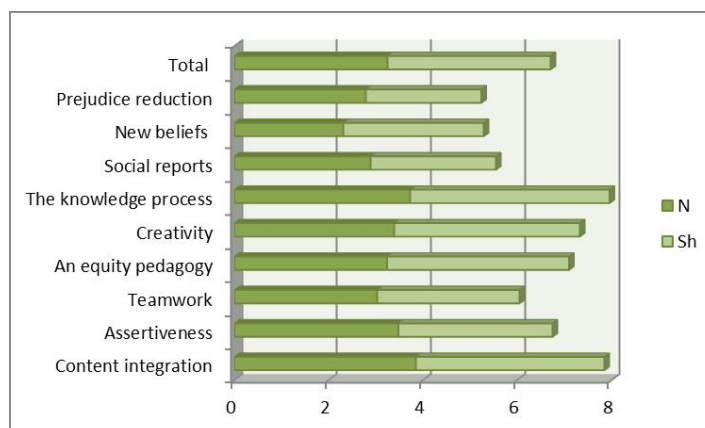
Figure 2: Graphical representation of synthetic indicators for multiculturalism

Content integration

Education incorporates the values, histories, beliefs, and perspectives of people from different cultural backgrounds (3.85 now). Students want more this approach (4-should be). The respondents believe that the content integration must include more activities. Now, this approach is limited to cultural holidays. The implementation of multicultural education requires that the total environment of the university be reformed, including the curriculum and strategies used by teachers.

Assertiveness

"Assertiveness" attained a score of 3.48 for present, meaning that in the organization students are asked to comment upon the decisions of their superiors if they don't agree with them. The score of 3.27 obtained for the desired situation highlights the fact that respondents consider that students don't want to be asked to comment upon the decisions of their superior if they disagree with them. Most of the respondents in the study come from formal cultures. They are used to not commenting on the decisions of the superiors and still want to do so.

Teamwork and social reports

University's position on this dimension is reflected in whether student's image is defined in terms of "I" or "we." A great part of the respondents consider that people in the organization should be a team. Practically, they don't do anything for this. Interpersonal relations are considered as being relatively good and there are no significant differences according to gender. Students share their feelings with group members, are friendly, communicative and care about others. This type of behavior is not desired to be intensified in the future (3.03 now, 3.02-should be).

Equity pedagogy

Most of the respondents consider that equity is best taught when students are involved in authentic work in classrooms (3.24-now; 3.86 should be). University management initiates actions to increase pedagogical equity. There are some optional social and cultural programs for those interested. These programs include intercultural party, lunches, going out for drink or coffee, visiting museums. These actions streamline communication between students and teachers. Students from different cultures feel that the educational process is fair; they feel good in the academic community.

Creativity

Respondents think that the academic environment is conducive to creativity (3.39-now), but they want it even more (3.94 should be). The research has pinpointed the positive link between multicultural experiences and creativity. Students are more receptiveness to ideas and behaviors originated from foreign cultures.

The knowledge construction process

Due the profile of the university selected, there are many activities that require some knowledge construction. Professors ask students to interpret, analyze, synthesize, or

evaluate cases, information or ideas. The research shows that this process needs to be improved (3.73-now; 4.23-should be).

New beliefs brought in by new members/leaders

Academic management offers examples of leaders who know how to convey values (explicitly and implicitly). Management involves relationships and these are influenced by the practices of leaders who facilitate or inhibit trust and commitment in the university organizational culture (score: 2.31-now; 2.98-should be).

Prejudice reduction

Respondents believe that the university offers an environment suitable for students, regardless of the cultures from which they come. Cooperative learning programs are often initiated in the selected university. In the university debates and courses of emotional intelligence are promoted. These have a strong impact on students learning empathy with others and reducing prejudice.

Conclusion

The multicultural university represents the taste of the places in which it is learned, attitudes, the unwritten protocol of interactions and the values of the students, regardless of origin. It is mean everyone's culture.

The study carried out with the help of the respondents' highlights a relative balance between individualistic and collectivist cultures. Students learn to work in teams, be supportive of others, and accept cultural diversity. The paper supports the independence of the educated individual who chooses alone and does not choose others for him. Self-determination, individualism are essential dimensions for this interconnected world, where multicultural educated people learn to work in teams, tolerate and understand behaviors very different from their own. University management takes important steps in promoting multicultural education.

This process implies stability in fundamental values that promote the individual in his beauty and simplicity, but also agility, that is, attention, attraction and real-time reaction to the needs in continuous propagation and diversification of the countless cultures of the world. The limits of the paper are given by the sample size, representativeness, incomplete data and information. However, the research highlights the influence of culture on human behavior, but also the need for multicultural education, which promotes "good understanding" between "different" individuals.

University selected for this research strives to promote multicultural education in an environment that is still inertial and bureaucratic. Management in Romanian state universities mostly neglects the emotional side and organizational culture. The cultural Romanian environment is vitiated with stereotypes and political decisions that contravene the values of the educated individual. Modern society is rather emotional than rational one. Confiding in the group, attachment, subjective motivation, collaboration and not exclusively rational dominance will be the strong parts of managers. The paper is also a discreet warning about the phenomenon created by the failure of Romanian educational policies. Most of the financial resources are allocated

to inefficient, ineffective investments. In the curricula, the number of students often counts first. The management of the state universities tried to survive by eliminating the entrance exams, by introducing the paid education, by attracting students by number and not by value. But, nowadays, science and knowledge can no longer be restricted in universities that are run dissonantly (Goleman, 2007).

In the university analyzed, academic managers takes important steps in promoting multicultural education. This process implies stability in fundamental values that promote the individual in his beauty and simplicity, but also agility, that is attention, attraction and real-time reaction to the needs in continuous change and diversification of the countless cultures of the world. Multiculturalism will encompass digital culture, trust and change. For this we need education and management. And more than all, we need empathy and solidarity. That is, humanity in the most philosophical sense.

The limits of the paper are given by the sample size, representativeness, incomplete data and information.

The multicultural university represents the vibe of the places in which we learn attitudes, skills, and behaviors. It is the protocol of interactions and the values of the students, regardless of origin. The heterogeneity or homogeneity of the societal culture influences the organizational cultures. Many contemporary societies are multicultural even if individuals have different core values, expectations, beliefs depending on education and the environment in which they lived. Romania has a heterogeneous and politically unstable societal culture. The collective culture in Romania, a culture of compromises is not at all homogeneous: the differences are seen by geographical regions, types of organizations, rural or urban environment. The paper has as a case study a university where things are starting to change for the better. In this context, multicultural education can only be extended with appropriate policies, innovative strategies and resonant managers.

The management of the university has proposed the implementation of a multicultural education focused on attention and attraction. The culture of attention inspires commitments because it uses symbols, metaphors, expressions that attract and convince. Heroes, myths and other elements of multiculturalism can convince more than entire pages of rules.

The paper shows that despite the difficulties Romania faces, it exists indications that in universities and other private organizations multicultural education is a requirement and not an option. Time and technology mix cultures and people. Multicultural education will bring us closer to whatever country we come from.

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