

Review of the Volume “*Organizational Culture and Educational Management*”, authored by Daniel Terec-Vlad, Michaela Fomin, Oana Miruna Oprea and Loredana Terec-Vlad

Aurelia Ursăciuc¹

Abstract

*The book *Organizational Culture and Educational Management*, published in 2021 by Etica Pro Expert Publishing House, provides a detailed analysis of the dynamics of contemporary organizations, with a particular focus on educational systems. Structured into eight chapters, the volume explores fundamental concepts such as organizational culture, communication, professional ethics, and academic integrity. Moreover, the authors address the challenges brought by the COVID-19 pandemic, emphasizing the lessons learned and the necessary directions for transformation in educational management. Through an interdisciplinary and practice-oriented approach, the book combines theoretical foundations with concrete examples, offering applicable solutions for the development of organizations and the improvement of the quality of educational processes.*

Keywords: *organizational culture, educational management, communication, ethics, quality of education, leadership, academic integrity, crisis management.*

¹ Principal, Zamostea Secondary School, Zamostea Commune, Suceava County, Romania.

The first chapter of the volume defines the fundamental concepts of organizational culture, exploring the ways in which it influences both individual and collective behavior within institutions. The authors emphasize that each organization develops a unique set of values, norms, and practices that guide internal and external interactions. The importance of the organizational culture's adaptability to changes in the external environment is presented, with particular emphasis on the relevance of this aspect in the contemporary context of digitalization and globalization. The analysis also includes a discussion of the differences between organizational cultures and subcultures, underlining the importance of organizational diagnosis for performance optimization.

Communication is described as a central element of organizational culture, playing a fundamental role in promoting values and achieving strategic objectives. The authors explore various communication models, highlighting the importance of adapting them to the specific needs of the organization. Moreover, the impact of digital technologies on communication processes is discussed, with an emphasis on their advantages and challenges. The chapter concludes that effective communication is indispensable for organizational cohesion and for the efficient management of conflicts.

The third chapter of the volume addresses ethics and deontology in education, with a focus on the importance of deontological codes in defining teachers' responsibilities. Their relevance in maintaining a fair and respectful educational environment is emphasized. The authors explore the relationships between the teacher's vocation, duty, and responsibility, stressing the need for compliance with ethical norms to ensure a healthy learning climate. The chapter proposes the implementation of clearer and more rigorous policies for the consolidation of the teacher's code of ethics.

The chapter dedicated to school management in times of crisis analyzes the challenges generated by the COVID-19 pandemic. The authors examine the adaptations made by educational institutions to the online environment, identifying good practices and lessons learned. The role of educational leaders in implementing innovative solutions is emphasized, as well as the importance of flexibility in managing limited resources. The chapter concludes that the pandemic was a test of institutions' capacity to handle unforeseen situations, offering directions for better preparedness in the future.

The authors analyze the impact of quarantine on the quality of the educational process, from the perspective of the transition to online learning. The challenges encountered are highlighted, such as lack of

access to technology and the difficulties faced by students and teachers in adapting. The authors propose solutions for improving the educational process, stressing the importance of collaboration among all involved actors. The chapter ends with a discussion on the necessity of a paradigm shift to respond to the new educational requirements.

The authors also explore the difficulties encountered by rural schools in promoting a positive image. The needs of students and their families are analyzed, as well as the necessary measures for improving learning conditions. The chapter highlights the importance of community and local authority involvement in supporting educational institutions. Through concrete examples, strategies are presented for increasing the attractiveness of these schools and reducing school dropout rates.

The chapter dedicated to communication ethics and business ethics examines the ethical dimensions of communication and business relationships. The authors emphasize the importance of ethical conduct in building trust and maintaining healthy professional relationships. The interdependence between effective communication and organizational success is explored, with relevant examples provided from various contexts. The chapter concludes that ethics must be a priority for organizational leaders, having a significant impact on institutional reputation and performance.

The final chapter addresses the issue of academic integrity, exploring the concept of plagiarism and other forms of misconduct. The authors discuss the measures necessary to promote academic ethics, underlining the role of teachers and institutions in educating young people in the spirit of respecting moral values. The development of stricter policies to combat unethical behavior is proposed, as well as the creation of an academic environment based on transparency and responsibility.

Conclusion

The volume *Organizational Culture and Educational Management* represents a remarkable contribution to the specialized literature, addressing in a comprehensive and interdisciplinary manner essential aspects for understanding and developing contemporary organizations. Through the rigorous analysis of fundamental concepts, the authors provide a solid theoretical framework and propose practical solutions for current issues such as adaptation to technological changes, crisis management, and the promotion of ethics in education.

One of the strengths of the volume lies in the balance between theory and practice, reflected in the use of concrete examples and

improvement proposals applicable in various organizational contexts. Each chapter adds value by addressing relevant topics, from communication and leadership to academic integrity, emphasizing the interdependencies among these elements. The treatment of institutional adaptability in the face of the pandemic is particularly useful, offering valuable lessons for the future.

The volume is impressive in its clarity and coherence, being accessible both to practitioners in the field and to researchers or students interested in these topics. Through its multidimensional contribution, the work succeeds in being not only a guide for organizational leaders but also a source of inspiration for the positive transformation of the educational environment.

References

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