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EDITORIAL

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There are many publications about quality management and about ethics in various fields: business, healthcare, law, social activities. However, few scholars or practitioners did research and published significant results regarding managing ethics and quality in higher education.

In the academic world, research in the fields of quality and ethics is often separate. One reason for this is that the origins are very different; ethics derives from philosophy, while quality management has developed from management studies. Given current developments in both areas, there are important justifications for linking the two disciplines. In both the quality management and the ethics of the organization, it is a common practice to discuss the issues of responsibility.

In today's increasingly competitive circumstances, achieving planned organizational efficiency level attracts both scholars' and practitioners' consideration much more. The determinants influencing organizational efficiency are explored with highly increasing meaning. Considering organizational culture as one of the main determinants, the outcomes of different organizational cultures on organizational efficiency are disputed.

Building and consolidating a strong organizational culture is not being achieved in a short time. Those responsible with ethics and quality who intend to create a culture of respect face great challenges, but they can and should create it. Culture begins with the tone given by the leaders of the organization, a code of conduct and quality, but they do not build a culture of ethics and respect alone. Culture is organic, manifested by the way employees work and interact with others, and how they support the organization's purpose, mission and values.

Universities are complicated social organizations with characteristic cultures. On the one hand, academic freedom, critical thinking, and autonomy are protected values and, on the other hand, changing environmental conditions exert powerful impact on the primary functions of universities.

Unlike many other organizations, universities have certain particularities that need to be clearly understood and that dominate the organizational culture of academic institutions.

In the first place, their goals are equivocal. Different objectives, procedures, and standards in teaching, research, and other processes as well as lack of agreement on rules for goal accomplishment result in a doubtful decision-making process.

While many organizational culture researchers have devoted numerous articles to the nature and definitions of organizational culture in general, relatively fewer articles have contributed towards organizational culture in higher education. A comprehensive study of organizational culture in higher education will demand increased understanding of determinants such as individual and organizational use of time, space, and communication.

Organizational culture in higher education is not monolithic. Universities vary in location, size, complexity, control, and mission, each of which can have a potentially profound influence on the internal dynamics of the organization and finally affecting its strength.

The organizational culture in academia results from the internal dynamics that derive from the values, processes, and goals held by academic staff.

It is a great pleasure to welcome you to the sixth issue of the Journal of Intercultural Management and Ethics (JIME).

The current issue contains very interesting articles from many countries and from many Romanian universities.

Hershey H. Friedman and Linda Weiser Friedman analyse some extremely nasty, abrasive individuals one is likely to encounter in academe who consider themselves superior to others and feel that the rules of civility do not apply to them. They underscore that these arrogant, self-important tormentors tend to emphasize other's shortcomings and faults. The venomous people described in his paper fall into many categories: the disciplinary elitist, the egotistical narcissist, the (so-called) expert, the academic workplace bully, academic indoctrinators, and the egocentric college leader. All of them can cause huge problems and create dysfunction in individual academic departments and the entire institution.

Fons Trompenaars looks at the new skills and competencies that are needed to do our future jobs more properly than with the skills we learned yesterday. The world is globalizing, digitalizing and sometimes humanizing. He highlights that since the interconnectedness of the world is increasing we see an abundance of competencies that need to be updated or completely renewed. He concludes that one thing is for sure: we need to be able to function in worlds of contradictions and if we do so we need to become more innovative and agile as a process.

Oana Isailă and Hostiuc Sorin reveal that plagiarism may take many forms, and its identification may cause both legal and moral consequences. They synthesize this concept based on recent guidelines and detail its most common types. They also discuss plagiarism with/without intent, the plagiarism of ideas (content plagiarism), of text (form plagiarism), image/ table/ graphic plagiarism, plagiarizing others and self-plagiarism, plagiarism with/without quoting the source material or inadequate quoting of the source material

Tamar Almor and Avi Shnider address the development of higher education in the 21st century and the place of students in this process and analyse it in terms of preparation towards a world which will offer jobs that do not yet exist, exemplifying this process by describing the developments of higher education in Israel and by using the case study of the College of Management. They conclude that institutions of higher education need to change according to four dimensions: the role of the student; the learning process; diversity; skill and capabilities creation.

Bianca Hanganu and Beatrice Gabriela Ioan define plagiarism and analyze its characteristics. They also analyze the reasons behind the plagiarism as well as its consequences both at individual and at society level. The authors conclude that irrespective of the motivation of committing plagiarism, the desire to be a researcher must be accompanied by the assumption of all the responsibilities and respecting all the rules, as well as the assimilation of the necessary knowledge about good practice in research

Grant Douglas presents the case of IÉSEG School of Management, Lille and Paris and its attempt to move from being an internationally recognized, triple-accredited school to a truly intercultural one. By focusing on the deep-visioning process that allowed the school to redefine its vision, mission and values, his paper highlights the central role that has been given to the ethical, CSR and intercultural aspects of education and management.

Silviu Morar underlines that the modern concept of social responsibility pertaining to the medical faculties requires a reassessment of the academic training of future health professionals and a restructuring of the university curriculum in accordance with the need to develop not only their professional but also the transversal competencies. In this context, the issue of discrimination must be addressed by medical higher education - both as regards to the emergence of this phenomenon within society, as a whole, as well as in the health care system, in particular. Besides the necessary involvement of the academic teaching staff, he also points to the decisive role of the students' active participation in these activities, in order

to facilitate the acquisition of theoretical notions and their implementation in their direct relationship with the patient.

Thomas D. Zweifel addresses the 2019 scandal in U.S. Ivy League schools, where wealthy parents bribed officials at Yale, Stanford or Georgetown to secure access for their offspring, is only the tip of the iceberg. He shows that in a complex world of cyberspace, global markets and virtual organizations, the temptation to cut corners is everywhere—leaders in all walks of life can get away with cheating, lying or corruption.. His article, based in part on the author's books *The Rabbi and the CEO* and *Strategy-In-Action*, goes beyond individual integrity and explores how leaders and organizations can build cultures and systems of integrity.

Ioan Chirila considers Higher education by nature the source of quality. He considers that it is a tautology to use higher education and quality in succession, meaning in the same sentence in a succession relationship because when he speaks of Higher Education he already speaks of a high level of both content and elements, which gives universities the ability to shape characters. He states that there is a factor that can be a stabilizing element in a university when a right person gets to the right place. He uses a metaphor: when the nut fits into the screw, you do not have to put the washer. That means being the right man in the right place.

Iulian Warter aims to discover the main issues regarding the quality and ethics in higher education, including the nexus between them. He presents a case study on The Faculty of Economics and Business Administration (FEAA) within the "Alexandru Ioan Cuza" University (UAIC) in Iasi, Romania. His results indicate that it is essential to promote ethical values, to implement clear quality and ethical standards, transparent procedures and openness in communication to increase accountability, to promote mutual trust and support among members of the organization, along with transparent analysis of ethical issues and dilemmas that mark the existence of organizations.

Slawomir Magala shows that Cold War left hidden injuries in sense-making strategies of academic bureaucracies. Universities were left after three waves of expansion with an impossible mission. They had to embed the researchers-teachers-experts and to house the numerically increasing cohorts of future citizens and employees socialized into knowledge intensive societies. He reveals that citizens, if given a chance to bypass the established elites, reject the authority of the experts, and undertake the independent navigation of the information space, populist prejudice of the elites notwithstanding. He concludes that communism collapsed, neoliberalism failed. History of access to knowledge is no guarantee that a future will resemble it.

Hostiuc Sorin, Oana Isailă and Maria Aluaş show that most scientific articles are written by more than one author, and usually, each has a different contribution to the article. Their purpose is to review the International Committee of Medical Journal Editors criteria for authorship and to present a few ethical breaches in this regard, namely gift authorship, honorary authorship, prestige authorship, authorship exchange, the white bull effect, ghost authorship, and ghost management

Silviu-Petru Grecu emphasizes the social perception of the academic integrity. He aims to identify the main factors that are related to academic integrity starting from the student's perception, to estimate the magnitude of the association between academic trust and student's motivation for choosing the BA programme, to explore the nexus between initial perception of the academic performance, academic integrity and the current satisfaction related to academic activities. He concludes that respect for human rights and human dignity, institutional transparency, academic trust, personal motivation for developing professional skills and knowledge and the quality of the academic staff are the main issues perceived by the students in political sciences as being predictors for academic integrity.

Liviu Warter analyses the functioning of a faculty from different insiders' perspectives on academia, based on organizational culture. Understanding of organizational culture is not a panacea to all problems in higher education. A deep understanding of culture, for example, will not automatically increase enrollments or increase quality of teaching or decrease corruption. His case study is employed for the Faculty of Economics and Business Administration (FEAA) within the "Alexandru Ioan Cuza" University (UAIC) in Iasi, Romania that faces the challenges of transition to democracy and free market economy. The findings of his paper suggest a close link between organizational culture and quality in state higher education.

Cristian G. Curcă points out that quality and ethics are not just tasks for superior education and academic field only but for the entire education system. He considers that especially in the general education system or lower grade system it may be the most important place for a formative training of such culture of quality and ethics in order to imprint good and correct thinking and behaviors in green and sponge form ready to grow consciences of the youth. He concludes that, as for higher education system and in growing consciences academic integrity teaching looks to be very useful as a teaching because temper competitiveness and establish a fair play into a field, research, which is less than a sport but more as a way of living and thus enhancing a free of conflict of interest field.

Hershey H. Friedman and Frimette Kass-Shraibman in their parable analyse the issue of obsession with creating a legacy for a college president and the decision to spend great quantities of taxpayer money to accomplish this goal. The rapid growth of the departments' number is just one of the ways. To find ways to improve the college rankings and demonstrate using assessments that students were learning something was one of the main tasks.

Aurelian Baluta reviews and recommends an interesting book on a challenging theme: "Ethics and Academic Integrity". The book had, as reference, the practices at European standards in the field of ethics and integrity of "Spiru Haret" University, Bucharest, Romania, where the coordinator and most authors are academically assigned. Evolutions towards opening the universities through intellectual partnership and cooperation with the society in which they operate, are not possible without the knowledge and application of norms of ethics and academic integrity.

I am confident that you will enjoy reading this issue of the Journal and I would like to express my gratitude to all my friends and colleagues who contributed to this issue.