

## THE EFFECTS OF TWO MAJOR IMPACTS ON ORGANIZATIONAL CULTURE ALIAS UNIVERSITY-AU EAD IN 2013

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### ABSTRACT

**A**rticle monograph discusses the effects of two impacts on organizational culture Alias University-AU EAD in 2013. We present concepts of organizational culture and change in the same relating to the experience of the researcher of the search environment. The methodology was exploratory with literature tied to field research participant observation type, complete with semi-structured interviews and producing a Case Study. It was concluded that the two changes occurred affected the analyzed organizational culture, but even these impacts are already part of the culture of it.

*Keywords: Change; Organizational culture; EAD Alias University-UA.*

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## 1. INTRODUCTION

Change is a constant in the universe, as Heraclitus said in the seventh century before Christ, but that cliché is revealed even more present in the world of business organizations, whose survival function in the current market (competitive and globalized) becomes increasingly difficult before the changes. Thus, the change turns out to be part of the daily lives of companies and end up incorporating in their organizational cultures.

Given the above arises that in 2013 two major changes occurred in the EAD Alias University (AU), with interesting and testable effects on the organizational culture of the same, affecting teachers, students and staff. The first major change was the exit direction of the director / founder of that EAD, whose profile leadership gave a certain identity to the sector. The other change was the change of the Virtual Learning Environment, which is no longer Moodle (free software widely used in other EADs in Brazil, which had been used by the AU EAD since its inception in 2008) and became the HAVOC (proprietary software). What are the effects of these changes in organizational culture AU EAD?

The research objectives are to describe and analyze the effects of process changes that affect the organizational culture of the company studied and the impact on its members or teachers. This description and analysis will bring to light the effects of changes in the culture and climate of this organization sector in question. Specific objectives will be due to present theories about organizational culture, motivation and change in organizations, that is, on the management of change. Identify the effects of the changes. And finally describe and analyze the effects through the narratives derived from observation and experience of change itself.

To achieve these objectives will use a literature search methodology coupled with participant observation in the field, that is, the experience of the researcher in the research object of daily life and participation in the processes of change mentioned in this introduction. In addition there have been four semi-structured interviews and final result fits in a Case Study. The research is also classified as qualitative and his aspect of living a new technology has research action characteristics, but without continuing to apply the results in the process. Justified such research on the social interest in understanding the impacts of change in the organizational culture of companies, becoming an interesting case study for future researchers and interested.

## 2. ORGANIZATIONAL CULTURE

Where reference is made to the origin of the word culture (from the Latin colere which means cultivating the land) realized from ancient Rome had a word of restriction to the direction of production of useful plants to humans, what we now know as agriculture. Then the term culture has also become used to refer to child care (child care) and then also added the sense of worship to the gods (Morgan, 1996 apud ZANELLI; SILVA, 2004, p 407) .

In the late eighteenth century studies on culture as a field of scientific knowledge began to take hold, especially with Tylor (1858) that related Germanic term cultur (symbolized the spiritual aspects of a community) and the French word civilization (material productions of a human community), resulting in the English word culture, which,

[...] Seen in the ethnographic perspective, means knowledge, beliefs, art, morals, law, custom or other capabilities and habits acquired by man as a social being. This concept had the merit to bring together in a single word the possibilities for realization of the human being, besides showing that culture is learned, that is, the habits and customs of a social group do not represent innate acquisitions, merely relayed via biological mechanisms . Rather, they are products of a socio-historical construction process (Laraia, 1997 apud ZANELLI, 2004, p. 407).

The Tylor contribution lay in the fact that it was he who systematized the first time an anthropological based culture of design, focusing on the symbolic aspects that permeate all factors included in human interaction. On the other hand the most effective criticism of his work was that Tylor did not consider cultural relativism, cluttering a contemporary design culture.

Organizational culture is equivalent to the organization's way of life in all its aspects, is the set of habits and beliefs, established by norms, attitudes and expectations, shared by all members of the organization.

Organizational culture is the customary or traditional way of thinking and doing things that is shared by all members of the organization and that new members should learn and agree to be accepted in the organization's service. (CHIAVENATO, 1999).

It is clear that the term should be taken in all mitigated sense, since it would be impossible to imagine a unanimous in sharing the cultural aspects of an organization. There are always deviations also in culture.

The culture of study is used to understand organizations and comprises various elements that have been developed and transmitted to new organizations for veterans. The new members end up being forced to understand the culture and shaping her to be accepted in the organization and as a way to act is implemented, it is very difficult to change it in the short term without resistance to change, which is our focus here in this research.

The organizational values are also aspects visible in the allocation of the direction of organizations, which will incur features in the organization's culture. If the values are of a type normally these values will develop cascading in the lower hierarchical levels. Thus, if the direction is of a type (autocratic, for example), the coordinators tend to perform the same way teachers.

All organizations develop their own culture, inherent in their internal processes and habits. Often administrators understand the term culture as a symbolic system of representations that express ways of interpreting the world, enabling communication between group members. In this sense, each professional brings with it its own culture and these should be amalgamated through a larger culture (the company) that enable different people (with different experiences and expectations) can work as a team (CHIAVENATO, 1999).

In the culture of the training there is a strong influence of the institution's founding, establishing cultural guidelines, and are viewed with much respect, or worshiped by most employees.

Each organization cultivates and maintains its own culture. It is for this reason that some companies are known for some peculiarities. Culture is the symbolic universe of the organization and provides a framework of performance standards among employees, influencing punctuality, productivity and concern for quality and customer service.

Culture expresses the identity of the organization. It is built over time and starts to permeate all practices and is a complex of mental representations and a coherent system of meanings that unites all the members around the same goals and the same ways of acting. It serves as the link between the present and the past and contributes to the permanence and the cohesion of the organization.

In other words, the organizational culture is informal and unwritten rules that guide the members of the performance of an organization on a daily basis and that direct their actions to achieve the organizational goals. Basically, it is the culture that defines the mission and causes birth and the establishment of organizational goals. Culture needs to be aligned with other aspects of the organization's decisions and actions such as planning, organization, direction and control so you can learn more about the organization (CHIAVENATO, 1999).

Organizational culture is characterized by its implicit acceptance by its members. She is also enhanced by the very selection process that eliminates people with differing characteristics with established standards and helps preserve the culture.

The organizational culture defines the way the members of the organization should interact with each other and with the outside world. Standardizes the way people should solve these problems and create a set of expectations around certain decisions. The way people interact within the organization and how they deal with people outside the organization can be understood based on the organization's culture.

To change the way an organization act is necessary to change their culture and this, of course, takes time, it is necessary to act in the components of organizational culture as well as it takes time for people to assimilate new behaviors and pass along these behaviors.

In this particular case the change reached the culture of the organization without the prior cultural construction necessary to adapt, then, "the adapted that have adapted," which could not have been selected for elimination in the group. This attitude in itself reveals some of the organization's culture, whose need for fast results, also requires rapid adaptation processes to changes.

The manager needs to know the elements of the characteristics and the dynamics of organizational culture for the proper performance of their duties. The culture can be divided into three component elements, each covering an area phenomena (CHIAVENATO, 1994 and 1997; Fleury, 2011):

a) Precepts: set of norms, values, regulations, administrative policy, traditions, management styles which govern and control the organizational functioning. It is the regulatory function of authority within the organization. It encompasses not only formal laws, such as customs, rituals, patterns and informal codes, ie not officially established, but obeyed implicitly. In transactional analysis language, corresponds to the Father; in systemic theory of language, is related to the administrative management subsystem.

b) Technology: set of tools, processes, know-how. Way of doing things, layout, distribution of tasks, division of labor and organizational flow. It is the technical function, methodological, scientific, rational and operational organization. Encompasses greater or lesser degree of structure of functions, a greater or lesser degree of certainty of tasks and contact with the environment. In transactional analysis language, corresponding to Adult; in systems theory language, is related to the technical and structural subsystem.

c) Character: set of active and affective expressions of individuals of the organization, subjective manifestations of idiosyncrasies characteristics of group behavior. Includes perceptions, feelings and positive or negative reactions of organizational subjects. In transactional analysis language, corresponds to the Child; in systems theory language is related to psychosocial or behavioral subsystem.

The three elements of culture are not necessarily equivalent: either may predominate in organizational life, may have greater expression, work harder. There is eminently technology organizations, other more normative, still others in which the character is more intense expression. View will be below what prevails in the case studied.

Not only the culture is different from organization to organization, because of preceituais content, technology and character involved, but also within the same organization formed different subcultures in different units (divisions, departments, sections, etc.). The sales department has several characteristics of production and vice versa; the administrative sector has a different subculture technical part; the academic works in a different way the administrative and each sector / different course has its subculture. Also cultural differences occur along the hierarchy in various management levels.

The three cultural elements are interdependent, that is, each has an effect on the other two. A technological innovation can lead to change in organizational guidelines, with consequent effect on your character. The change in Alias University EAD Moodle system for HAVOC would be an example. The closer and more direct interdependence occurs between precepts and character.

Specializations lead to the formation of groups with their own culture. Experts suffer loyalty conflicts between the organization in which they work and the group of his profession, when two cultures clash. For this reason is slower the formation of a culture in multidisciplinary teams, they work staff from different professional backgrounds, such as the EAD Alias University, since professionals come from different areas: administration, pedagogy, communication, accounting, engineering, mathematics and social sciences.

Another example: a family business is characterized by a culture that reinforces the concepts and tends to be resistant to external demands. Is more committed to preserving its values than in openness and renewal. The Brazilian organization also reveals patriarchal culture. The most accepted management style is the benevolent autocratic. There is a typical organizational culture of large organizations that transcends local social cultures. In other words, large organizations in various parts of the world are more alike than large and small companies in the same country.

Employees learn and visualize the organizational culture through various elements such as: history, rituals, material symbols, norms and language (Griffin, 2006).

Stories: stories and passages on the company's founder, souvenirs, on difficulties or special events, rules of conduct, cutting and replacement of staff. Rights and wrongs of the past usually anchor the present in the past and explain the legitimacy of current practices.

Rituals and rites are repetitive sequences of activities that express and reinforce the core values of the organization. The year-end ceremonies and the organization's anniversary celebrations are rituals that gather and near all the employees to motivate and strengthen the organization's culture and reduce conflict.

With the changes in the AU Ead the birthday celebrations ceased to happen. The change in management, environment and soon after also physical work place ended up disabling the gatherings.

Material symbols: the architecture of the building, the rooms and tables, the size and physical arrangement of the offices are symbols materials that define the degree of equality or difference between people and the kind of behavior (like taking risks or follow the routine, authoritarianism or democratic spirit, participatory style or individualism, conservative or innovative attitude) desired by the organization. The material symbols are non-verbal communication.

When I first came in EAD AU the room was small and uncomfortable. There was a constant climate of fear before the director's orders, hence a more authoritarian attitude. Then moved to a large room with new furniture and equipment. This renewed sense of respect for professionals, depend on the continuing climate of centralized authority. Finally, with the change being reported, we were thrown for a new small, messy room, it brought discomfort again from the point of view of material symbols, beyond the difficulties related to the new virtual environment and the uncertainty generated by the new direction.

Standards: are the rules that talk about the expected behavior and adopted by the group. Standards can be formal and exposed when employee enters the company, but can also be informal and implicit (or implied), which the worker requires a great attention to not fail with these rules, because if the company culture hangs more informality the scenes, a small action that goes against the expected (dirtier vocabulary or a simpler clothing) may be the way to dismissal. The UA gives the contractor a manual of standards, but there are also implicit concerns of managers as to the expected of the employee. The change of direction in the EAD certainly brought the need for adaptation of teachers and coordinators to new expectations of management.

The code of ethics of the AU has very interesting rules for the composition and learning incoming employee. As part of the team of collaborators, the researcher and the respondents had access to that document and could, to read it, learn the rules of conduct of the organization and thus behave the expected way. Of course, the unspoken rules had to be seized on a daily basis, but also worked in the socialization process.

Language: many organizations and even units within organizations use language as a means of identifying members of a culture or subculture. By learning the language, the member confirms the acceptance of

culture and helps to preserve it. Organizations develop singular terms to describe equipment, offices, key personnel, suppliers, customers or products. Also the way people dress and the documents used are ways of expressing the organizational culture.

Organizational culture has advantages and disadvantages. When the benefits are cited, organizational culture help in solving internal problems, reduces conflicts and differences, makes the control of management, and develop a positive image of the organization in the minds of those who know.

You can point out a number of positive roles for culture within the organization: first, it provides a sense of identity to members of the organization, secondly, has paper borders divider between an organization and another, third, favors the commitment to something greater than the individual interests of each, fourth, stimulate the stability of the social context, showing the standards appropriate to employees, reducing the ambiguity in the workplace (Robbins, 2004).

The disadvantage that the formation of an organizational culture can come to bring is if it can somehow prevent the company prosper, placing obstacles to change, diversity, mergers or acquisitions. In the case of the AU EAD, organizational culture was no obstacle to mergers and acquisitions, in fact this sector of the IES was stimulated to grow in the face of the absorbent interest group that acquired the IES few years earlier. And no doubt it was not too impediment to change, since change is already part of their culture with constant changes in teaching staff and finally reaching also the direction and the virtual learning environment herein. The issue is the impact on the work of the people involved at the time of change and in the remaining well.

Culture can become a problem in a deeply rooted culture of organization, very strong, requiring face change processes, due to external changes. Can act as barriers to change, due to external changes and necessary changes (QUARRY, 2013).

Another point to note regarding the difficulties faced on a very strong culture is the barrier to diversity, making the concentration of new employees that are not similar to most members of the organization.

The diversity of people is very important for the organization, as it enables new formulas to give solutions to problems. And even if we can hire people with diverse profile of the organization, they may find adjustment difficulties in it, according to internal pressures for compliance. Thus, it appears that it is preferable to another. This was very common in the work environment study: there was only those who had accordance with the environment. It may seem counter-intuitive to the argument about organizational culture, but what can you describe what happened in the AU EAD.

Another difficulty with very strong cultures is related to the barrier to mergers and acquisitions. If, some time ago, the concern in the mergers of companies focused on financial benefits or synergies of products, now is related to cultural compatibility due to the failure of mergers when there is conflict between cultures. Undoubtedly countries most advanced capitalism this can be a problem, but in the case of the AU in Bahia, Brazil, nothing culture really interfered in the process of acquisition of IES by the foreign group that commands it. This is due to easy adaptation and submission of Brazilian workers to the most atrocious working arrangements. An example of this was the historical slavery. And in this case, it was certainly a change for the better in AU, because it opened many opportunities for teachers, students and staff. And who does not compactuou culturally with the new managers was simply dismissed, with little or no major damage.

The counter also exists in organizations, and is nothing more than a movement, by a small group, or even great, you want to react against traditional values, which are dissatisfied, and lives in search of change and innovation in culture current. Such countercultural element in EAD AU, but there was an underground communications network that the procedures and failures were always discussed in a low voice you could not tell.

Some aspects of organizational culture are perceived more easily, while others are less visible and difficult to understand. According Chiavenato (1999) all culture comes in three different levels:

a) Artifacts: are the first level of culture, the most superficial, visible and noticeable. Are all things and events that can tell us visual or auditory as is the culture of the organization. The symbols, the stories, the heroes, the slogans, the ceremonies are examples of artifacts. An obvious change in EAD AU after the change of direction and room was that before, every month there was the celebration of the birthdays of the month, then it no longer occurred, leaving the private lives of employees only in private the same, thus only the functional rhythm of the day to day work, whose stronger auditory symbol was the ringing telephone no one answer.

b) Shared values: is the second level of culture. Are the relevant values that become important to people and defining the reasons why they do what they do. In many organizational cultures values are originally created by the founders of the organization, but with time and the growth of the organization, it takes shape and life. When it becomes a public company, whose owner is faceless shareholders around the world, where culture is really a result of the interaction of employees and level managers, much more than the founders.

c) Basic Assumptions: are the most intimate level, deep and hidden organizational culture. Are the unconscious beliefs, perceptions and feelings in which people believe. It is difficult to indicate the individual experience this level of belief in the studied organizational culture. It turns out that there are beliefs at work, in education, in God, in money, but you can not determine what is in the depths of those involved.

Culture is the way the organization sees itself and its environment. The main elements of organizational culture are the everyday observable behavior, how people interact, the used language and gestures, rituals, routines and common procedures. There are also the standards or rules that involve groups and their behavior, as in leisure time, at meals, in informal days, in conversations and laughter everyday.

The dominant values held by an organization as the EAD AU refer to the expected ethics, respect or not by the people, the quality of their services and prices charged. Everything is reflected in the ethos of the organizational culture.

The management philosophy is who guides the organization's policies regarding employees, customers and shareholders. From there the rules are reflected how things work, what the new employee must learn to do well and be accepted as a member of a group. And finally the organizational climate that expresses the feelings of the people and the way they interact with customers or external attachments.

Successful organizations are adopting cultures not only flexible, but especially sensitive to accommodate the social and cultural differences of their employees, especially when they act in global and competitive terms, by spreading around the world.

Kotter and Heskett cited Chiavenato (1999) argue that culture has a strong and growing impact on the performance of organizations. Some cultures allow adaptation to change and improve the organization's performance, while others do not. The question posed here is precisely the organizational culture of the AU EAD was able to deal with two major changes that occurred in 2013.

From what has been seen so far on organizational culture, one can see the importance of this concept for efficient people management and maintenance of the quality of service of any company. In this case, the experience of change shows that culture was severely affected. On the one hand the previous board was authoritarian and caused fear, the new direction was to some extent absent, promoting great insecurity among employees. The ongoing changes have led to layoffs and workload for teachers, engineers and employees in general.

On the other hand, the new virtual learning environment, although more convenient and simpler than the previous one, also brought insecurity and irritation for students and teachers, as many features were not yet fully functional. So during the first six months of application of the new AVA was wear between

coordinators and students, who all the time threatened to leave the course due to the new environment. While those had to grow along with the teachers the belief that the new system was better and should be appreciated.

The staff agreed that the new environment was better not to express the rejection rate occurred during the transition process, which certainly could have been more gentle and gradual for older students, but the decisions were taken in vertical and descending order, including up own local decision. So it demonstrates the importance of the cultural factor in the impact of change on the AU EAD. Now will develop more specifically the issue of change management.

### 3. CHANGE MANAGEMENT

Chiavenato (1999), says that leadership is a key process in every organization. The administrator should be a leader to deal with people who work with him. Therefore, the leadership should not be confused with the direction or management. A good administrator or manager can be a good leader, but a leader is not always a manager or administrator, even if it is badly needed business the presence of a leader.

For efficient management of change leadership is needed, as is the personal example that allows a smoother transition from one state to another.

"Leadership is a form of influence. Influence is an interpersonal transaction in which a person acts to modify or cause another person's behavior, intentionally "(CHIAVENATO, 1999: 553-627).. And to well manage change is necessary to influence people who are under the command of management.

People are different. The fact that the organization is immersed in a logic skills suggests that: mission, vision, values and culture are dynamic and reflect a company's positioning in the market; the competitiveness of the organization depends on the potential development processes and people; the knowledge, skills and capabilities constitute requirements for the company to have its competitive advantage; collective and organizational learning lever change processes. (MOURA, BITENCOURT, 2006). It may be noted for what has been argued that the organizational culture of the AU EAD could have contributed more effectively to the changes in that there was greater leadership from team managers. This leadership should occur to influence teachers, coordinators and staff to ensure that the change would actually be for the better, generating higher learning and competence.

Other approaches approximate the concept of competence to learning and change. Activities that strive for predictability and repetition unlikely to promote the development of skills. Competence suggests cope with unexpected events (Boterf, 1997; Zarifian, 2001). Knowledge, skills and attitudes developed in previous circumstances constitute the basic skills to provide responses in the non-routine and unpredictable situations. Individual and collective resources are being put into action, looking for similarities between past experiences and current. External and internal changes to the individual mobilize assets to achieve a result, how to solve problems in novel circumstances. If the list of skills acquired accounts for the unexpected situation, it promotes a further stage in learning. (MOURA, BITENCOURT, 2006).

It is seen that, by observation and experience of the environment under study, many of the most experienced staff and able to afford the changes and so dealing better with the unpredictable were discarded. This occurrence shows that the path chosen by the company under study was different than suggested by the literature on the subject.

This type of approach based on learning skills during and for change makes changing something positive, as developer gives opportunity to improve learning more before the challenge of change.

In Ead AU that actually occurred, because all were forced to learn about a new work tool, the new HAVOC virtual environment, but there were also changes in management style that rather than promote growth promoted fear and uncertainty, being internally damaging to the quality of work. You can consider learning

to live with the fear and uncertainty as part of the same scheme, but does not seem the most productive way to generate learning and skills, at least not in the organizational environment.

Businesses today deal with the reality of talent shortage, with the difficulty of lead and manage people in change processes and also create an effective workforce. By 2020, the radical change in business models entail new challenges that will be faced by companies such as:

- The disappearance of the boundary between work and personal life, as companies take greater responsibility for social welfare of its employees;
- The application of rigorous assessment of professional techniques to control and monitor productivity and performance;
- The growing importance of social capital and relationships as drivers of business success. (PWC, 2008)

This means that the work environment should be as pleasant as the familiar environment of home and leisure. This pleasant feeling effect of the workplace on people is also the valuation effect (other than compensation) of the worker, especially teachers whose workload and daily demands tend to be higher than that of other professionals. Thus the management of change must value the effective working environment and also affective, that cultural impacts are lower than the group's efficiency returns. Then comes the question of motivation.

To change management is also essential to know the motivation at work.

The factors that lead a person to walk in a certain direction can you be intrinsic or extrinsic. When are intrinsic, no motivation; when they are extrinsic, just move. It is a fact that often a person feels driven to do something to avoid punishment or to win a reward. However, in both cases, the initiative to carry out the task did not start one's own, but a third party, that stimulated in some way so she moved around toward the desired goal.

(Souza, 2007).

Eduardo Pedreira, a professor of corporate sustainability FGV, in an article for the RBA magazine # 97, says:

Human behavior is motivational. Are the motivations that emulate our action, giving us a real feeling of being alive. Living is the continuous response that we give them. If we lack, or are poor and discouraging, so feel life lose its force.

It may be noted in the words of professional said that is given much importance as motivation booster aspect of efficiency in the workplace, for good quality of life and meaning in the actions should reflect efficiency, but the company loses the sense of profit organization .

The motivation in the company's organizational environment under study, specifically in distance education sector, can be evaluated as floating. There are times when the stimulus self-motivation to perform an interesting challenge in itself sufficient. The best example was when adopting the new AVA, as for many learn a new tool becomes itself a challenging task in itself, but noted that the experience of this change was much resistance. The question of habit in relation to the old environment had a strong influence in this respect, because everyone was accustomed to Moodle.

Thus, we can conclude that at first the motivation for the new environment of learning was only an obligation as an employee, I had to adapt to the new tool. But over time, you may notice some supporters of the new AVA, the HAVOC with enthusiasm and liveliness.

Our experience in the business world and in activities related to human excellence in projects has shown that every day more companies invest in getting a concrete dimension, both with external customers and with their own talents, aimed at managing more productively and qualitative performance of its employees as the development strategies in line with the company's business. To reach customers (internal and external) motivation is still a major challenge for the business market and increasingly should be your concern as it is the fuel that drives us.

Some of the most discussed needs in general by researchers today consist of (CHIAVENATO 1997; 1999; Robbins, 2004): physiological needs (food and drink, for example); health and safety requirements (often people avoid certain forms of transport, such as aircraft, for example, or even entertainment, like jumping with a parachute, because they worry whether they will survive the experience); need for love and companionship (humans are social creatures and need contact, often presented in dating services, clubs, bars, cruises and resorts); need for financial resources and tranquility (the money functions as a tool we use to satisfy most of our desires); need for pleasure (even people who live to work, they need joy and fun, often found in theater, television, film, music, books, sporting events, cruises and other activities); need for social image (we wish our families, friends and colleagues are proud of us, and for that we often use products and services that we present with a positive social image, successful); need to own (often want to have certain products or services for our comfort, for its historical significance, among others); need to donate (not limited to money, but includes how to present); need for information (need information for decision making, found in books, magazines, television, university, etc.); need for variety (the repetition can disenchant the individual).

In a more descriptive and less substantive definition, the motivation would be willing to do anything and would be determined by the ability of this action satisfy a need of the individual. Need in this context means a physical or psychological disability that makes certain result look attractive (Robbins, 2004).

According to Griffin (2006, p. 98) "Motivation is a set of forces that drives people to engage in an activity rather than another." As an example, there is the student who already must have surely seen the situation of the night without sleep to do a better job, or vendors working on Saturday to face the competition, and so one can enumerate several examples.

He who would better understand human behavior in organizations already looked that need to develop a motivational research. Not always obvious explanations or predictions may realize understand the whole context presented. The reasons why employees feel satisfied and committed to the organization are of great importance for the development of a people management strategy, but it is not easy to identify them develops often a motivational research. The employee is not always expressed know the psychological reasons that led him to commit to the organization, often suppressing the actual impulses by other socially acceptable.

Anyway, to motivate yourself is central to coping with changes in the workplace.

#### **4. CHANGE IN AU - A CASE STUDY**

The rejection of changes is a frightening level when it comes to something as simple as using a new tool. Historically must have been the same when the saw was moved to the chainsaw, or when the suture line was changed to the laser, but it was extremely interesting to see the whole team of the AU EAD teachers resist HAVOC training instructions. Every detail seemed to be a debate generator because everyone was so used to the Moodle. The anticipation of rework and inefficiency also caused much discomfort and discussions of the group. Interestingly good humor was maintained also because despite complaints, everyone laughed the questions. This indicates that the group's culture, there is resistance to change, but there is a willingness to accept with the same positivity.

In semi-structured interviews later made the change process, four AU teachers responded on the matter. Two teachers (CS Man and Woman LGB) are disconnected from the organization after the change process. And two teachers (LCB and NCP) remained in the organization so far.

All participated in trainings and agreed to experience the initial rejection process to the new learning environment. CS said he did not feel difficulty with the new program, but felt more comfortable with the old. Have L.G.B. said he hated the HAVOC, but found that what bothered most were the attitudes of the new direction, which affected the relationship of engineers with teachers. She felt exploited and left out the new tasks of coordination, which ended up making it to be turned off.

LCB and NCP made it clear that they felt uncomfortable to report such situations in relation to peers (off coordinators and teachers), but that the process of change occurs in every organization. Professionals should adapt. They reported working in other three organizations each with different cultures, and that has problems and difficulties at all, but were never called into question about his skills.

L.C.B. reported was going through a similar process of change in another organization of higher education and that the situations raised by the research there also occur only with different intensity, probably, she said, due to the different sizes of the two organizations.

When asked about the training mentioned by the participant observer (the first to be applied to the staff) was also reminded of insecurity feelings, doubts and protests of many teachers (who stayed and who left).

It was expected that after this training, the difficulties with the changes become more pronounced, causing more discomfort and more resistance. The observation of the adaptation process should reveal how much it will impact the quality of work and the group's culture.

A great expression of the problems generated from the AVA change the AU EAD for HAVOC was the week that the subjects were distributed to teachers. Coordination made the indication of disciplines for teachers on a Wednesday and asked the delivery of materials to the following Friday. In just two days teachers should produce 60 multiple-choice questions (the most difficult job, because there is a great demand for quality in these matters) and, moreover, intro text of the disciplines and units, proposals for papers of courses and forums theme also had to be delivered. As you can imagine this caused great discomfort and run among the teachers, because they had to rush to meet the deadline set. And among the coordinators there was a lot of indecision, as the changing parameters of the new system were still obscure to them as well.

After the initial period of use of the new environment, with many complaints also for older students, who were also accustomed to Moodle, things became more stable, because people tend to hold in patterns to account for the service. But always appeared technical difficulty in the environment that promoted the revived memory of the rejection of the system change. And as the new direction was still absent from the daily lives of teachers, left the coordinators go out fires and to mediate between teachers, students, direction, and the IT staff (Information Technology).

There was also a constant exchange of accusations between teachers and IT, as a part of those complained of system crashes, while on the other they suggested that teachers were not the technical procedures correctly. Students who came to training, especially new ones, were more receptive, while the former tended to be making comparisons and compliments the Moodle. And all the while hinting that the institution did not care for the students.

In the end, the impact of environmental change and direction on the DL AU was initially negative, because the strength and insecurity made many teachers begin to feel insecure and looking for other parallel activities for their livelihood. As an organization's culture was already keep the picture with right rotation, so the group was gradually changed and only were those adapted both to the new virtual environment and management model of learning.

## 5. CONCLUSION

When this journey began, the research objectives were to describe the effects of two major changes because it passes the AU EAD in 2013 in an attempt to answer just what were these effects. Of course when you start to research a topic no one knows for sure what will be found at the end, but already has an idea of the way to go from hypotheses and assumptions.

As a member of the team whose organizational culture was under review, could be noted that the change caused obvious effects, but still diffuse, as opening opportunities was great before the changes that have occurred. Failure to do more of the group in question should not affect the conclusions, for the period under review (2013) this researcher was still part of the group.

One may even note that the retiring processes effected at the end of the analysis period, at least five people (three teachers and two coordinators), demonstrate a possibility of organizational culture adjustment process to the changes made in this case more specifically towards the EAD.

What can be concluded after all, after all deductive presentation of organizational culture concepts, change management and motivation, is that changes in the AU EAD brought a whole new cultural profile for the group. The impacts were felt in the first absorption hastily the new tool, the HAVOC environment, which promoted wear before students, teachers and coordinators. A lot of problems have developed during the adaptation process stemmed also from elements of IT (Information Technology), for the environment itself was still (is) in test and improvement process. Course should be allowed to the role of IT was not in any way responsible for the strategic choices of direction of the AU. The management of this relationship between the pedagogical and technological could have been more efficient, including by the previous direction, which had delayed the move to the new environment over two years. But at the end of the implementation period, the year 2013, which was noted was a regular adaptation, but tending to the good, because after the initial impact, it may be noted that the HAVOC is easier to navigate Moodle.

In the issue of change of direction, the feeling that the participant observation experience left is a certain lack of authority triggered a series of parallel trade information (gossip, whispers and rumors). Thus, the fear and insecurity settled until the expected layoffs occur. Not that it no longer was part of the organization's culture in the previous administration. Over three what we saw was always a certain turnover of teachers, staff and coordinators. Maybe with the new direction in EAD what was expected was change it too, that is, a change that would express a little more security, which would also lead to a greater commitment by the team. However, as it has not, what can be concluded is that the impact of this change (direction) was only fleeting, remaining in the AU EAD the same kind of culture that existed before.

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