



Connecting Neuroscience Principles and Education People Profile of Culture and Leadership: A Labour Market Approach

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ABSTRACT

Neurosciences, based on the founding idea of “neuroplasticity”, have helped to clarify the issue of initial (and integral) training of individuals based on the balanced structuring of the respective brain system. From what has been said, we would say that initial parental education, in times of an increasingly urban life (where parents delegate the education of children to school) does not seem to facilitate this balance of integrated development. It is important to discuss the connection between the neurosciences and education, concluding that this joint approach would be essential to guide quality levels and the researchers admit that the applicability of neuroscience research, for the improvement of pedagogy, has been, paradoxically, very limited. In general, we can define organizational culture as a set of beliefs, values and norms that influence the climate of a company, aligning employee behaviour and the strategic way in which the company positions itself in the market. Organizational culture is the essence of an organization. The supportive culture or clan culture presents a pleasant work environment, with a united organization that endures through loyalty and traditions, where interpersonal relationships are created, success is defended by teamwork, participation and consensus between employees and the organization. Leaders are considered mentors and there is a high level of commitment. In accordance with the updated works of Miranda, which seeks to reconcile the previous author and the OCAI model of R. Quinn and collaborators, a questionnaire was constructed, with twenty-eight questions, involving as many others adjectives that characterize a cognitive profile. In a first approximation, and taking only the descriptive statistics data into account, and taking only the sample data, there is a striking curiosity: the respondent students consider that the school made a visible and verifiable effort to correct the dominant profile. limbic pointing to a right cortical profile: intuition, entrepreneurship, vision.

Keywords: Culture, Brain, Neurosciences, Education, System, Model.

INTRODUCTION FOR CONTEXTUALIZATION AND FORMULATION OF THE PROBLEM

Neurosciences, based on the founding idea of “neuroplasticity”, have helped to clarify the issue of initial (and integral) training of individuals based on the balanced structuring of the respective brain system. This complex approach could be summarized as follows: the left brain is more analytical in nature, while the right brain is more geared towards synthesis and, furthermore, the complex interaction between the two hemispheres, through an integrated development, which determines the formation of essential skills for a balanced cognitive and emotional-affective experience.

From what has been said, we would say that initial parental education, in times of an increasingly urban life (where parents delegate the education of children to school) does not seem to facilitate this balance of integrated development. Effectively, the early entry of students into school seems to basically stimulate the left hemisphere, which is more analytical, and not contribute to the development of the right brain. This “left-handed” dominance logically affects the development of synthesis skills, thus interfering in the respective interactions, thus contributing to the imbalance in the training of young people today.

Base Theory

According to Rato (2023), it is important to discuss the connection between the neurosciences and education, concluding that this joint approach would be essential to guide quality levels. On a second point, the researchers admit that the applicability of neuroscience research, for the improvement of pedagogy, has been, paradoxically, very limited.

Questioning

High expectations and problematic results:

- A problem with a systemic approach involving both areas?
- A problem that fails at the level of operational research at school level, “namely at higher education level”?
- A problem with companies not being able to compensate school training with professional training for the people they recruit.

LITERATURE REVIEW

Organizational studies emerged in the 1970s, although their magnificence was in the 1980s, due to the numerous publications that were successful at that time (Neves, 2021).

In general, we can define organizational culture as a set of beliefs, values and norms that influence the climate of a company, aligning employee behaviour and the strategic way in which the company positions itself in the market. Organizational culture is the essence of an organization. Culture is important in its organizational dimension, according to Ribeiro (2006) organizational culture must be a system where all its members share the same concept, through central values, thus characterizing the dominant culture of the organization, that is, its identity. The concept of organizational culture has been perfected. The table below demonstrates the various concepts over the decades.

Definition of Organizational Culture in Education Sector

Eldridge and Crombie (1974) Unique configuration of norms, values and beliefs that guide behaviour and characterize the way groups and individuals combine to do things.

Smircich (1983) Social or normative glue that holds an organization together, reflecting the social values or ideals and beliefs shared by the members of the organization.

Schein (1985) A pattern of basic assumptions developed by a given group over time, resulting from their learning in dealing with the problems of external adaptation and internal integration, that worked well enough to be considered valid and therefore to be instituted as the correct way to perceive, think and feel in relation to these problems.

Lundberg (1985) Social system of meanings, characteristic of the organization's own reality, shared and accepted by organizational actors and, therefore, is considered unique, distinctive and indelible mark of its origin.

Pettigrew (1989) System of meanings accepted by organizational actors and which serves as a basis for the interpretation of everyday situations in the organization in question.

Llopis Taverner (1992) Set of values, symbols and rituals shared by members of an organization that guide their behaviour, namely in solving internal and external management problems.

Alcadipani and Crubelatte (2003) Set of values, myths, rites, taboos, signs and meanings that are shared by members of the organization.

Poskien (2006) Complex set of ideologies, commitments, traditions and values that are shared by the entire organization and that influence its performance management, constituting a potential source of advantage, advancement and innovation

Colquitt, Lepine and Wesson (2009) Social knowledge shared within an organization about the rules, norms and values that shape the attitude and behavior of its elements.

The organizational culture has a preponderant role, contributing to an organization motivated in the performance of its functions, generating a feeling of identity, uniqueness and collective participation of all the members of the organization, stimulating the commitment and guiding the behaviour of the people through a model to follow.

Organizational behaviour studies the behaviour of people within organizations and how this affects organizational performance, including basic concepts such as motivation, leadership, interpersonal communication, group structure and processes, change processes and conflict resolution and negotiation (Robbins, 2009).

All these concepts are relevant to the development of an organization and people management, where leadership plays an important role with regard to change management. This influence can be conferred by a direction/management position, although not all leaders are managers, not all managers are leaders (Robbins et al., 2014).

Organizational culture is supported by various approaches and models, with Robert Quinn's model of contrasting values being identified in the literature. It is a model for measuring organizational culture and effectiveness. It is a model composed of two axes or dimensions: structure and focus. The horizontal axis presents internal focus vs external focus while the vertical axis is composed of flexibility and change vs stability and control. These two dimensions form four quadrants that reflect four different types of culture: human relations – support culture, open systems – culture of innovation, internal processes – culture of rules and finally, rational objectives – culture of objectives (Romana, 2014).

In order to better identify the cultures of the four quadrants and according to Cameron & Quinn (2006, 2011), each one has a characteristic profile, as shown in below.

Competing Values Framework applied

Source: Romana (2014)

The supportive culture or clan culture presents a pleasant work environment, with a united organization that endures through loyalty and traditions, where interpersonal relationships are created, success is defended by teamwork, participation and consensus between employees and the organization. Leaders are considered mentors and there is a high level of commitment. The organization is focused on internal balance, flexible, attaches great value to people and is open to customer needs.

In the culture of rules or hierarchical culture, there is a strongly structured work environment, where clearly defined rules and procedures predominate. The organization is bureaucratic and emphasizes authority and control. In this culture, leaders are conservative in solving technical problems. The focus is on internal stability and results for efficient execution.

The culture of objectives or market culture is oriented towards results, with productivity and competitiveness being the dominant values. Leaders are demanding, emphasizing planning and setting measurable goals and objectives. The organization maintains an external and competitive focus.

In the culture of innovation or culture of open systems, there is an entrepreneurial and creative environment. There is greater adaptability and readiness on the part of employees. Leaders are innovators and visionaries, taking risks and seeking to obtain external resources for new knowledge in products and services. Individual initiative and freedom of decision are encouraged. The organization's focus is external with an emphasis on growth and emerging reality.

Leadership in the Education Sector

Leadership is a topic that has aroused the interest of researchers from different areas of study (Rocha et al., 2021). It is a phenomenon that has accompanied human beings since their beginnings. The researchers focused on the leader as having innate characteristics that are different from others (Genderen, 2010).

Over the years, the subject of leadership has been studied, with concepts associated with various theories, although there is no consensual definition, as a rule and according to the

various definitions found in the literature, leadership is the way in which people are influenced to join efforts to execute the intended objectives, on a voluntary basis (Rosa, 2016).

Chiavenato (2012, p. 130) defines leadership “as an interpersonal influence exerted in a given situation and directed by the process of human communication towards the achievement of one or more specific objectives.”

Leadership capacity can be developed at any time in life, where the ability to lead can be improved, depending on the will and motivation of each one (Goleman et al., 2007).

According to Drucker's vision (2001) a leader has to be responsible, define mission and goals, without this there is no effectiveness. An effective leader does not fear the strength of his employees, on the contrary, he recognizes their value, gaining trust from others and being consistent.

An emotionally intelligent leader must know how to listen, must motivate, be positive, create conditions for problem solving, always give assertive feedback. These must keep employees satisfied and committed to the company's objectives, thus stimulating their skills to the maximum, because when these conditions are met, people have greater productivity and organizational happiness (Goleman, 2012; Chiavenato, 2014).

In the same line of thought Goleman et al. (2018), states that emotional intelligence skills are important for excellent leadership, making leaders efficient by using empathy and self-awareness, in addition to intelligence and competence. Leaders' emotions are propagable, if they transmit enthusiasm, the organization advances, but if they transmit negativity, it regresses.

However, for Chiavenato (2012) among the various styles of leadership that stand out in the literature, there are essentially three, which are: the autocrat, the liberal and the democratic. a) Autocratic leadership: comes from an authoritarian style, known for rigidity and autonomy in decision-making, done unilaterally. It is a leadership model that follows traditional and well-established processes, leaving no room for creativity; b) Liberal leadership: as opposed to autocratic leadership, this style gives the team complete freedom by delegating tasks and decision-making, without any supervision, where the leader only intervenes when asked. c) Democratic leadership: it is a participative style of leadership, where the leader consults and asks for information from the group, becoming part of the group, thus giving you to the collaborators, through meetings, debates, where they outline their objectives and share tasks, thereby creating higher levels of commitment and a more satisfying work environment.

In practice, depending on the circumstances, the leader consistently uses the three styles. The difficulty is to understand when each of them should be applied (Chiavenato, 2012).

For Chiavenato (2012) leadership can be centred on tasks or on people, however task-oriented leadership leads to low efficiency, leading to dissatisfaction and undesirable attitudes towards work and leaders.

How a task-oriented leader behaves How a people-oriented leader behaves

- Plans and defines how the work will be done;
- Assigns responsibilities for the task;
- Clearly defines work standards;
- Finds ways to complete the task;
- Monitor performance results;
- Focuses on productivity and quality;
- Concerned with work methods. • Acts as support and backup for people;
- Seeks to teach and develop people;
- Show people work objectives;
- Develops social relationships with people;
- Is sensitive to people's needs;
- Respects people's feelings.

The literature refers to several styles of organizational leadership and according to Robbins (2009) after 1990, neocharismatic theories emerged, where some leadership styles emerged: Charismatic Leadership, when the leader has a natural gift and are seen as remarkable people by their followers; Visionary Leadership, when you foresee situations, creating a vision of the future; Transactional Leadership, motivated to achieve goals through defined objectives; Transformational Leadership, inspires those led, leading to a transformation of consciousness and attitudes. The latter, although different, are approaches that complement each other, because transformational leadership is created based on transactional leadership, an effective leader must be transactional and transformational.

According to Robbins et al. (2014) transformational leaders inspire their followers to go beyond their interests in favour of the organization, causing a great impact on them, while transactional leaders motivate their followers to reach the stipulated goals, through the clarification and fulfilment of functions and tasks.

- Transactional Leadership Transformational Leadership
- Develops need to complete tasks Develops need for meaning
- Develops concern for making money Develops concern for purpose
- Power and position, politics and advantages Values, ethical and moral principles
- Focused on studying daily issues Focused on achieving long-term goals
- Focused on studying data and short-term results Separates causes and symptoms, works preventively
- Related technical issues Proactive, catalytic and patient
- Relies on human relationships to aid human interactions Focuses primarily on missions and the strategies to accomplish them
- Follows the standard of behaviour, meeting expectations Identifies and develops talent
- Support systems and structures that reinforce results Design tasks more than once to make them meaningful and challenging
- Focused on efficiency Focused on effectiveness
- Inspired by respect for the rules Inspired by love
- points new directions
- Performs the alignment of values and main objectives

We can also highlight the model of six leadership styles identified by Goleman et al. (2007) which are related to leadership and emotional intelligence: Visionary, Advisor, Democratic, Relational, Leader and Persuader.

Leadership vs Management

At a certain point, leadership and management become confused, as leadership in the management of organizations is extremely important, and a leader who manages to manage the use of his skills, adapting his profile to each situation, creates an impact on the management team. work as well as the financial performance of the company. This success is due to the manager's ability to influence people to achieve their maximum performance, relying on all the resources available within the organization, whether financial, material, technological or human. (Teixeira, 2013)

The distinction between leadership and management is presented by Hooper and Potter (2018) in which management is focused on planning, organizing and controlling, working directly with financial, material and human resources, while leadership establishes the vision and mission, inspiring and motivating people.

Leaders Create Culture

To be effective, a manager must possess: a) Technical skills, achieving the ability to apply specific knowledge; b) Human skills, the ability to work with people, understanding and motivating them, either individually or in groups; c) Conceptual skills, cognitive ability to analyse, understand and detect situations of greater complexity. (Robbins, 2009)

The functions of leader and manager are both necessary in an organization, relating and committing themselves, whether they are reconcilable or not in the same individual, as referred by Cunha et al. (2016) where outside the research groups, leadership is seen as an emotional process, with management being more rational.

According to Rego & Cunha (2004), the role of managers in the 21st century, in addition to planning, organizing, directing and controlling, there is now a need to improvise, plan in real time as opportunities and threats arise, demanding a future vision.

These clues are in line with the 8 steps listed above by Quinn & Thakor (2018), regarding the need to inspire others through purpose, influencing them to achieve excellence in the workforce, finding the goal through employee involvement. The behaviour must be congruent with the Purpose and with the values, otherwise the process becomes fallacious, leading to the worker's disengagement. Understanding the nature of the purpose is a job of perseverance and conviction, which must be communicated with authenticity and continuity, so that workers recognize their commitment and believe in said purpose, reorienting themselves. The change is flagged at the top and applied at the bottom.

According to Quinn & Thakor, (2018), when leaders become involved in the purpose, they recognize that learning and development are powerful tools, which meet the desires of workers who want to learn and grow, gaining confidence, commitment to the organization, propelling them toward the purpose of the organization. The reflection between the purpose and the

learning process is extremely important for workers. If the purpose is clearly communicated, so that it is understandable by all, workers can make use of their skills and initiatives without needing control from the leader.

Managers, in addition to knowing the organization's purpose, will have to deeply connect to it in order to lead with moral power, only then will they be able to convey their personal purpose authentically to workers and share the impact on their professional and community lives. organization, sharing expectations with those led. After the purpose is internalized by the top and middle managers, it must be passed on to employees, connecting them with daily tasks. If workers are involved in the process, it will be easier to achieve the purpose by reinforcing cultural characteristics. After the purpose is ingrained throughout the organization, employees are more satisfied with their work and the level of commitment increases (Quinn & Thakor, 2018).

In the same line of thought Quinn & Thakor (2018), refers to the need to identify people who are agents of change, they are people motivated by purposes, optimists who naturally inspire others, they are people open to taking initiatives. Once identified, they can be of fundamental help in all stages of cultural change, creating a network of positive drivers who, by being faithful to their purpose, will be able to pass on that commitment to all team members.

Transition to Methodology

We consider that there is a phenomenon here related to the supporting literature and the methodology, for this reason we apply the transition between the two chapters of the study, and the best approach is to review the literature from the behavioural point of view and consider the approach to the neurosciences from the point of view of the methodological model.

METHODOLOGY

Following the works of William Herman, in accordance with the updated works of Miranda, which seeks to reconcile the previous author and the OCAI (Organizational Culture Assessment Instrument) model of R. Quinn and collaborators, a questionnaire was constructed, with twenty-eight questions, involving as many others adjectives that characterize a cognitive profile. Each set of seven should allow identifying the profiles that we classify as: intuitive or imaginative profile (I); emotional or sensitive profile (HR); organizer profile (O); and logical-mathematical profile (R).

The complete model is shown in the following figure:

Cognitive Perceptions According to William Herman

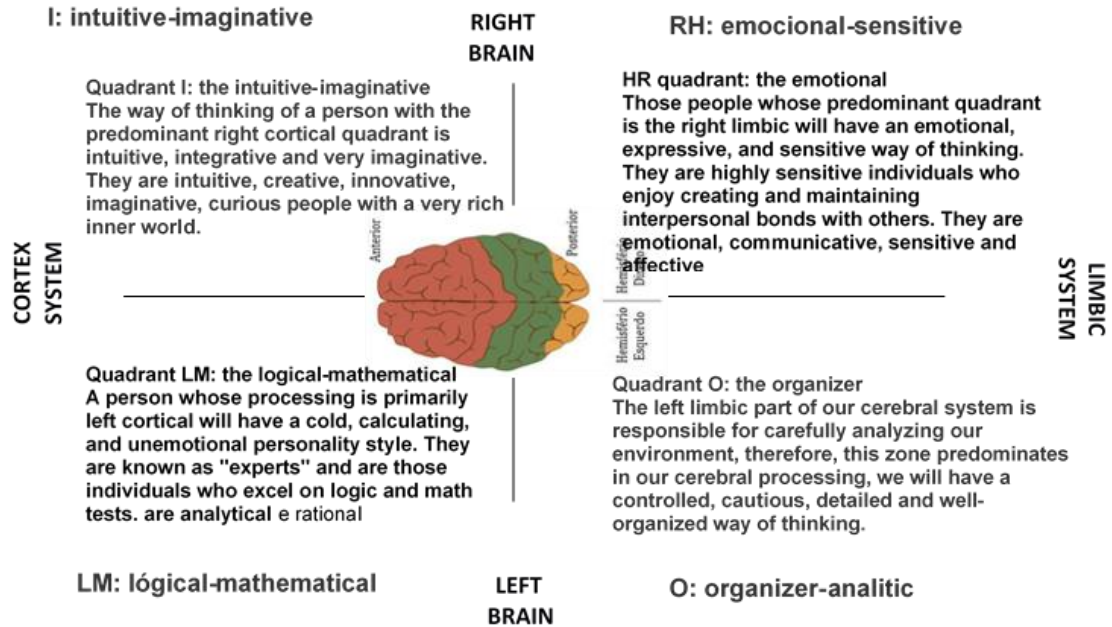


Figure 1: source Herman (1995)

Each respondent was questioned about what they considered their personal profile to be, what is the incidence of ISCE (*Instituto Superior de Educação e Ciência*) teaching and, thirdly, what should happen in terms of incidence of education to facilitate employability in the labour market.

DATA ANALYTICS

We present the tables, which result from the responses of 133 students, in terms of percentage hierarchy. We selected only the adjectives that received mention equal to or greater than 50%.

Personal Profile Frame

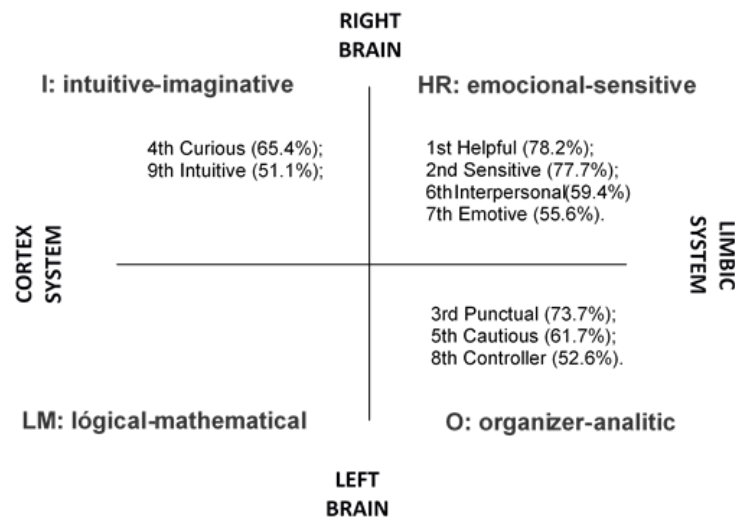


Figure 2: done by the authors according to obtained data

The dominant profile of students is the area of human relations; followed by the objectives area and in third place the innovation area. With some surprise we found that the adjectives corresponding to the area of Internal Processes, in none of the cases reached 50%.

Profile Table to be Developed by the School

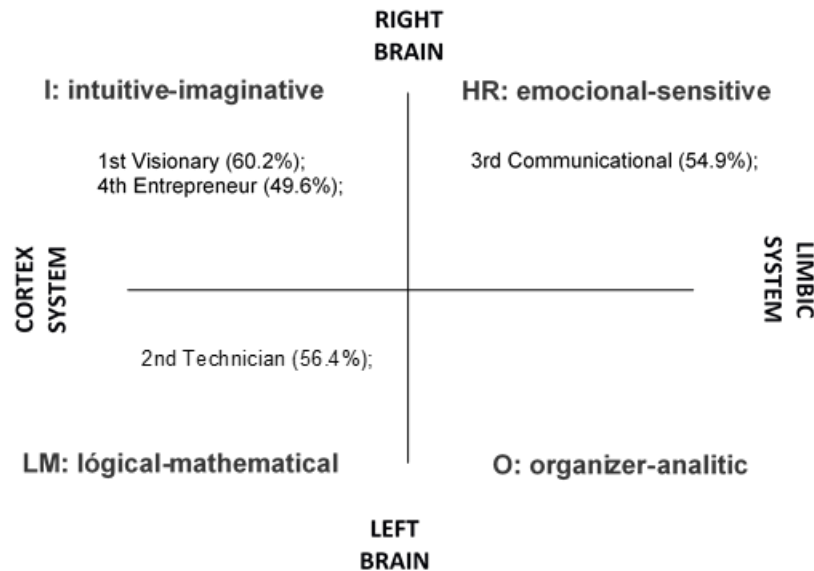


Figure 3: done by the authors according to obtained data

The dominant of the profiles that, in the opinion of the students, should be further developed by the school.

As for what we would consider as an effort to be developed by the school (ISCE), as a case study, we see that there is a strengthening of the area of innovation and secondarily of Human Relations and Internal Processes. From this point of view, there are no strong references (above 50%) to the Objectives area.

Profile table to be developed by yourself considering your preferred professional activity

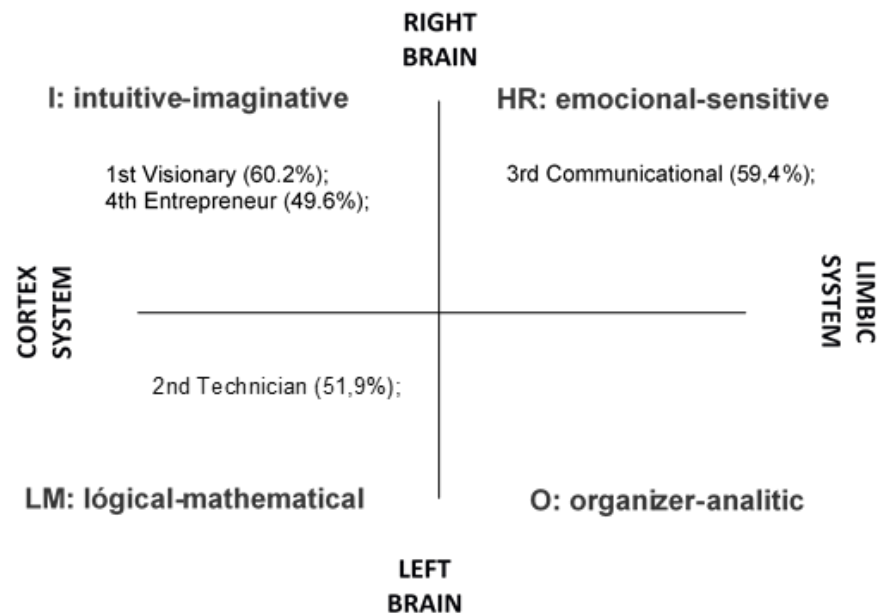


Figure 4: done by the authors according to obtained data

Questioned about what the school should do to better adapt to employability conditions, the respondent students confirm that the school is in line with what they think should be done, valuing the area of innovation in the first place and secondarily the area of Internal Processes and Human Relations

RESULTS AND DISCUSSION

In a first approximation, and taking only the descriptive statistics data into account, and taking only the sample data, there is a striking curiosity: the respondent students consider that the school made a visible and verifiable effort to correct the dominant profile, limbic pointing to a right cortical profile: intuition, entrepreneurship, vision.

CONCLUSION

These results are all the more curious as this is the first time the questionnaire is being used and it has never been explained to teachers or students before.

The greatest gain of this study is naturally centred on obtaining data on sample responses, which substantially alter the reasoning sequence of Quinn's original model.

The logical sequence of systemic management thinking appears modified, bringing innovation as the first action, human relations as a link, for compliance with rules, objective processes and achievement of results.

To this end, we concluded that the management model should be based on the philosophy of continuous improvement with greater intensity and not on disruptive change projects, which can cause the highest levels of fatigue in relation to change.

The validity of the responses thus appears to be reliable.

Recommendations for further studies

In a first recommendation, what is offered to underline, from the conclusions obtained, is the continuation of the effort so that research classes and professional internships are still marked preferably by the effort of innovation in order to increase the percentages found.

A second recommendation would be to consult the labour market to verify that students' perceptions of the labour market are correct and to do the same for previous students present in the labour market.

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