Social Sciences Today
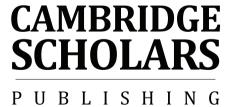
Social Sciences Today: Between Theory and Practice

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CAMBRIDGE SCHOLARS

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P U B L I S H I N G

TABLE OF CONTENTS

Chapter One: Educational Theory

Chapter Two: Society in the Context of Globalisation

Chapter Three: Identity, Alterity and Multiculturalism

LIST OF TABLES

LIST OF ILLUSTRATIONS

FOREWORD

This is a collection of essays dealing with three main aspects of **Social Sciences**: *Educational Theory*, *Society in the Context of Globalisation*, and *Identity, Alterity, and Multiculturalism*.

Educational Theory

The analysis conducted by Lea BARATZ and Roni REINGOLD underscores the controversial issue of academic cheating. The authors believe that, when dealing with educating students, the future educators of our children, cheating takes on added significance with much graver consequences for our society. The current study was aimed to reveal the opinions towards different aspects of cheating: downloading material from the Internet, copying material from books, copying colleagues' work, and to find whether there is a linkage between the various opinions and the cultural backgrounds of the students. There was no negative attitude to cheating or plagiarism. Perforce, a code of ethics must be outlined to deal with the problem. Researcher Viorica BOACĂ sheds into light the issue of group activities in educational classes. The task of educational institutions is more and more complex in rediscovering the child and experimenting with new ways to remodel his/her personality and to organize more successful learning activities. The author believes that a class teacher detains a special, unique position since he/she has to deal with human psychic individualities being trained, hence the need for maximum responsibility from the point of view of his/her behaviour and educational intervention. Natasha BOGOEVSKA and Bojana JOVANOVSKA's essay, pertaining to the field of sociology, tackles the issue of the social protection system and its development in the current Macedonian reform. The system and organization of social protection comprises institutions, measures, forms, and procedures for the enforcement of the social protection rights through laws. The main innovation was the introduction of several principles in the functioning of the plans on public social services, such as: decentralization, deinstitutionalization, and pluralisation. That imposed the need for reorientation of the national social security regime to ensure people's employment, meeting the needs, and social inclusion. The research study carried into effect by Marius-Costel EŞI

deals with the role of educational principles in teaching, learning and evaluating social sciences. The author starts from the vantage point that the mechanism of educational development illustrates a methodological approach of the educational reality. The organization and restructuring of the process of education presupposes value systems aimed at supporting pedagogical experiences accumulated in time. In this sense, the teleological aspect of education illustrates the way in which human personality expresses itself through education. Therefore, educational thought based on relevant experiences accumulated in time includes a dynamics of the main paradigms promoted at social level, dynamics which can be situated in conceptual-pragmatic relativism. Codruța GAVRILĂ's research essay focuses on cultivating creativity in pupils aged 6-11, taking into account all cognitive, characterial, and social factors involved. From this perspective, the teacher does not necessarily have to train designers of original products, but develop cognitive capacities as a ground for the future creative process. The author carried out a research on a sample of 175 pupils attending School Nr. 16 in Timişoara. Data processing pointed out that pupils need to be exposed to as many situations as possible to show spontaneity without inhibition, hence, the importance of the relationship between the teacher and the pupil in stimulating creativity. Gabriela KELEMEN's analysis revolves around pre-school education of children who go through coherent, rigorous instructive-educational activities implemented with observance of specific didactic principles. She believes that the main purpose of education is to develop the entire personality of the child so as to integrate him/her successfully into future school activities. The more numerous the child's intellectual and practice acquisitions, the higher the level of his personality. Consequently, teachers should try to diversify their activities with children inside and outside the institution. Less formal extra-curricular activities offer a diversity of opportunities for children to spend their spare time in a useful way. Marius-Robert LUNGU and Maria LUNGU's essay on John Chrysostom (344-407) point out the recurrence of the subject of education in most of the latter's works, but especially in ***On Vainglory and the Right Way for Parents to Bring up their Children***. According to John Chrysostom, the most important element in human education is moral education, and parents are responsible for conveying this type of education to their children. Essential in the education of youngsters is the virtuousness of the educator. His/her uttering and acting upon things must be congruous; otherwise he/she becomes a hypocrite. The essay pertaining to Ana-Maria MATEESCU, focusing on sociology, engages in a comparative study of past and present research designs in socio-cultural influences in forming

the self-concept. The two models that the author reverts to are: first, Hofstede's (1980) ecological analysis representing the sociology of values and, second, Markus and Kitayama's independence and interdependence theory (1991), standing for cross-cultural social psychology. Having as a vantage point the comparative analysis of these major models, the observations of the author underscore the existence of three major errors that often come across forming self-concept researches and bring forth possible solutions for improving the research design in this field. Researchers Alina-Lidia MĂRGHITAN and Lucia ORBULOV focus their examination of emotionality and sociability among teenagers on the monitoring of undergraduates, on the way in which they develop affective maturity, self-esteem and sociability, as well as on the correlations between these dimensions. The authors reach the conjecture that the balance between the three should be paid proper attention. If we focus mainly on one field, it can lead to introspection in studies on personal development, or to excessive introspection in social relationships development, or to excessive involvement in activities. The results of the study will be used in future research on its impact on learning performances. MĂRGHITAN and ORBULOV's latter research study elicits the matter of the relational-volitional side of personality: character. The authors have used this theme as a pretext to re-evaluate the importance of moulding character in teenagers being educated, in which family, school, and society on the whole, on one hand, and the way these impacts act on the tested subjects, on the other hand, are action partners. Most of the tested subjects are teenagers: this is why they focused on a few features of this age which pointed out the most valued of the features of character as well as most negative features. The result underscores the teenagers' own psycho-moral profiles. Petru-Eugen MERGHEŞ, Mihaela PASCU and Narcis VĂRAN's former essay analyses psycho-behavioural elements in lawn tennis, such as motivation, self-confidence, high focusing ability, and self-control. The authors highlight psychological training as the main component of tennis training. Their working hypothesis that self-control is correlated with high levels of performance is put to test in a group of students from the Sport 4 Fun Sports Club in Timişoara (Romania). The aim of structuring a psychological motivational programme targeted at increasing performance is accomplished. In their latter essay, Petru-Eugen MERGHEŞ, Mihaela PASCU and Narcis VĂRAN emphasise the relevance of psychological factors in lawn tennis. The goal of their research is to assess the focus level, self-confidence awareness, as well as the causes of focus failure and lack of self-confidence, with the intent of structuring a psychological motivation programme aimed at increasing performance and success. The

authors contend that the conditions for success in lawn tennis are self-confidence and focus. They apply three tests (Prague attention span test, Labyrinth focus test, and SERP test) in order to confirm their contention. In their former essay, Elizabeta MITREVA and Vesna PRODANOVSKA emphasise the fact that educating the employees within institutions aims to assist them into gaining skills and expertise meant to run business processes in accordance with the demands of the products, services, legal obligations and competitiveness criteria. The goal of Elizabeta MITREVA and Vesna PRODANOVSKA's latter essay is to explore the continuous learning, innovating and improving process within institutions. One of the strategies highlighted in the essay is the new management system of the Total Quality Management, which demands less finance and timing, but might have the same or even stronger effects in the huge equipment investments. Nonetheless, the education of the employees comes with the purpose to gain competences and experience in order to realize every business process in accordance with the requests of the product, services, legal obligations, and competitiveness criteria, as well as with the appointing of the employees' requests. Gloria MUSTĂŢEA proposes a discussion on *education and value* in terms of axiology and pedagogy. One aim of the essay is to reveal that education is based on cultural values which go beyond achievements such as material accumulation and technical professional training. Philosophy is highlighted as the theoretical basis for genuine education by means of cultural values related to the human being and the sense of life. The essay pleads for the improvement of the curriculum, so as to enable students not only to gain insights into the criteria for making choices, to achieve analytical abilities, but also to perceive and create values, as a means of personal fulfilment. Maria PALICICA and Codruţa GAVRILĂ's essay on the continuous training of teachers analyses some aspects of the place and role of the teachers in the process of educational reform within social reforms in general. One of the most salient effects of the educational reform is to support the bases of the national system of continuous training of the teachers on the reconfiguration of the initial college training. The essay aims at capturing the teacher's point of view and opportunities in August 2009 and February 2010, when they took part in professional training activities. The questionnaire applied focused on the need for continuous training, the distinction between the main institutional structures involved in the process of continuous training, and the strategies of optimisation of the process. The results bring to light the need to continue the reform of continuous training of the teachers. Ioana ROMAN's essay on the implementation of e-learning in agricultural universities brings forth the

idea that E-Learning destined to the study of agronomic science makes up an efficient way of theoretically and practically instructing students having in view the shaping and development of certain abilities and skills of practical implementation with them. The study aims at highlighting the importance of applying computer-assisted instruction to classes of agronomic profile, as we are living in the era of technologisation and informatisation. Thus, in the view of the author, the fulfilment of a methodology capable of strengthening the act of education *via* computer-assisted instruction has required the utilization of psycho-pedagogic tools. Ioana ROMAN's latter essay examines the issues of freedom and autonomy as prerequisites to developing creativity and epistemological curiosity in young learners. The relationship between authority and freedom is considered indispensable in order to achieve that type of learning which enables students to make decisions and be actively involved in learning. The notion of respect also comes under discussion as a matter of adjusting authority and freedom, while acknowledging that both learner and teacher have limits. In her two essays, Helena-Maria SABO tries to raise awareness regarding environmental education, setting a few rules. She also speaks about the fact that children nowadays depend more on their environment in their development than before, and reminds us that teachers have to acknowledge this fact and rethink their teaching methods so that they take into account the issue of behavioural education and the personality traits of the children as well, alongside with the main focus on passing on their knowledge. Mirela SAMFIRA and Mihaela BEU assess learner motivation and the need for achievement in their essay on the positive and negative issues of the need for achievement. The essay looks at subtler needs perceived subjectively, unlike basic survival needs. Some of the needs which propel people in learning or working pursuits are satisfaction and gratifying tension, which lead to a sense of personal fulfilment. The essay brings to light the dynamogenic factor which refers to the assessment of work by somebody else, according to specific standards, which particularly stimulates the need for achievement in the authors' point of view. Elena-Mirela SAMFIRA, Mihaela BEU and Daniela-Georgeta DEMENENCO's essay focuses on the role of the school counsellor in the relationship between parent and child starting from the fact that adults do not really spend all the time they should with their children. Parents' responsibility is huge. Parents are raw models children follow; they supply children with life conditions, affective safety, and basic education, but this is not enough. Children's future depends on the way parents fulfil their task. The essay on life's ideal between possibility and reality analyzes some aspects of the ideal in life. For this purpose,

Iasmina-Cecilia SAVESCU and Maria PALICICA have conducted a poll among the undergraduates of the Banat University of Agricultural Science and Veterinary Medicine in Timişoara (Romania). The results reveal some of the main aspects of undergraduates' ideals in life: professional, familial, moral, social, aesthetic, etc. The essay also investigates the role of life's model and of the educational model in students' lives, using multilayered samples. The result of the analysis confirms the working hypotheses concerning the preponderance of the professional and familial aspects in a life's mode and the preponderance of the parents' and teachers' model in a life's model.

Society in the Context of Globalisatiom

In her essay, Aleksandra GOJKOV-RAJIĆ brings forth the idea of globalisation and the fact that we cannot properly function in nowadays society without the knowledge of foreign languages. We need foreign languages not just in our professional life, but also in our spare time, or when we go on vacation, for example. In order to find better ways for foreign language acquisition, linguists and foreign language teachers have been preoccupied by the problem of the optimal starting moment of language acquisition, as well as the issue of the proper teaching method for various age groups. Ákos JAKOBI emphasises, in his essay, that geography education has not only the task to introduce new global theories and local and regional consequences in relation with the changes of the information age into the education, but also the task to implement and apply instruments within the education process to empirically explain what changes are connected to the new directions of geography. In their essay, Ali MOHAMMADI and Mahmood Yenki MALEKI offer an exploration on culture and translation as some of the most prominent and influential variables in human communication. Results reveal the cause and effect interaction between culture and language, cultural influences upon translational discourse, the influences of translations upon human culture, and national identity along time. For these reasons, successful application of language in translation depends on culture, which facilitates teaching, learning, and problem solving resources in the area of translation. Therefore, authorities should reform the pedagogical and practical foundations of human communication and interaction, such as curriculum development, material development, and educational planning. Higher education in the Internet environment is the issue brought under discussion by Predrag PRTLJAGA. The goal of integrating Serbian higher education into the European education frame is asserted especially by means of the

advantages offered by the informational system. The analysis of contemporary tendencies regarding the development of higher education and the pervasive information technologies entails the need to build an informational system. As a consequence, knowledge management and information control are considered the grounds of successful lifelong learning. Sara ZAMIR puts forward a critical view of peace education in an area which currently faces general criticism and disapproval. The source of discontent apparently stems from the actual need to carry theoretical values into practice by transforming the value of peace from a mere "vision" into an actual "way of life". The author dismisses the main claims proffered by peace-education criticism, namely that peace-education is a form of brainwashing, that it induces guilt, and that it is not practical.

Identity, Alterity and Multiculturalism

Upon her journey of discovery, Reghina DASCĂL gives an account of possible cultural encounters between India and the West. The author's goal is to approach the captivating emergence of Indian democracy and its resilience despite historical odds, while arguing that it is not merely the result of British influence, but rather of the renowned argumentative tradition of Indian culture. Reasoned debate and dialogue represent the genuine framework of intellectual heterodoxy and tolerance of religious diversity in India, promoting the dialogic mode ever since ancient Buddhist councils. The essay is also a thought-provoking attempt to evaluate the extent to which various cultural developments have benefited India's women. Gheorghe ENACHE has chosen to consider cultural space representations in the Romanian ancestral village as living space. The way space is organised and perceived brings to light the uniqueness as well as the diversity of would cultures. In the Romanian traditional village, territorialisation is a matter of identity profile, of setting limits within and without, of bordering the village. The essay reconstitutes a certain type of space representation, thus achieving a specific configuration of a small universe. Cristina GELAN's essay on ethnic animosity and racism is a token of cultural ethnic studies. Two types of racism are identified: the one generating discrimination and the other generating exclusion. The former is based on the premise that the only fair perspective belongs to the dominant race, which imposes a set of criteria universal values. The latter accepts the existence of different criteria, corresponding to a plurality of cultures, while viewing their existence as a threat at the same time. In the context of American sociology, the author analyzes "bourbonian lynching"

and "popular lynching" as modes of utter racial emotion. Aleksandra MAKSIĆ's essay on language, religion and education in an intercultural context seeks to find answers related to European identity and European culture today. In trying to trace the hereditary patterns of civilization, she asks whether it is based on Greek or Jewish elements. Furthermore, might world culture be based on European ancestry, or is it also Indian, Chinese, Japanese? The author's answer is that every culture has its own relevance, there being no bigger or smaller culture. Therefore, influences can be divided as hardly as border lines can be drawn at the end of one culture and at the beginning of another one. In this context, the challenge of cultural globalization promotes local stories, interculturality, and multiculturalism.

CHAPTER ONE

EDUCATIONAL THEORY

DESIGNING AND IMPLEMENTING AN EDUCATIONAL SUBSYSTEM AS A COMPONENT OF THE HOUSE OF QUALITY

ELIZABETA MITREVA
AND VESNA PRODANOVSKA

Introduction

Learning appears as a consistent part of the Total Quality Management process as of the fact that if learning of new technologies and methods is not included as part of the process there is no opportunity for development. Learning is strengthening the competitive advantage of the institutions. The top management has the main role, being prepared to learn and this necessity ought to be transferred to all the employees. Everyone has to learn, because this is the way that each employee will be capable for solving problems (Cepujnoska & Cepujnoski 1993; Živanović 1996).

Quality managing is based on a team work but this is feasible only along with the necessary competence, so everyone can present creativity and contribute to the improvement of quality with the work performance and the outcomes as well. Certain experts and other individuals cannot influence over the quality improvement if they do not follow the employees needs and suggestions. Investments in technology, equipment and process adjustments are essential but those imputes cannot guarantee any development of the working and the advantage before the competitive subjects in absence of the adequate investment regarding the employees.

Worlds' most developed and the wealthiest countries base its strategy within the industry development to an extant of knowledge and investment equally.

Modern management tendencies, as stated by many authors (Drucker 1995; Adižes 1994; Drew & Smith 1995; Mumford 1996) are moving towards a direction where the employees would not receiving simple standard methods to perform their tasks anymore, but get ones with

certain purposes and therefore the staff gains the freedom to choose their manner to accomplish the tasks. This is a matter that demands a higher level of education and training, development of individuality and especially a proactive management within the participation and accomplishment of the already substantiated purposes.

Knowledge and competences within a modern society according to Draker (1995) are a source of strategy, power and wealth, and the basic societal subgroup is the knowledge user. It refers to the individuals that are capable to include the gained knowledge into function and accomplishment of their activities which names them as "workers with competences".

The competitive advantage in Senge's (1990) organization is: the capability to learn faster from the rivals, and in order to achieve that the effectiveness of the whole organization has to be larger than the effectiveness of the sum of its segments.

The most common question is: Why do people tend to learn?

According to Oakland (2003) there are several reasons:
- as for personal improvement and promotion;
- self-maintenance;
- as for a sense of responsibility;
- in order to save time and finance;
- as of a sense that they have achieved something;
- as of a pride that they have made an achievement;
- as of a pride for their work;
- as of curiosity.

Current organizations (Harung 1996) are task-based, while the competitive environment is imposing a transition in value-based organizations. The task-based organization is characterized with an imperative and controlling hierarchy in which a minor number of high management holds the decision making and developing an organizational policy. In those organizations the staff is promoted only if the tasks are done in an assigned standard manner. On the other hand, the value-based organization possesses and open frame for developing new values.

Nowadays, according the Drew and Smith (1995) the "learning organization" is a subject that is wildly spoken and written about. In its broadest sense, this type of organization that learns is actually a group of members that have overcame mutual processes for a continuous creating, holding and stimulation of the individual and collective learning as to improve the organization's outcomes in a manner that is being essential to all users. In a sense of continuous improvement of the work performance this group tends to improve the organization's outcomes as well.

It is evaluated that the tertiary education is getting old from 30-50% after the fourth year and therefore it is necessary to practice gaining competences through life-long-learning. (Vujić 2004)

It is confirmed that in the EU (Rosa 2002), 80% of the existing technology will be substituted during the following 10 years and therefore new ideas, visions, creativity and innovations are actually the most important components within the intellectual capital. In every EU country in which the model of an economical-industrial democracy is present, is to be mentioned that the highly professional management at all levels is present as well, which is being directed moreover to the intellectualism than the practicality. Insisting to get a degree from elite schools that are creating a new European- business managerial style would allow a successful managing of the economical system in future.

Countries that are into a process of a slow transition such as ours, the domestic brainpower, knowledge, learning investments, experience, competencies and especially the technical and technological occupations are reaching quite a low level. The responds to all this adjustments within these types of companionship are expected abroad, from the foreign investments.

In the search of an active national strategy in order to overcome the crises, many questions are imposed; whether the country's economical development is enough for the country to be released from the past, or is it also necessary to create a new breakthrough towards a higher aims, performances and values, all at the same time. Simultaneously, there should be a chance given to the domestic education of the diligent, young and creative population in the country and abroad as well, to allow a technological development etc.

According to the given results in the research (Mitreva 2010), it is stated that Macedonian companies do not care about the quality, insufficiently pay attention to the continuous education, make small investments in the innovations and over all, the quality system is built in a very small number of companies. In this paper *the following model for a successful designing and implementing of the educational system as a subsystem of the house of quality is suggested. This model should be universal and applicable to all institutions.*

Methodology for Designing an Educational Subsystem as a Poll from the House of Quality

Application of the integral methodology for designing and implementing of the TQM system has to start with the education and therefore a good educational subsystem in the learning institutions should be prepared. It should be done in a way to be easy to learn and adjust to the changes and the knowledge should be used for a personal development and designing as well.

Complex knowledge of the system according to TQM should be expanded from the top person of the company – general manager – and up to each employee with a different volume and substantiality for different functions of the company's work.

Educational process planning is a task that stands for the top management that bears the responsibility to establish a department for education. This service should prepare plans and programs of different level in order to provide quality, concordance with the functions and tasks done by the companies, using the methodology and applications of the Deming's Quality Circle.

Staff education within the whole institutional structure comes with the purpose for them to gain skills and experience to accomplish business processes in accordance with the products' demands, services, legal obligations and criteria for suitability and appointing of the employees, because the quality requests involvement of everyone to its own job responsibility.

Organization and Function of the Service for Educational Quality

This service within its organization and working methodology needs to fulfill the following obligations:
- identifying of the educational needs of the employees according their position, task content and the organ of the quality management functions;
- cooperation with experts and scientists;
- building and alleging of the educational programme;
- alleging, checking and realization of the educational concept;
- designing and application of the motivation activities in the quality educational system within the company;
- constant improvement of the skills development system of the employees as a precondition of the quality system.

The service for education is preparing different programmes – aimed for different quality management levels, differentiated according the basic levels of the organizational structure.

The education according the organizational structure is referring to:
- management of the strategy;
- tactical and/or operative management;
- employees.

The training according the organizational structure includes realization of the following steps:

Step 1: Education of the strategy management

Education of the strategy management is performed by the school for quality and the creative quality workshops, where the staff will attain:
- *fundamental introduction of the philosophy top management, elements, roles, meaning, functioning and assets of the total quality management system;*
- *interpretation of the quality circle and the TQM philosophy, introduction of the quality circle in certain function within the institution;*
- *education for the quality methods and techniques in all institution functions;*
- *education for optimization of business processes.*

Step 2: Education of the tactical and/or operative management for quality improvement

Forms of management education of such level are the schools and workshops for quality training.

The programme refers to a detailed elaboration of problems and quality control management. Besides the introduction with the TQM philosophy, methodology and experience, the managers ought to acquire knowledge for:
- *quality circle and its application to all institutional functions;*
- *quality control management within the whole company;*
- *implying, promotion and education quality control;*
- *more detailed analyzing and development of the relation between the quality control and the confidentiality;*
- *application of the statistical methods and control techniques.*

Step 3: Education of the employees from certain sectors (services/ departments)

The content of this programme is designed to provide skills on: the gist and the TQM philosophy, methodology of the quality system, and especially attaining operational skills for comprehension of the quality system.

As through the quality workshops the employees would get the following training:

- *training for realization of the business processes;*
- *training for applying of the quality methods and techniques;*
- *training at the work place – meaning an insisting of the training until the employee gets the results within the frame of the statistical process control;*
- *training defined with legal regulations;*
- *in case of introduction of new product/ service, technology or methods of working, the full training programme is necessary for all of the employees;*
- *gaining an additional skills* in order to make the people feel safe for their work positions in future, and gaining new skills that will be useful to maintain their current positions;
- *stimulation towards everyone for additional training as well as being a good example to the others.*

Besides that the employees need to be skilled and motivated to learn from others in order to allow an improvement of the personal skills and competences.

Duration of the educational process

The duration of the educational process has to me done through applying of the quality circle and could be described as a block diagram.

Company management has an obligation to provide all the conditions for successful realization of the education programmes which by itself requires a detailed analysis and providing a most suitable answers for : what, who, whom, when, where and how in the company's hierarchy needs to attain necessary competences for providing quality.

Within the planning phase of the education process, the following steps need to be done:

(Plan)   1: Plan for staff education
- *Education service prepares a plan for staff training.*

Step 2: Selection of teachers (experts, specialists) within the company or externals in order to realize the training

The external education could be realized under mentorship of external experts and especially regarding the TQM philosophy which thought specialized programmes, seminars and trainings would transfer the experience coming from the developed countries.

Internal education is done through workshops with 5-15 employees, under mentorship of an expert who is aware and well-informed on the issues and the causes of problems, weaknesses, mistakes etc, and therefore certain improvement measures such as measures for preventive functioning.

Step 3: Selection of participants in the training employed in different company sectors

The selection of participants is done according a special questionnaire and testing. The defining of questions, analysis of the results and the selection itself should be done by competent professionals and institutions.

(Do)   Step 4: Realization of the education

The realization of the training has to be done in the company premises, with well-provided working conditions and using assisted teaching and surveillance tools.

The quality of knowledge and education transfer of the participants will be dependent on the trainers' skills and capabilities, the participants' interests, available written materials, surveillance means etc, but mostly from the interaction between the trainers and the participants.

Significant factors for quality providing within the educational process are: *working conditions, motivation, and permanence in the work performance and responsibility.*

(Check) Step 5: Competence checkup

The competence checkup is a consistent element of the education process quality as well as part of the participants training and their active participation.

This is done by:
- *questions, tests, discussions – as the first part of the checkup, but same with*
- *assigning tasks – as a second part of the educational process.*

Through the competence checkup we test:
- the trainers' successfulness;
- application of the educational programmes;
- Participants' capacity.

Those results are used not only for the final evaluation of the seminar's efficiency, but for undertaking of adjustment measurements for further improvement of the educational process quality of the company.

(Act)   *Step 6: adjustment of the programme*
The adjustment is very important of the education process. It is realized according the evaluation of the successfulness of the previous seminar.
The adjustments could refer to:
- *selection of trainers;*
- *programme content;*
- *motivation activities for attending of the training;*
- *conditions for programme performing etc.*

Instead of a Conclusion

After determining the lapses, in order to achieve best education quality as planned, some adjustment measures are undertaken. **Therefore the second quality circle begins (Plan-Do-Check-Act). This style of work continues spirally towards permanent improvement in all functions of the work performance in the company.**
The implementation of this methodology in our institutions in not an easy task and could become a barrier that needs to be overcame without expectations that someone else will do it instead.
The continued education within the institutions would allow not only a simplified communication from the top to down and vice versa, but as well as:
- new awareness based on improved mutual understanding;
- competitiveness that is achieved through better changes and
- *inclusion of staff into problem solutions, decision making and suggestions, improvements and innovations.*
Besides that, the employees need to be capable and motivated to learn from others in order to achieve improvement of the personals skills and competences.

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