



Characteristics of the profile of the corporate culture of the organization of higher education of physical culture orientation

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Abstract

Objective of the study was to determine the profile of corporate culture, which is characteristic of a peripheral educational organization of higher education (EOHE) with a physical education orientation and to establish trends in achieving its preferred configuration.

Methods and structure of the study. The scientific work was carried out using the OSAI methodology proposed by K. Cameron and R. Quinn (USA), which allows you to determine the profile of the corporate culture of an organization as a sum of its main types: "clan", "adhocracy", "market", "hierarchy" in the existing and desired projections. The data obtained are compared with the averaged profiles of the corporate culture of higher education institutions (EOHE) in Russia, Europe and the USA, which makes it possible to determine the strategy for the formation of this cultural phenomenon in the academy. The object of the study was the cultural space of the EOHE of a physical culture profile.

Results and conclusions. The subject area of the study was a methodology that allows obtaining the value judgments of the respondents (pedagogical workers and workers of support services), on the basis of which both the existing type of corporate culture of EOHE and the strategic (preferred) one are established. The study of the problems of corporate culture educational organization of higher education in general was carried out in accordance with the methodological theory of structural and functional analysis (abstract theory of social systems by T. Parsons), which makes it possible to identify the necessary and sufficient conditions for the introduction of an appropriate typology of values and norms in the process of functioning of a social system.

Keywords: *corporate culture, OSAI methodology, types and profile of corporate culture, academy of physical culture.*

Introduction. The concept of "corporate culture" (CC) (in some cases it is identified with the concepts of "organizational culture" and "organizational culture"), today begins to enter the discursive space of higher education quite widely, becoming an important and attractive reference point for the management system of an educational organization and criteria for assessing its quality.

Such attention to corporate culture as a resource of an educational organization of higher education can be explained mainly by the following reasons [8]:

- constantly occurring transformations in the system of higher education and the urgent need to improve the quality of the educational services it provides;

- expansion of spheres of influence and external relations of the educational organization of higher education;

- the desire of domestic educational institutions of higher education to enter international rankings with higher positions in them.

Since about the 1980s, more attention has been paid to the theory of corporate culture than before. The practice of working with human resources that had developed by that time approached the stage of the necessary understanding of the accumulated and giving it a scientific form [5]. It was at this time that the cultural factor also began to be recognized as an effective tool for regulating the behavior and motivation of the staff of an educational institution of higher edu-



cation, updating their positive image and the image of their graduates.

There are quite a few definitions of the concept of “corporate culture”, which are generated by both foreign and domestic studies [2, 3, 5, 7, 9, etc.].

Based on the studied theoretical base, we have formulated the following generalized version of the definition of the concept of “corporate culture”. It appears to us as a systemic group phenomenon, the formation of which occurs in the process of adaptation to the external environment and in the course of internal integration, which is a set of value orientations and behavioral models characteristic of a larger number of employees of the organization, deeply aware of their involvement in the fulfillment of its mission, solving tactical problems and achieving strategic goals.

Appeal to the problem of corporate culture of educational institutions of higher education is updated by the fact that this is a necessity that corresponds to the realities of our time. In addition, this is an organic accompaniment of a paradigm turn associated with the formation of fundamentally new conditions for the life of educational organizations of this type, as independent and competing economic entities that implement a complex circulation of resources, educational services and incomes at their disposal, in order to achieve compliance with the modern level and the quality of graduate training necessary for an era dominated by globalization, digitalization and a knowledge-based economy [3].

Objective of the study was to determine the profile of corporate culture, which is characteristic of a peripheral educational organization of higher education (EOHE) with a physical education orientation and to establish trends in achieving its preferred configuration.

Methods and structure of the study. The scientific study was conducted in May 2021, on the basis of the Far Eastern State Academy of Physical Culture (Khabarovsk). The volume of the study sample was 88 people, including teaching staff (teachers) - 52 people and employees of the Academy’s support services - 36 people.

To determine the profile of the corporate culture characteristic of the Academy of Physical Education,

the method proposed by American researchers Kim Cameron and Robert Quinn [4] with the name “Open Standard Questionnaire (OSAI)” was chosen. This technique involves the identification of four dominant types of QC, appearing as a “framework of competing values”, which can be represented to varying degrees in one organization or another, with the possible dominance of any of them. These types of CC are based on establishing the prevalence of the presented competing values and are presented as: type A - “clan”; type B - “adhocracy”; type C - “market”; type D - “hierarchy”.

In a generalized version, the leading indicators of these types of corporate culture can be identified as the following:

Type A (“clan”) - the organization is a large family in which traditions are honored and subordination is observed;

Type B (“adhocracy”) - the organization team is characterized by periods of temporary situational consolidation, providing a dynamic and creative “production” based on freedom and personal initiative;

Type C (“market”) - firm, demanding leadership reigns in the organization, focusing on acceleration, reputation and success;

Type D (“hierarchy”) - the organization is characterized by excessive formalization and structure, everything is imbued with a concern to ensure the achievement of staff employment.

Results of the study and their discussion. The current popularity of the concept of “corporate culture” in the field of “higher education” management is dictated by the fact that modern society, in principle, gravitates towards corporate patterns and higher education is forced to appeal to corporatism in order to establish itself as a successful player in the educational services market, capable of training personnel who could provide achievement of corporate goals [8].

A study conducted to identify the profiles of corporate culture characteristic of the academy made it possible to establish the following.

At the time of the study (current state), the corporate culture of the academy, of the entire set of respondents involved in it, on average is seen (see Table 1) as “clan” (32.46%), with a slightly smaller share of

Table 1. Profiles of the current (real) and preferred (desired) corporate culture, characteristic of the Academy of Physical Culture

Types of corporate cultures	Current profile state of CC	Preferred profile state of CC	Trends
A (clan)	32,46	34,03	+ 1,57
B (adhocracy)	17,32	20,73	+ 3,41
C (market)	19,66	25,19	+ 5,53
D (hierarchy)	30,56	20,05	- 10,51

Table 2. Comparative data (in%) on the types of corporate cultures characteristic of universities in different countries

Types of corporate cultures	Type of CC Far Eastern State Academy of Physical Culture		Type of educational institutions of higher education Europe	Type of educational institutions of higher education USA	Type of CC leading universities Russia
	As it is	Wish	As it is	As it is	As it is
A (clan)	32,46	34,03	24,2	24,2	30,1
B (adhocracy)	17,32	20,73	31,3	26,5	20,6
C (market)	19,66	25,19	25,6	30,2	21,9
D (hierarchy)	30,56	20,05	18,9	19,1	27,4

“hierarchy” (30.56 %) and even smaller shares of the “market” (19.66%) and “adhocracy” (17.32%).

The above allows us to assert that there is no uniquely dominant type of CC in the academy, since the gap between the leading positions of the “clan” and the “hierarchy” (A and D) is only 1.90%, while it is customary to consider differences of 10 points significant. and more [1]. Nevertheless, the type with the highest value (32.46%) characterizes the CC of the academy as one in which “clanism” prevails, and it is characterized by a lot of positive things: the cohesion of employees, the presence in the team of an atmosphere of eventful reality, devotion to the common cause.

The manifestation of a “hierarchy” in a significant proportion clearly cannot contribute to the development of the organization in the implementation of the strategy of entering the leading positions in the industry and the region.

In general, the preferred (desired) profile of the corporate culture of the academy should remain predominantly “clan” (34.03%) with a sufficient share of the “market” (25.19%) and with somewhat smaller shares of “adhocracy” (20.73%) and “hierarchy” (20.05%).

Thus, in relation to the current state of the corporate culture profile at the academy at the time of the survey, in the variant desired by the respondents, it should appear in such a profile, which is characterized by an increased (by 8.53%) value of the “market” and increased share values “adhocracy” (by 3.41%) and “clan” (by 1.57%), and a very reduced (by 10.51%) share of the “hierarchy”.

Generalization of literature data and data of current electronic resource information (when following the CC model established by C. Cameron and R. Quinn) made it possible to establish (Table 2) that the leading US universities leading the world rankings are primarily characterized by the features of a “market” (focus on results, purposefulness, rivalry, competition), then “adhocracy” (leadership, development of new resources, uniqueness), “clan” (traditions, solidarity, devotion to a common cause, corporate spirit) corporate culture.

The combination of all this guarantees them flexibility, readiness for change, stability based on a team that shares the goals and values of the organization. The corporatism of the European higher education is primarily based on the traditions of freedom, creativity, encouragement of personal initiative (elements of “adhocracy”), increasing reputation, strengthening the image, determination to win, the introduction of information technology (features of the “market”), cohesion, pride in the cause of the organization, an emphasis on specific actions and achievements (the culture of the “clan”). Typical for the leading Russian universities is the dominance of “clan” and “hierarchical” culture. This type of CC is characterized by the difficulty of perceiving “external” goals formed in competitive or innovative development paradigms.

Conclusion. Based on the results of the study, the profile of the corporate culture existing in the academy was determined, in which “hierarchy” and “clan” prevail. The first of them does not contribute to the creation of a creative atmosphere in the team and does not encourage innovation. It is likely that the leadership of the academy should manage the formation of the CC, taking into account the data characteristic of the international higher education. At the same time, one should probably not forget that “clanism” is the foundation of the traditions of an educational organization, a favorable moral climate, cohesion and comfort. In addition, a special team building program should work at the academy.

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