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HOW ACCELERATING CHANGE CAN BRING SATISFACTION IN EDUCATION AND KNOWLEDGE CREATIVE TRANSFER IN BUSINESS

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ABSTRACT. There has never been a time more pregnant with opportunities for education. In a time of change, educators and learners shape the future inheritance. This comes along with the high ability of catching the right winds of development. Those who learn how to position and equip themselves for the next day will live in a better world than the present one. Today, nations are differently affected by the uncertainty and instability generated by their rush to modernity. The financial and economic turmoil have differently influenced this switch. Thus, social and political repercussions of such phenomena called for special attention from policymakers. The effects, alleviated by both the capabilities of government to manage change and by the people's attitude towards development, generated a different and a general entrepreneurial propensity of society. All these fields concern also education. The macroeconomic volatility and the social and institutional effects have been amplified by the pre-existing conditions of some countries. The markets who deal with the challenges of transitioning to the open economy developed new strategies and faced higher risks. Now they suffer the repercussions of the crisis. The education field has been widely considered forceful for the economic and social wellbeing of the world citizens. Through education nations aspire to make technological progress and improve the lives of all human beings. Through education we strive for social justice, understanding and international peace. Education makes individuals and societies better adapted to thrive in this very dynamic world.

JEL codes: I25

Keywords: education; creativity; knowledge transfer; sound development

1. Two Processes of Change: Evolution and Development

There are different ways to make an active presence on a market and this is linked to the necessity of development. The development comes then along with change and is reflected in employment market. Whereas the labour market in the Western developed economies was modelled under the direct influence of business cycles and the promise of profitability, its equivalent in developing countries and those transitioning from centralized systems was the result of political planning, conflicts and misuse of certain economic guidelines.

The fundamental difference between Western countries and those in the emerging areas reside in the manner in which the markets first developed. Whereas in the Western developed economies the markets were modelled under the direct influence of business cycles and the promise of profitability, its equivalent in the developing countries and in those transitioning from the centralized market systems to the open economies represent the result of political planning, conflicts and misuse of certain economic guidelines.

Table 1 The ratio between evolution and development

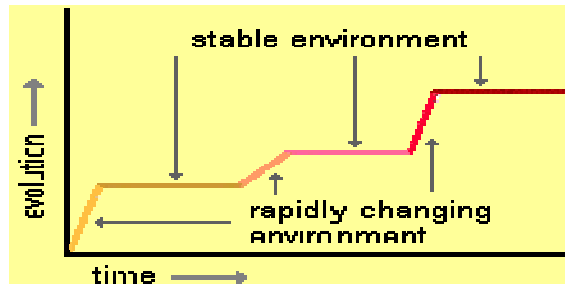
Evolution	Development
<i>Uncertainty</i>	<i>Need</i>
<i>Accident</i>	<i>Diversity</i>
<i>Differentiation</i>	<i>Limitation</i>
<i>Entropy</i>	<i>Similitude</i>
<i>Chance</i>	<i>Predictability</i>
<i>Opportunity</i>	<i>Convergence</i>
<i>Invention</i>	<i>Uniqueness</i>
<i>Finality</i>	<i>Integration</i>

Source: personal approach after Vasile, A. (2011), "The Structure of Employment in the Economies of the Black Sea Region and the Influence of Transition on the Labour Market", PhD working paper.

At the market level, evolution is identified by some scientific elements: replication & variation, natural selection, adaptive radiation, chaos, contingency, pseudorandom search, creative attractors. They are part of fundamental dichotomy, polar opposites, and some conflicting models and support the universal change understanding. Any of the processes may take concrete and explanatory values in economic, social and physical contexts. Development processes rely on convergent selection, emergence, global optimal compression, standard facilitators. To remain sustainable, the development should avoid generative sterility, clonality, over determination and adaptive weakness. The change involves always stability so that

evolutionary innovation gets sustainability and constructive recycling/integration.

Scheme 1 The relation between time and evolution



Source: personal approach after
the classical development business cycles

While we try unpredictable evolutionary strategies to improve our intelligence, interdependence, and resiliency, these won't always work. Successful solutions will always increase efficiency; they "do more, better, with less." Strategies to capitalize on this are:

- Teach efficiency as a civic and business skill.
- Look globally to find resource-efficient solutions.
- Practice competitive intelligence for MEST-efficiency.
- Build a national culture that rewards refinements. All these strategies have deep roots in Education.

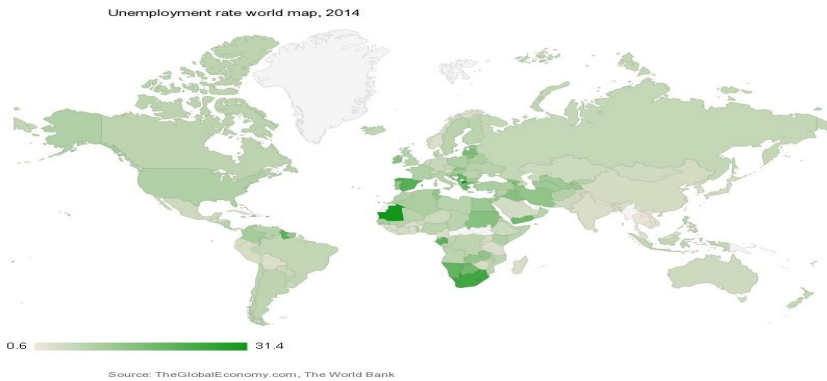
The relatively limited entrepreneurial propensity and the weak private sector generated at the start of the transition period in the early nineties have made the Eastern European economies more vulnerable to the entry of new multinational companies. Thus the number of active small and medium sized enterprises in an economy directly and positively influences the proportion of the middle income classes in the population and reduces the proportion of poor people and the unemployment. (Tianyong, 2007)

Hence, a cornerstone in any transition process has been the encouragement of small and medium sized firms. Furthermore, these policies need to be continued even as the transition is approaching its finality. In other words, both companies and schools need to learn a new and more pragmatic style of Education, able to diminish the differences in economic culture and to prepare highly motivated specialists recognised worldwide that will bring their contribution in their countries of origin, in order to eliminate the discrepancies between what the school provides and what the real market needs.

Unemployment and the long term development of the labour force are dependent on central authorities and their policies. The Governments' agendas in this respect include unfortunately only specific programs. In the

case of transition economies, the risks are highlighted by privatizations and by the fact that decisions regarding the workers had to be gradually released by the state and reallocated to the private owned companies. As studies have identified, the political influence on the development of economic systems is in many cases evident and can induce distortions in the operations of a free market. (Desai and Olofsgard, 2010)

Figure 1 The unemployment rate worldwide in 2014



Last come with excellence and is determined by creativity and determination; they are typically enhanced by necessity and uncertainty, which act as catalysts. The lasting repercussions of the latest economic crisis have indicated that policies and economic principles have to be reevaluated and rewritten in order to encourage sustainable development. (Costea et al., 2010)

There is a general consensus on the matter that long term endogenous growth can be sustained through the introduction of new technologies. There are scholars who describe the economic growth as necessarily connected with restructuring and reform, introducing the notion of creative destruction. This generates a paradox in which structural unemployment and the rendering of certain occupations as redundant are always prerequisites for growth and development. The introduction of new products and services will always be part of the unemployed work force. (Aghion and Howitt, 1994)

Consequently, sustainable economic growth is achieved only through the continuous implementation of technological improvements and through the restructuring of existing sectors. These directions require the formation of a capable and dynamic workforce, well adapted for the challenges of the modern market. A telling example for the influence of technology on economic activity is given by the agricultural sector in developed economies that has come to employ nowadays less than 10 % of the workforce, but generates more resources than in the past, when it use to occupy up to half of the national labour force.

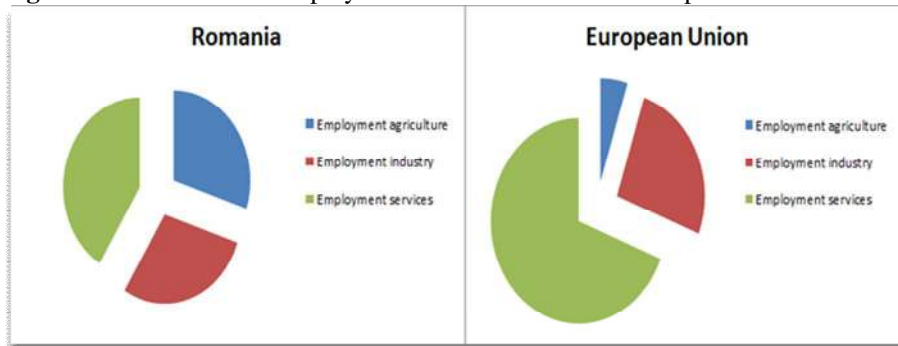
Table 2 The dimension of GDP and labour force in several European developed economies

Country	Agriculture		Industry		Services	
	GDP%	Lab%	GDP%	Lab%	GDP%	Lab%
Germany						
France	0.8	2.4	27.9	29.7	71.3	67.8
U.K.	1.8	3.8	19.2	24.3	79	71.8
Italy	0.9	1.4	22.1	18.2	77.1	80.4
Sweden	1.8	4.2	24.9	30.7	73.3	65.1
Holland	1.7	1.1	26.1	28.2	72.2	70.7
	2.6	2	24.9	18	72.4	80

Source: Based on free data available from the Central Intelligence Agency – The World Factbook

The majority of the labour force shifted towards the services sector, which contributes with about 74.64 % to the GDP. The industrial sector remains balanced, averaging 25.5% of the workforce, contributing with about 25% to the GDP. The outcome is significantly different in the case of the Black Sea region economies. In countries such as Romania, Turkey and Moldova the labour force in the first sector is superior to that employed in industry. A more extreme situation is in Georgia where more than 50% of the national labour force is employed in agriculture. When the analysis is expanding to the entire region, the imbalance is evident. Furthermore, if the Russian Federation is retracted from the analysis, the total employment in agriculture surpasses that of industry. The results from the remaining Black Sea region become 24.5% of total employment in agriculture and 22.2% in industry. This situation depicts a significant problem going further, as structural change will continue to be a policy imperative (Zagler, 2009).

Figure 2 Structure of the employment in Romania and the European Union in 2012



Source: proceed after free data provided by World Bank Indicators, <http://data.worldbank.org/indicator/all>.

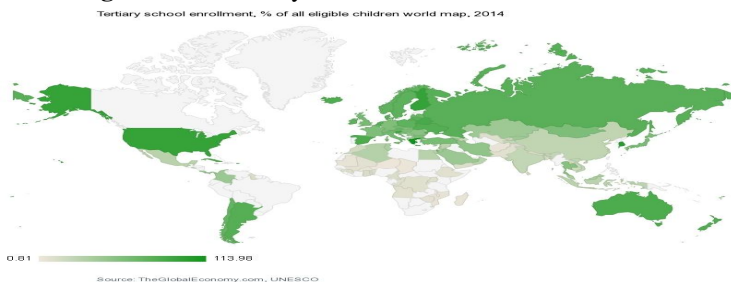
2. Perspectives of a Better Employment

The structure and the productivity of employment in various regions do not portray the entire situation. Sustainable development and efficient business activities require a well-educated and capable labour force. The educational system has a crucial role in the long term development of individuals.

Both formal and informal Education provides individuals with the competences required to flourish. Contemporary business planners and policymakers need to take into account aspects such as personal aspirations, individual motivation, gender equality and freedom of movement. As a consequence, their strategies and operations have to be correlated with an increased mobility of the employees, their changing motivational drive as well as their demand for flexibility and freedom of expression. To this end, the amount of resources directed towards the superior training and education of individuals becomes a valuable indicator.

The expenditure per student constitutes an important indicator for predicting the long term quality of employment in any region as it incorporates the investments made in the population's Higher Education achievements. . The skills and capabilities of employees are expected to be correlated with the years of formal education received. Thus a valuable insight can be provided by the evolution of employment with tertiary education across the European Union and Romania. The effect that the Higher Education has on the economy is expected to grow, as more jobs require this level of advanced training.

Figure 3 The tertiary School enrolment in 2014



The unemployment with tertiary education is well over 10% in the European Union and continues to experience an ascending trend. Romania also experiences a growing tendency. However, the values remain at approximately 6%. This indicator is very significant of the fact that it describes the ability of the economy to offer jobs for university graduates on one hand and the degree to which higher education ensures job security on the other For the last year in the analysis, 14% of the unemployed

individuals in the European Union were university graduates while in Romania the figure rose to approximately 6.7%.

3. The Role of Education in Solving Problems

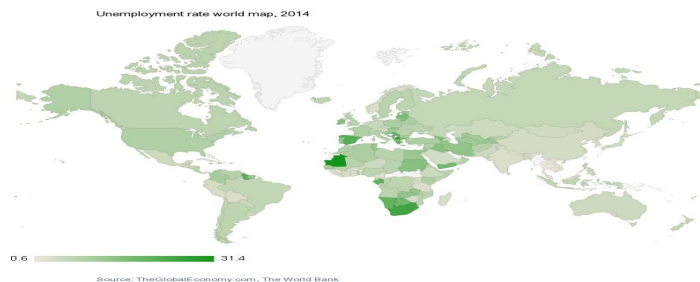
At international level, a growing concern refers to the increase ratio of unemployment among the young people. Once 16% in 2008, the average rose sharply to over 22% in 2011 and 24.8% in 2014. Under such conditions, education remains an important pillar to manage the right direction of future development toward personal and national wellbeing. The consensus of the managers and academics was that satisfaction is a key antecedent of people's loyalty - students, employer, employee (Tsoukatos and Koulentaki, 2015). The loyalty towards the educational service represents a social asset, since it definitely improves its own profit together with the social and economic profits.

The correlation between all the elements engaged in the fidelity process is kept considerably under-developed for reasons beyond common understanding, despite a proven multidimensionality of the customers' loyalty, as an addiction to prestige and good life.

Despite huge ambition, the Education of today proves almost all-around the world its high costs and inefficiency. Specialists put together three principles that should represent the core of labour policies all over the world:

- enable people to learn more effectively the right knowledge,
- support people to learn at less cost, and
- pick up exemplary interdisciplinary education in complex and dynamic relations with markets within societies.

Figure 4 The unemployment rate, 2014



In close dialogue (Johnson et al, 2012) with educational theory and practice, grounded in the emerging data from science and learning analytics paradigms, some key messages may translate into: look upon more practical tools (both analytical and computational) for researchers, practitioners and

leaders; weigh and retain the pragmatic generative principles for resilient educational green systems; gestate a new system of suitable indicators to consider the pillar of a pragmatic and systemic reform.

The Higher Education, public or private, deserves better attention in order to be placed at the centre of processes that nurture humanity, making us all flourish together. After years of supposed reforms, the educational culture still suffers, breathing the old guidance, and imposing abusive approaches or practices uncorrelated with the real needs.

The way which the decisions are made and the education budget is created attracts an anticompetitive approach, diminishing the value of what school and education mean and frittering away valuable resources. Furthermore, the massive brain drain flow toward the so-called developed Western countries increment the gap between societies, economies and schools, up to the application of an unethical treatment when similar behaviours are considered.

The educational system is still looking for the best model to apply. The understanding of current limits of development impose a new paradigm, a highly creative one, accepting changes and the implementation of a super, non-linear, dynamic network as catalyst for a sound growth in which complex interconnection of concepts and domains, institutions and their complete visions of development to be built close to the realistic situation of life and society, beyond scientific theories and sustaining researches.

Nowadays, a sort of shadow new paradigm is influenced by what is happening in the business area where a very special form of alliance is developed and called in different ways – corporative partnership, network, federation or coalition. No matter the name, they want to get together within formal association created to cooperate for pursuing a set of agreed upon goals, in business and education, for mutual advantage, for enhancing competitive advantages, in order to keep the best position in the market and not lose the big slice of profit. Partners with specific competences and strong points share them with their partners, to realize common objectives set in an environment that they could not face alone, because of limited resources, lack of quality assurance and social recognition. One of their major aspirations is attaining synergy. This means that each partner hopes that the benefits from the alliance will be greater than those obtained from individual efforts. Thus, at the international level, different sorts of alliances appeared in the market:

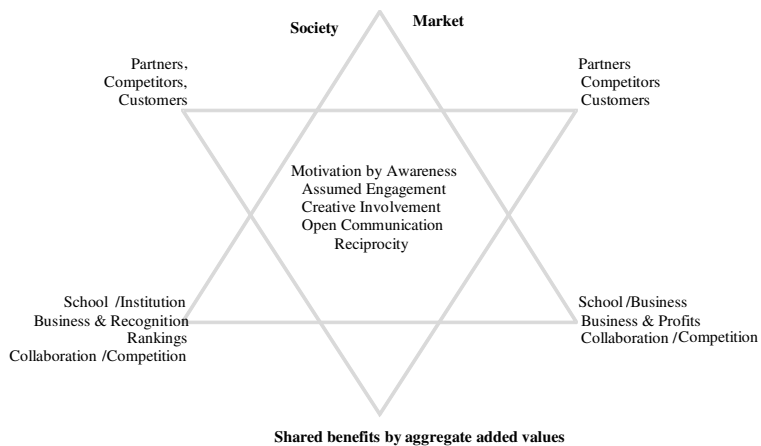
- *Strategic collaborative alliances* constituted when partners decide to cooperate in multiple stages of the value chain, such as research-development, designing, marketing, distribution, and, by conjugate efforts lead to a rapid growth (Yoshino, Srinivara, 1995);

- *Functional/Operational coalitions* coming into being in one department: research, production, finances;
- *Entrepreneurial or marketing alliances for reciprocal recognition* formed by partners sharing services and experience that they possess in the field.

In the market, companies use different ways to create value: setting up new businesses, accessing new markets, acquiring skills, gaining scale, and improving their SCM to create stronger networks.

Through such strategic coalition, government schools and companies could access key resources, like the partner's technologies, financial funds, new markets, management skills, qualified human resources. They also obtain increased brand awareness through partner's channels, can achieve scale, critical mass and momentum, can reduce research and development time and accordingly they can launch new products at an early stage on the market comparing with other competitors. Several elements are also considered prior to plan, design, enter and manage alliances over the time: the validation of their foundation; the appropriate design; the right time to start; the detailed operations; the postponement. This approach put all partners in specific relations regarding their independence, connection to benefits and obligations. Then we will recognise the new truth: great role of alternative education, of voluntary activities, of culture, entertainment, travel, wellness, nonprofit service, humanitarian and development work, the arts, etc.

Figure 5. Aggregate innovation contribution



Source: personal approach

Specific partnerships often bring benefits to their members, such as: access to distribution channels, presence on the international market, access to their partner’s capital, products, technology, intellectual property, management skills. They also bring increased brand recognition via their partner's channels, significant savings linked to product development time and faster-to-market products, reduced R&D costs and risks, rapidly achieved scale.

Table 3 The leading stardom of success in entrepreneurial coalitions

Determinants:	Motivators:
Objectives Common vision	Coalitions use the mutual advantageous situations, according to common needs
Multiannual Strategy	Coalitions may develop in multiple version if capable to avoid conflicts
Equity	Discussions and consensus should be the norm.
Cultural Development	Personal relationships are important, as well as establishing a common set of values
Policy Making	The decision making process is guided by common understanding and acknowledgement issues
Organization	Create, develop and implement innovative structures to keep the management systems in harmony

Source: Adaptation after *Global Marketing Strategy*, Chee and Harris, p. 321.

Under the appropriate models, school and business can grow (Niță, 2014). Therefore, modern education should let itself be linked to adequate models to better fulfil its requirements and needs. A model like this was proposed to the European Commission for funding last year under the name of FuturICT (<http://www.futurict.eu/>). This is still a visionary program to deliver new science and technology to: explore, understand and manage our complex and connected world, aims for an ICT-enabled quantum shift in human knowledge capitalizing on the current data revolution, new methods and models to use those data in large distributed simulators, and new forms of individual and social behaviour enabled by an evolving internet incorporating new intelligent technologies and more natural human-computer interaction. It could catalyze a much needed revolution educational provision. Moreover, it will itself be a major beneficiary of that revolution: to achieve its goals FuturICT will need new generations of highly educated and well-trained people across the disciplines and technologies.

People may dream and have aspirations if they miss the adequate access to a comfortable way to get skilled. Educational contexts must be treated as multilevel socio-technical complex systems. To change, the educational context should involve: the entire network of systems that includes private and public schools, universities and entrepreneurial companies with outstanding tasks in education; government departments and local public administrations; a well structured curricula containing the new ideas, the pragmatic approach of market and society and an easy way to assimilate the

information; individual learners and communities of learners; commercial providers and businesses; ideas, data and the right ideas and corresponding theories. That is why such an approach cannot ignore the role of complex science anymore.

At societal and family level, more and more voices emphasize the shadow side of education affecting negatively both children and teenagers future when it comes as an imposed supplement of the school knowledge. To orient them towards the best scholar and life performances, it is appropriate to provide both children and students with particular needed education, *in alternance* strictly according to their native gifts and age preoccupations so that what is learned additionally fulfil the school purposes and objectives as knowledge. (Costea et al, 2010)

Many societies gradually move to dismantle gender discrimination, yet more can be done by promoting the gender equality in access to: productive resources; economic opportunities; voice in business and society. This way a higher contribution and more representative quality can be sustained in both decision making and development.

In other words, we are in the global innovation age, which requires a new set of skills for success (Niță, 2014).

It provides a path to develop critical knowledge, skills and dispositions in the academic disciplines as well as in a multidisciplinary way, as an Open Education Resource including academic training and leadership coaching under the entrepreneurial university umbrella.

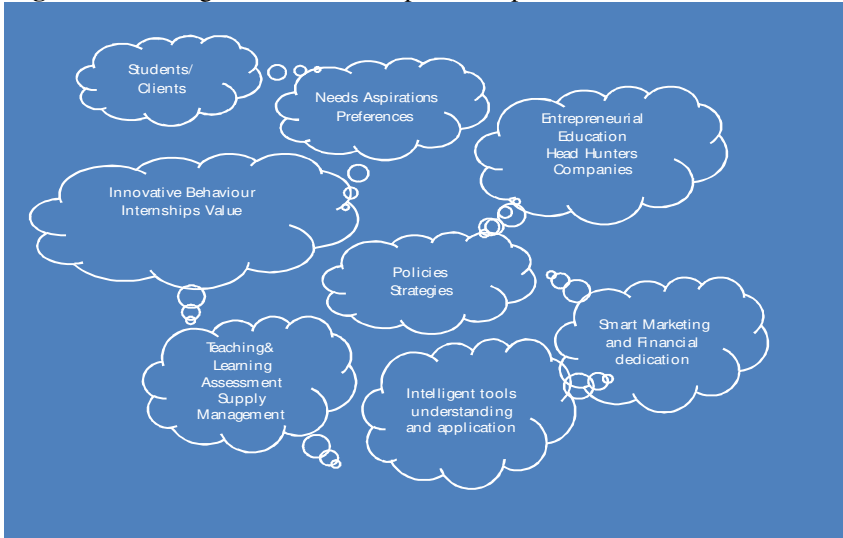
4. The Strategic Collaborative Partnership – Accelerator Match Maker for Reviving the Labour Market

While Higher Education cannot remain a simple panacea of the socio-economic dilemma, as the previous indicators suggest, there are reasons to support a continuation of efforts to make this type of formal education more available for individuals and adapt the programs to contemporary job requirements. This implies: building on other work on ICT-enabled changes, giving to education deeper insights into social organization and the behaviour of individuals. This will be at the level of local societal structures (European Commission, 2011) institutions at meso levels and global structures and policies at macro-levels (www.global.economy UNESCO).

Today more than ever we need to rethink education. The Education Accelerator may deliver more effective and less expensive learning, enabling societies worldwide to educate all their citizens within the available resources. If the traditional education is done only in the formal way, under public and institutional patterns, the actual conditions of economic globalization involve (Niță, 2014) persuasive connection between economic

growth and natural resources' demand growth, yet, dynamics of such interconnection are far from being fully grasped. This can be an issue to implement the real entrepreneurial academies, and franchise them along regions as in a lace of pragmatic excellence.

Figure 6 Matching the collaborative partnership



Source: personal approach

Increasing the economic integration, the geographic mismatch between supply and demand added to the changing geopolitics fuel higher security concerns in the energy sector. Consequently, universities will have to adapt their role (Niță, 2013) and responsibilities in securing the main resource to supply to the market, that one imposing fast adaptation, secure leading and net value creation. Universities need also to adapt with conditions of global competitive and political pressures as they have to develop academia as excellent business suppliers. Universities' developmental role reveals a shift from a social actor to more of an orchestrator of human capital resources assigning a central role to education in the process of wealth accumulation.

In this context the collaborative partnership should consider to provide market and society friendly incentives, infrastructure, operational education, and technology, as well as guaranteeing investment security. In order to meet these requirements, universities have to understand that the excellence remains the main target within collaborative partnerships. Excellence may not exist anywhere but it can spring everywhere.

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