

GAMES WITHOUT FRONTIERS? THE INTERPLAY OF SUBCULTURES AND THEIR TERRITORIES IN A HUNGARIAN BUSINESS SCHOOL

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Abstract. *Using a combination of qualitative and quantitative methods, this study seeks to explore the diversity of culture amongst the staff of a business school in Hungary and then examine how this diversity may impact upon the organisation's orientations towards three aspects of market orientation: interfunctional cooperation; competition and the student orientation. The diversity of culture is found through the identification of five subcultures. These subcultures exhibit signs of both heterogeneity and homogeneity as two pairs of subcultures are divided not by differences in values themselves but by the expressed strength of values. The empirical findings indicate that each subculture varies in perception of the dominant cultures of the organisation and its particular market orientation in relation to culture type. Furthermore, some subcultures perceive themselves as enhancing, when this may not be the case and others perceive themselves as counter cultures. The qualitative study confirms that subcultures have both homogenous and heterogeneous aspects in relation to other subcultures as well as the perceived dominant culture. This greater complexity gives an extension to the existing perspectives taken on organisation culture, although this would need to be confirmed with generalizable research.*

Keywords: *Business School; subcultures; heterogeneity; homogeneity.*

Introduction

The notion of territory seems endemic with subcultures. In the 1950s street gangs called 'the Bills' were named after their territories and gang wars globally display a distinct sense of territory and boundaries. This is not to say that all subcultures have distinct territories and boundaries, as with the Harley Davidson subculture (Schouten & McAlexander, 1993), the basis for commonality was common consumption habits based upon common values that transgressed boundaries as Schouten and McAlexander (1993) claim the four main elements of the subculture to be: "consumer-initiated new-product development, mass-marketed mystique, extraordinary brand identification, and transcendence of national and cultural boundaries". This paper seeks to examine whether subcultures in higher education can be considered inherently territorial or with transversal boundaries within the context of recent changes in Hungarian higher education.

The change drivers in both public and private organisations are often cited as: globalization, economic rationalism and information technology (Burke & MacKenzie, 2002; Weber & Weber, 2001). Following recent changes in Hungarian higher education, Business Faculties of universities and colleges and Business Schools are left with significantly less income from the government and with less students applying for their programmes, which are now almost all tuition fee based. Recent enrolment statistics show a 50% decline in the number of applicants to business programmes. The two latest changes to the Budapest Business School, the focus of this study, being firstly that as of 1 July 2013 a significant amount employees retired because working and receiving pension at the same time became illegal. At some Faculties (Colleges) of BBS the rate of retirement of lecturers over age 60 was as high as 30% of the total teaching staff. Secondly, all HEIs in Hungary are required as of

September 2014 to have joint governance with the rector dealing with academic issues and the chancellor as a representative of government, dealing with financial and staffing issues. The aim of this study is to consider the culture of the entire organisation as it bears the weight of these changes.

The potential for cultural complexity

The concept of a homogenous organisational culture is referred to as the unified or 'unitarist' perspective which allows the classification of organisation culture. However, the larger and more complex an organisation becomes the less likelihood of a monolithic culture with all members of the organisation ascribing to the same values. Kuh and Whitt (1988, p.27) highlight this point in the context of higher education: "the 'small homogenous society' analogue ... is surely strained when applied to many contemporary institutions of higher education". Moreover, Bowen and Schuster (1986) found that members of different disciplines showed different values, attitudes and personal characteristics.

The concept of a culture having a number of differing cultures existing simultaneously within the organization seems to allow for the complexity of different functions and professions, varying locations, as are found in higher education, and yet the question arises as to whether these cultural types co-exist within one culture or are rather indicators of significant fragmentation with the organizational culture. Subcultures are more likely to develop in bureaucratic, larger, or more complex organizations since these organizations are more likely to encompass a variety of functions and technologies (Trice & Beyer, 1993).

The Budapest Business School was initially three separate colleges until a merger in 1999. The three colleges have remained in their locations after the merger in 1999, although the structure was changed from a hierarchical to a matrix one as a means of encouraging greater cooperation and contact across the three colleges.

Territorial notions

There are many pressures upon staff in Higher Education institutions (HEIs) to direct their focus towards a particular area: lecturers may feel pulled (or pushed) towards a focus on research or reputation, administrative staff may see students as the number one concern and management may be concerned with enrolments and survival as well as staying ahead of the competition, to name but a few possibilities. Early works on academic culture such as Becher's (1987) tribes and territories, HEIs are perceived as comprising of diverse groups, protective of their territories and rather heterogeneous in nature. Furthermore, Musselin (2013, p.26) refers to the academic profession as "simultaneously affected by bureaucratic and market forces". The apparent diversity across functional and hierarchical divisions and the tug-of-war between internal bureaucracy and external market pressures indicate the need for an extensive study beyond the espoused values and desired orientations offered by top management. Hence, this study seeks to explore the role that interfunctional collaboration plays in this picture, but rather between departments and faculties rather than looking for external collaboration with employers and other institutions, and consider all employees from all levels and functions of the organisation.

Becher's (1987) metaphor of academic tribes and territories carries with it images of groups fighting over a scarcity of resources and attempts to push forward existing boundaries as a means of increasing resources available. This doesn't seem to far from the image of academic departments looking to increase yearly budget allocations at the expense of others and aiming for a greater range of courses or projects that may be seen as 'belonging' to other departments. It may be easy to imagine wise tribal elders who know the ropes and are more highly respected by younger generations. Becher claims that boundaries even exist within boundaries and mini subcultures exist through specializations within a given discipline. Yet despite the apparent plethora of boundaries, Bergquist (1993) found that the

borders between the disciplines and specializations in HEIs are vehemently upheld to such an extent that in many cases only the administrative staff and librarians are allowed to be interdisciplinary. Tierney (1988) asserts there may be numerous subcultures in a university or college.

As subcultures may emerge in reaction to external factors such as a forced merger, new technology or a desired market orientation, it should be noted that this study is concerned not solely with the strategic level thinking of top management but rather the entire staff that make up the Business School. The reason for including the entire staff in this study is not only as a means of getting a snapshot of the culture of the entire organisation rather than the espoused values of top management but also as all levels of the organisation have contact or connection with the student.

Traversing boundaries

Martin and Siehl (1983) categorised organizational subcultures into enhancing, orthogonal, and counter cultures. Within the context of Schein's pivotal and peripheral values this subculture typology indicates a co-existence of subcultures within an organisation without detriment to the dominant culture and its core values. In *enhancing subcultures*, members adhere to dominant organizational culture values enthusiastically, with both pivotal and peripheral values being consistent with the larger organization's core values. In *orthogonal subcultures* members uphold the dominant cultures' values as pivotal values, but they also have their own set of distinct, but not conflicting, peripheral values. The third type is the *counterculture*. In a counter culture, the members reject the core values of the dominant culture and have peripheral and pivotal values contrary to core organizational values. In this study, the perceptions that subcultures have of themselves as enhancing, orthogonal or a counterculture will be examined in relation to other subcultures as well as the market-orientation. This typology of subcultures can be seen in higher education, as according to Martin and Siehl (1983, p.53), an orthogonal subculture was found in faculty as they 'simultaneously accept the core values of the (institution) and a separate, unconflicting set of values particular to themselves'. Kuh and Whitt (1988, p.50) proposed that in higher education there may be "conforming (enhancing) or orthogonal enclaves, such as the faculty senate, that may challenge aspects of the dominant culture".

Hatch (1997) presents a slightly modified view of subculture types as they are seen on a scale of increasing diversification rather than as three concrete types, as can be seen in the following figure:

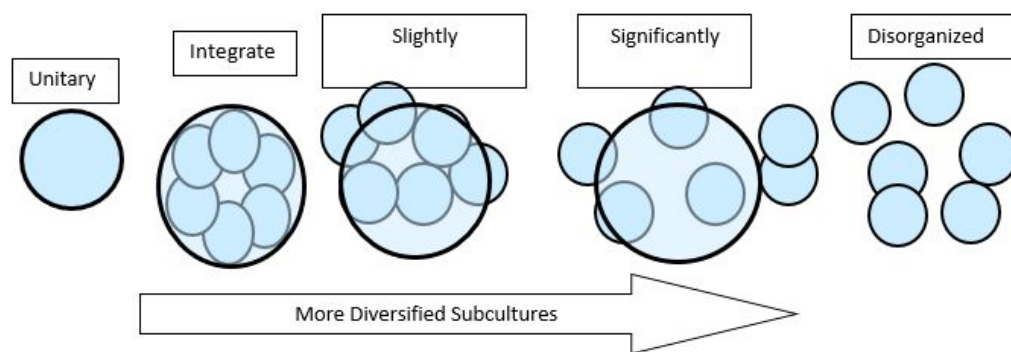


Figure 1. The diversification of subcultures (Hatch, 1997, p.229)

As can be seen in the figure, a unitary culture refers to the integration or unitarist perspective of Martin (2002) with a single monolithic organisational culture. An integrated organisational culture is when the enhancing subcultures are a part of the overall dominant organisational culture which may be seen as a combination of the integration and differentiation perspectives of Martin (2002). The slightly differentiated organisational culture refers to a collection of both enhancing and orthogonal subcultures, with varying combination of peripheral and pivotal values and still takes a combination of

the integration and differentiation perspectives of Martin (2002). A significantly differentiated culture refers to no enhancing subcultures and only orthogonal or counter subcultures. The subcultures may be heterogeneous (a differentiation perspective), but there is still the existence of a dominant culture as well. In the disorganised form of organisation, there is no dominant culture and subcultures have no common values, which takes the fragmentation perspective of Martin (2002). Hatch's (1997) work not only serves to support the possibility of a multi-perspective approach to research into organisational culture but also entertains the idea that the cultural map of an organisation could be one of a number of possible combinations with varying degrees of common peripheral and pivotal values for enhancing and orthogonal subcultures, countercultures, a dominant culture and fragmented sections of ambiguity and uncertainty.

Yeung et al. (1991) found clusters of cultures within a single firm and developed typologies based on these culture types as follows: the 'group culture' is a subculture with a high degree of commitment, loyalty and tradition ('employee-oriented culture', Hofstede, 1990); the 'hierarchical culture' has a large number of professional rules and policies ('profession-oriented', Hofstede 1990); the 'rational culture' puts a focus on the accomplishment of tasks and goals ('task-oriented'/ 'results-oriented', Hofstede, 1990); and the 'developmental culture' has a strong commitment to innovation and development ('innovation-centred', Hofstede, 1990). This list of four typologies is not exhaustive and should not be seen as discounting the concepts of pivotal and peripheral values, as each of them may contain the aspects required to become one of three typologies put forward by Schein (1988). For example, the value of commitment, loyalty and tradition of the group culture could be the pivotal values of the subculture and it may have other peripheral values which are in contrast to the overarching values of the dominant culture. However, this does indicate another means by which subcultures may be classified. In contrast with this, Alderfer (1987) finds two types of groups in organisations; organizational groups (based on tasks, hierarchy, location etc.); and identity groups (based on birth, race, gender, social origins etc.). Salk (1989) adds a third group referred to as the associational groups (based on external associations such as political party, educational and professional group memberships).

Merton (1957) characterizes different behaviours of staff members as part of their role sets and in connection with this, role expectations and norms appear. An example of this could be that of a teacher in an HEI who is part of an occupational group with a strong orientation towards research and learning and whose expectations are constrained by local government and the Ministry of Education. Likewise a female teacher may have role expectations associated with gender or marital status despite being in a professional context. This seems to indicate that typologies may be far more complex than simply three or four groupings and that there are possibilities for overlap as mentioned earlier when referring to subculture boundaries.

When considering typologies of subcultures, those used for organisational culture may also be applied. For example, the question of whether a culture is strong or weak, soft or hard, formal or informal, could also be examined in the context of subcultures in relation to other subcultures or the overall dominant culture within an organisation (Boisnier & Chatman, 2002).

Methodology

To study the organisational culture of the Budapest Business School, a mixed methods approach was used. Following the literature review and the inherent complexity of culture in higher education, a method was sought that would uncover the disparity of values rather than generalize the entire culture into one specific type. Furthermore, a method was considered by which subcultures could emerge. Although a few studies pointed towards initiating the study with a qualitative approach, however there were concerns that methods such as interviews might highlight the values and perceptions of a number of individuals but not be considered representative of an unknown number of subcultures. Moreover, usage of this method to uncover subcultures in the entire organisation presupposes that all staff have an awareness of culture, subcultures and the values of other members across an organisation that is

split by location and still feeling the effects of a merger. We considered this assumption too great a leap of faith and opted for a quantitative approach as a means of assessing the key characteristics that fit the definition of subcultures as: “a subset of an organisation’s members who interact regularly with one another, identify themselves as a distinct group within the organisation, share a set of problems, and routinely take action on the basis of collective understandings unique to the group (Van Maanen & Barley, 1985). Thus, the initial study measured organisational culture using the Organisational Culture Assessment Instrument (OCAI), which is based on the Competing Values Framework (CVF). This Framework was originally designed and implemented by Cameron and Quinn (1999) in an educational context and it has since been used to analyse the organisational cultures in many HEIs around the world (Kleijnen et al., 2009; Ferreira and Hill, 2008). The model allows for a number of different cultural types to exist simultaneously within one organisation and has already been used in Hungary although not for a higher education institution (Gaál et al., 2010).

Using the data, a hierarchical cluster analysis was undertaken using Ward’s method as a means of identifying potential subcultures. This method was used by Hofstede (1998). In this way, participants are grouped into clusters based on the commonality of values across four dimensions (see figure 1), and using SPSS software this results in a dendrogram (tree diagram). The Market Orientation Inventory (Hemsley-Brown & OPlatka, 2010) was used to assess the orientation in the organisation, which was developed for a higher education setting and considers three dimensions of market orientation: customer orientation, competitor orientation and interfunctional orientation.

This study uses two models for assessing the culture and orientation of the organisation. The first model based on the Competing Values Framework (CVF) designed and implemented by Cameron and Quinn (1999), and uses the Organisational Culture Assessment Instrument (OCAI), which is. This model distinguishes four culture types (clan, adhocracy, market, hierarchy) using four dimensions: internal focus and integration; external focus and differentiation; stability and control; and flexibility and discretion. This may be explained using the table below, which is referred to as the ‘competing values map’ (Cameron & Quinn, 1999):

	Flexibility / Discretion		
Internal focus and integration	<i>Clan</i>	<i>Adhocracy</i>	External focus and differentiation
	<i>Hierarchy</i>	<i>Market</i>	
	Stability / Control		

Figure 2. The common dimensions of the four cultural types

The second model is that of Hemsley-Brown and Opatka (2010), which divides market orientation in a higher educational setting into three areas: student, cooperation and competition orientation. This instrument was used as a means of detecting perceptions of subcultures with regard to the organisation’s orientation and comparing this to their values.

Since the quantitative study two years have passed during which funding and enrolments have dropped and a large proportion of the teaching staff has been forced to retire. The aim of the qualitative study was to examine the subcultures after these many changes and compare the findings to those of the quantitative study in relation to values and market-orientation. When conducting the qualitative interviews purposeful sampling was employed in an attempt to obtain representatives from all five subcultures according to the results from the previous quantitative study. The group interviews were semi-structured and adapted from those used by Hofstede et al. (1990), but if other issues were raised, those were also addressed. The questions can be seen in the summary of findings for the qualitative study. A total of five approximately 50-minute group interviews took place with 4-6 members per group. To ensure the understanding of participant responses the researcher summarized and reiterated

responses immediately after they were stated for each group. Interviews were conducted in a private onsite room as a means of maintaining confidentiality and trust with the participants.

Findings (quantitative)

From a total possible 959 employees from all levels of the organisation, 369 completed questionnaires were received (38.5%), from which 3.5% were either incomplete or invalid, giving a final sample of 35% (334 employees). The distribution and characteristics of the participants into clusters can be seen in the following table:

Table 1. A summary of the most common characteristics by subculture

Dominant characteristic	Subculture				
	1	2	3	4	5
Size (number of persons)	140	84	34	30	44
Dominant culture type	Market	Clan	Hierarchy	Strong Hierarchy	Strong Clan
Perceived dominant culture type	Hierarchy	Hierarchy	Hierarchy	Hierarchy	Clan
Position	Lecturer	Lecturer	Office staff	Office staff	Lecturer
Function (Teaching/admin./unskilled/mgt.)	Teaching	Teaching	Admin	Admin	Admin
Tenure (years)	< 5 and 10-20 years (two groups)	10-20	10-20	< 5	5-10
Identifying name	<i>Market mentors</i>	<i>Nostalgic professors</i>	<i>Devoted Smooth operators</i>	<i>Ardent Bureaucrats</i>	<i>Cohesive Community</i>

Using these empirical findings, the subcultures' orientations seem to be complex with varying orientations by subculture type. This seems to present an argument in favour of multiculturalism.

As can be seen in *table 1*, the boundaries between subcultures in this case study appear to exhibit elements of commonality and diversity, which may be explained with Schein's (1988) pivotal and peripheral values that result in three subculture types: enhancing, orthogonal and counter subcultures. This can be seen in *table 4* in that four out of five subcultures perceive the organisation as a hierarchy culture type. However, only two subcultures actually have a dominant hierarchy culture. Thus, two subcultures perceive themselves as enhancing subcultures (subcultures 3 and 4), the other two as countercultures (subcultures one and two), with the fifth subculture appears to misperceive the organisation as a clan culture and as it has a dominant clan type, therefore perceives itself as an enhancing subculture, even though this is likely not the case, based upon the common perceptions of the organisation held by the other four subcultures. Subculture one may perceive itself as a counter culture as it is pioneering a market orientation, whereas the clan subculture (subculture 2) may perceive itself as a clan culture type as this type harks back to the 'good old days' and indicates a desire to turn back to better times, hence the name 'nostalgic professors'.

Subcultures 2 and 5 are both clan type subcultures but are differentiated based upon the strength of their values. This is also the case for subcultures 3 and 4. Gregory (1983) highlighted that large, complex organisations resemble the society around them. This may not only serve to indicate the potential for subcultures in organisations (Hofstede, 1998), but also that this finding seems reflective of society in which we find subcultures with common values divided between the mainstream and

those considered more extreme or radical. The differences between subcultures 2 and 5 can be seen in the following figures:

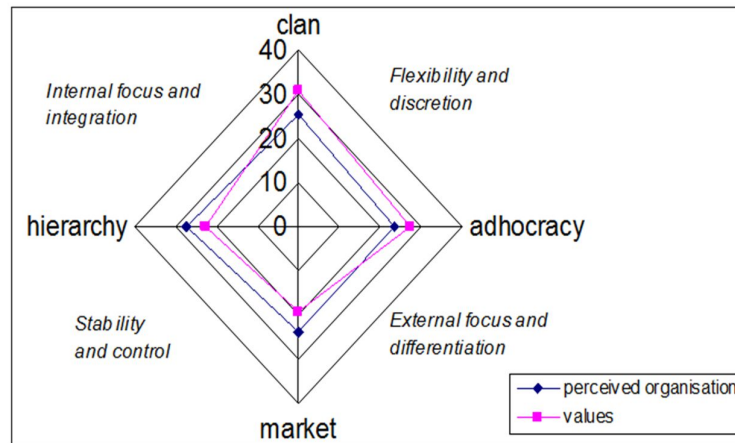


Figure 3. Values and perceptions of subculture 2 (dominant clan)

This can be contrasted with subculture 5, which also has a dominant clan culture type, but differs significantly in the strength of these values. It can also be seen that the importance given to the values associated with a clan culture result results in correspondingly lower values for the other three culture types in the model:

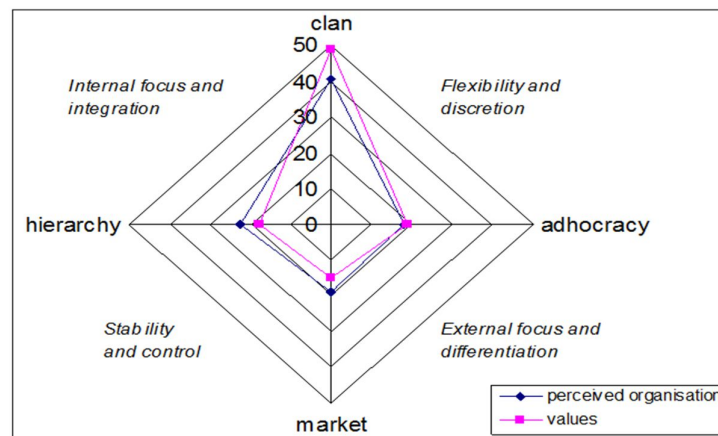


Figure 4. Values and perceptions of subculture 5 (dominant clan)

Findings (qualitative - group interviews)

The qualitative data was analysed using a multi-stage content analysis approach (Berelson, 1952). For the first stage, responses to questions were reviewed within each subculture. Transcripts were inspected and sentences and phrases were identified and then categorized according to emergent and similar themes and concepts (Miles and Huberman, 1984). The following themes emerged:

Table 2. A summary of the findings of the group interviews

<i>Question</i>	<i>Group 1 Market mentors</i>	<i>Group 2 Nostalgic professors</i>	<i>Group 3 Smooth Operators</i>	<i>Group 4 Cohesive community</i>	<i>Group 5 (mixed) Cohesive Community / nostalgic professors</i>
What kinds of people are most likely to make a fast career here?	Scientific research activities, PhD, publications, approval by higher echelons	Men, PhD, Degree in Economics, fluent English, publications and conferences	Outsiders PhD Administrative	PhD, favourites / connections, more qualifications in more fields, not to travel away too much	polite, meeting newcomers, meeting management interests, contribute to incomes, positive image, public visibility
Whom do you consider as particularly meaningful persons for this organization?	Head of studies, dean, deputy dean – power; departmental administrator, technical staff	Technical staff, lawyer, dean, dept. administrator, deputy head of dept., persons who know the ropes, section head, head of dept.	Secretary Finance director Deputy Dean	receptionist, dean, head of department, technical staff, IT staff, TO department	Dean, rector, head of dept., Financial director, HR, receptionist, Student Admin leader, direct supervisor
What things do people very much like to see happening here?	Students gaining knowledge and passing with flying colours, positive feedback in newspapers / magazines; promotion of competent people	New subject, new majors, internationalization, mobility, simplifying administration, computerization, modernization of building and ways, more elective subjects	successful students, getting jobs, passing exams, job security	continuous development, fast IT tech, hard-working students, understanding colleagues, perks	Birth of a baby, changes – success and contribution to the fame of department, failures
What is the biggest mistake one can make?	Forgetting to come to work, losing test papers, being unfair to students, being late often	not conscientious, poor communication skills, disloyalty, losing face in class, criticising boss	going against the wishes or aims of superiors	travelling too much, not keeping lessons, PhD starting, contradicting management, not following directions without protest	Harming the reputation by publishing some critical opinions, sincerity, honesty and criticising colleague issues
Which work problems can keep you awake at night?	deadlines (of submitting test questions), job insecurity, PhD	interdepartmental fights, increasing workload, deadlines, too much administration, PhD pressure	job security, heavy workload, departmental money pressures, uncertain future, student numbers	Personal conflicts, insecurity, unaccountability, short deadlines for challenging tasks, pointless tasks, unfair task allocation, PhD, unnecessary tasks	Being unsure in working, fair working, deterioration of professional level, worsening moral approach of students to academic work tasks
What are the values of the BBS?	Good brand name, recognition,	Practice-oriented, good reputation, standards and	Reputation, student satisfaction,	quality, respect, family, expertise,	Survival and good reputation on the market,

	relative financial stability	quality	practical	flexibility	meeting market expectations
How do you see the organisation?	Hierarchy, groupwork	hierarchy, orchestra, machine all with a limited mind as its core	machine, orchestra, hierarchy	orchestra, machine, brain in cage	Caged Brain
How do you see the market-orientation of the BBS?	the BGF is market-oriented – employer orientation is important too – we provide the excellent employees	market orientation, student orientation, cooperation internally, competition externally, innovation, if possible, diversification	student orientation, cooperation (if possible and necessary), some innovation	mass production-reality, market orientation, competition orientation, innovation ability	IS: the BGF is market-oriented and cooperation orientation, although quality is deteriorating; SHOULD BE: maintaining quality gained

Discussion and implications

Based upon the results from the quantitative research, the subcultural territories and the basis by which subcultures may reinforce the values in other subcultures can be seen in the following figure:

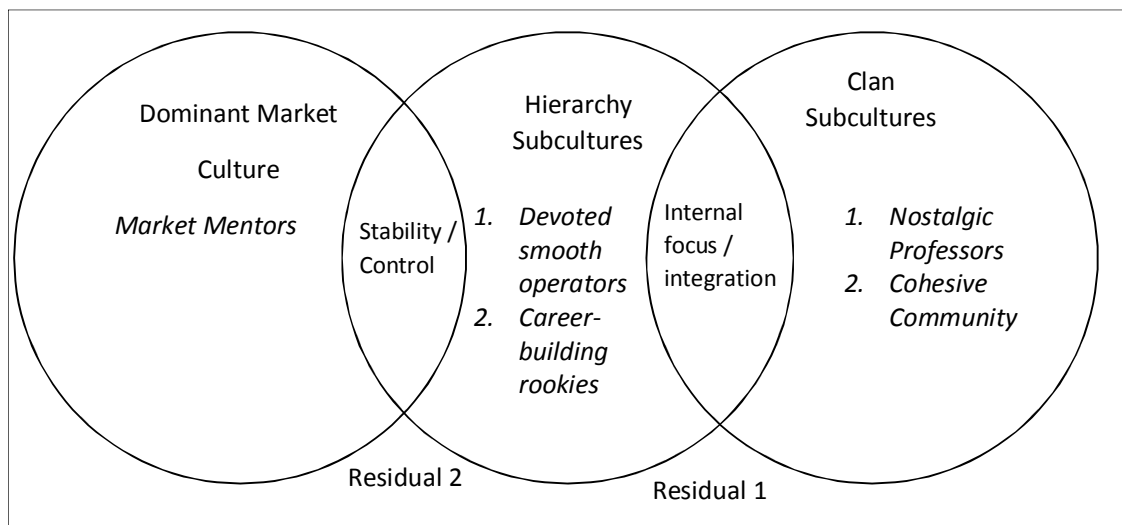


Figure 5. The composition of culture in the organization

As can be seen from the above figure, there is a combination of integration (the whole sample), differentiation (competing subcultures) and fragmentation (residuals that do not fit any category). This confirms the claim by Martin (2002) that these perspectives or levels are seen to exist simultaneously throughout organisations. Furthermore, there are examples of enhancing (hierarchy subcultures) and orthogonal (clan and market subcultures) in relation to the organisation’s hierarchy culture, as claimed by Schein (1988). However, there is an important difference in the findings of this case. It seems that subcultures may exist separately with the same culture type, but with different characteristics within the subculture as well as a different strength of that culture.

The results of the interviews reinforce that there are commonalities across subcultures as both studies indicate little preoccupation with competition from any of the subcultures, even the market subculture. Furthermore, the focus is very much on internal issues for individuals and the perceived orientation of the organisation. For discovering who is the most important in the organisation, many of the answers are overlapping, naming the same people (positions) by different names indicating a commonality

across subcultures and yet perhaps using different names indicates a difference in perception or jargon to differentiate between subcultures

The qualitative study unearthed a deeper understanding of each subculture. Market mentors are still very much academic-minded although they see the use of the organisation as a brand as a key value as well as successes portrayed in the media and achieved by students. This is also reflected in a high student orientation in the quantitative study. Nostalgic professors pointed to a somewhat passive view of participation in the organisation. They saw the market orientation of the BBS as wide-ranging as well as indicated a preference for change and modernization. The smooth operators confirm their student focus in both the quantitative and qualitative studies as well as a concern for job security which may account for the desire to conform to the perceived organisational culture. The smooth operators are mainly office-based staff and yet they had by far the highest student orientation, which was also borne out in the interviews as the most frequently cited concern. These employees also expressed a concern for job security. Further studies beyond this case study may indicate a correlation between a student orientation and job security. The cohesive community stressed the people focus with contacts and networks being the means to career success and heavy reference to colleagues for both success and conflict. A key concern was the massification of education.

The findings not only indicate that subcultures cannot be considered entirely homogenous or heterogeneous, but also that some subcultures may cluster together on a common basis or bases. For discovering who is the most important in the organisation, many of the answers are overlapping, naming the same people (positions) by different names indicating a commonality across subcultures and yet perhaps using different names indicates a difference in perception or jargon to differentiate between subcultures. Likewise, *market-mentors* and *nostalgic professors* subcultures sense the new culture at least on the espoused values level, regardless of agreeing with it or not. Quite a few subcultures see that newcomers have more opportunity to become valuable members of the organisation, except for market-mentors some of whom are newcomers, we assume. Thus, there are elements of heterogeneity with specific characteristics within each subculture, homogeneity in certain perceptions, certain subcultures are differentiated by the strength of their values, despite having common values, and some subcultures are linked by a common sense of the future of the organisation, although it may be their attempts to understand and deal with this future path may be different.

It was an interesting finding that the mixed group provided a wider range of responses and this could be due to representatives from two subcultures having a greater range of perspectives and input. They differentiated between what the culture is and should be. There was some concern with quality, fairness and morals. There are no explicitly published values of BBS, which may explain the different answers to the question but also the differences in subcultural perceptions of what the organisation values.

Conclusions

The findings indicated distinct perceptual filters that result in some subcultures incorrectly perceiving their cultural fit into the organisation, as well as the nature of the organisation as a whole. Recent research by Dhoest et al. (2015, p.32) confirms in a broader context as subcultures are “in the eye of the beholder” and that boundaries between “classical, spectacular subcultural groups and ‘just plain folks’ begin to evaporate”. The complexity of subcultures having elements of homogeneity and heterogeneity, of blurred boundaries and yet strong values, as found in this study reiterates the works of Pitt (2013, p.23) that “subcultures do not simply consist of individuals, there are always splinters, schisms, alliances and coalitions in different situations”.

Despite initial apparent divisions in the subcultures found through the cluster analysis, it appeared that subcultures were separated not only based upon dominant culture type but also based upon the strength of the culture. Although this is not generalizable, it does bear further consideration if in addition to subcultural boundaries such as location, structural divisions, age, gender, function and so

on, the strength of culture is also a dividing factor between subculture. However, further research would need to be undertaken to confirm if divisions of subcultures based on the strength of values can be found beyond the organisation of this study. Furthermore, subcultures with different cultural types also.

Out of the five subcultures found in the organisation, the two clan subcultures exhibited the highest cooperation orientation, and this fits the culture type as the clan culture is described as family-like, with a focus on mentoring, nurturing, and 'doing things together' (Cameron & Quinn, 1999). However, it was also found that cooperation and student orientation are directly related for the subcultures. This seems a greater potential for cooperation in the organisation when there are a number of clan subcultures. However, in order to achieve a market orientation in higher education, all three of the dimensions of market orientation need to be covered: student, competition and cooperation. Thus, the impetus to change a culture towards a collaborative orientation, as found in the literature, may increase the cooperation and student orientation, but the competition orientation is also a part of the equation.

In summary, culture is a key element in strategy formulation and implementation as subcultures participate in strategy formulation within the framework of their subculture's values and beliefs, perceive the communicated desired orientations of management through perception filters and then implement changes within the scope of subcultural norms and expectations. Although these findings are not generalizable, from a practical standpoint, conducting a subcultural audit with specific regard to subcultural boundaries based upon demographic divisions, values and perceptions seems advisable before conducting any transformation process, based upon the findings of this case study.

Limitations and further directions of research

The quantitative research involved a sample of over three hundred participants from a total of more than nine hundred. Although five subcultures were found, it may be that there are many more subcultures within the organisation, or that the only subcultures found were those with the time and inclination to contribute to the study. Alternatively, some of the smaller subcultures may be larger, if a larger sample had been achieved. Ideally, when identifying the subcultures in an organisation using a cluster analysis, the larger the sample, the fuller the picture of the subcultures that encompass the culture of the organisation.

The quantitative research allowed for three types of orientation, but the qualitative results indicate that subcultures such as the market subculture are still academically minded in addition to a student orientation. Some correlation may be found with further research into the relationship between student orientation, as part of the market orientation, and being academically minded.

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