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Working Towards and Discovering a New Organizational Culture Within a Very Traditional University

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WORKING TOWARDS AND DISCOVERING A NEW ORGANIZATIONAL CULTURE WITHIN A VERY TRADITIONAL UNIVERSITY*

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ABSTRACT

"Universidad del Rosario" is one of the oldest Universities in Colombia. Founded in 1653, it has since then been characterized as a very traditional University. Within the University, one of the Faculties has developed a deeply rooted cultural change which has transformed its nature and performance. This paper explores this change using a model that considers culture as a complex reality. The results of this work are very interesting from a theoretical viewpoint, as they are an example of a change of agents having to do with how a very old and academically traditional institution may be transformed, and how such a phenomenon may be addressed.

Keywords: Universidad del Rosario, education, change of agents, culture, complex reality.

RESUMEN

La Universidad del Rosario es una de las universidades más antiguas de Colombia; fundada en 1653, se ha caracterizado por ser una universidad tradicional. A pesar de esta tradición, una Facultad perteneciente a la institución ha generado un profundo cambio cultural que ha transformado la naturaleza y el desempeño de la Universidad. La presente investigación explora este cambio utilizando un modelo que estudia la cultura como una realidad compleja. El resultado de este trabajo es interesante desde el punto de vista teórico, dado que es un ejemplo de "cambio de los agentes" en lo que respecta a cómo puede transformarse una institución antigua y tradicional en términos académicos y cómo puede estudiarse dicho caso.

Palabras Clave: Universidad del Rosario, educación, cambio de los agentes, cultura, realidad compleja

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"The central hypothesis of this article is that, contrary to the popular knowledge, what determines change in the path of a Country is the academy, the theory, the concepts, the ideas. That means the non practical stuff"

Luis Carlos Valenzuela, Former Minister of Oil in Colombia
Part of a speech he pronounced about the future of the oil sector

I. Introduction

"Universidad del Rosario" is one of the oldest universities in Colombia. Since its foundation in 1653, it has characterized itself as a very traditional institution. During the last six years one of its Faculties has been devoted to create a deep cultural change which has improved its performance.

In order to analyse how the Faculty has achieved this, the present research uses a model that considers the organizational culture as a complex system, and as such it may be applied to the Faculty. Thus, the research will conceptualize what organizational culture is and will propose a particular model to describe the Faculty's culture. At this part, the research will define the principal drivers of cultural change and the way they help to explain improvement on performance indicators.

The research will use a "learning strategy" to help institutional leaders study the culture of their Faculties and to know how these cultural experiences can be systematised. One of the future applications of this research is that the "Learning Strategy" could help this or any other institution to build on its culture, and can be considered an important input for change agents.

II. The Design

A learning approach: Just like building a house

Building a house can be described through a group of very definite and clear stages. It may be summarised in five main stages: designing the house, finding a site, building the main structure and its foundations, building the walls, to end with the finishing, which involves details such as tiles, carpentry, fine finishing, decoration and even landscaping. In this paper, I want to describe the Faculty of Economics' culture and its impact on "Universidad del Rosario" using the simile of the construction stages. In this initial chapter, identified with the design, I will describe the procedures and research methods used throughout the research, as well as people interviewed and documents analysed. Then, I will describe in detail the institutional setting that in construction terms may be compared with looking for the site. In this part I will develop a first interview with the main actors of the Faculty of Economics management and leadership —the Dean, the Director of Academic Planning and Development of the University and me.

Afterwards, the investigation will study the basic concepts of organizational culture and explain the model used in the research, comparable to the stage of building the structure and its foundations. In this part, I will present the theoretical framework I used for my research, I will

show how I applied it to the research and will do some initial auditing of the first results I have gotten. In order to do this, I will refer to my first meeting with the Dean and the head of planning of the University. The results of the organizational culture and the study of change in management and the improvement on performance at the Faculty of Economics are compared with building the wall structure, and, finally, the conclusions and the learning outcomes can be related with finishing the house.

In all of these stages, I will describe a session in the "Learning Group", where we —the Dean and the Director of Academic Planning of the Faculty of Economics, and me as the Vice-rector of the University—discuss the methodology and the partial or final conclusions derived from the theoretical and/or empirical results. This will provide a continuous institutional reflection that may be helpful for the University in the future. As Marshall (1988) says: "knowing about your culture is a starting place for change", and it can also be useful to avoid obstacles to change. That means that if you first learn how things have changed throughout time, you can afterwards reinforce it and avoid instability. A strong knowledge on organizational culture can therefore be seen as a useful tool to build the future.[1]

During this account of the research development, we will go back from time to time to any of the previous stages, and we will even retake some of the research methods formerly used.[2] In some way, this breaks the traditional linear approach to problems and preserves the opportunity to enrich work already done during the research or the conclusions derived from it. In this way, I will introduce my own reflections as well as the institutional notions, which may be further extended beyond the scope of this paper, as a part of the Universidad del Rosario's dynamic intellectual capital. One of the reasons to invite our Head of Planning to this research stems from the idea that the planning process requires to work on the culture, study it, and, particularly, understand that research-based universities and colleges "need not to have the same culture; indeed they ought not. What members of institutions need to do is to incorporate throughout their planning processes various methods of fostering a shared 0cultural value… As a whole, planners should focus on capitalizing on useful elements of the existing cultures, especially those that exist across a subculture" (Peterson et al., 1997: 239-240). In my view, this paper will give our institution not only information about a particular subculture, but it will also provide an interesting perspective on other cultures coexisting in the same institution. Finally, the methodology may be used in the immediate future to compare the results to any other Department or Faculty.

Figure 1 shows the overall description of the research presented schematically[3]

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[1] Marshall (1988) also expresses how "the continuity of social interaction that is only possible as a result of shared understandings also explains why cultures can be experienced as an impediment to change…. The obvious risk is that all cultures have a capacity so stifle difference and thereby only support and reinforce those ways of thinking and acting that are consistent with the historically shared and reinforced way of doing things. In this way cultures are prone to self justification and reinforcement".

[2] In particular, an audit will be made at the middle of the research, to assess the main partial results, difficulties and future stages to be developed. This task will be a collective analysis made by the Dean of the Faculty, the Director of Planning and me.

[3] This diagram resembles and applies a similar sketch to the one used by Marshall and McLean (1988: 199-220).

FIGURE 1

Cycle of the research*

Designing the research; mothods
Used and methodology applied.

First collective approach tothe problem
Studied by the research: Initial interview
With the Dean., Director of Planning and Me.
Description of the Institutional and Faculty settings.

Theoretical framework and first use of the
Research methods employed

Auditing the initial results and conclusions.
Personal and University reflection

Theoretical and empirical Analysis
About cultural change management and cultural
Change and performance at the Faculty of Economics

Conclusions and the learning outcomo

Auditing the final redults and conclusions
Personal and institutional reflection

The Learning outcome: The cycle
goes back tothe first stage

* The blue lines describe the way in which the research can go back to check previous chapters and enrich partical conclusions The black lines describe the initial order ofther development of the project.

The methodology of the research: From linearity to non-linearity

The aim behind this work is based on research, and understood as a construction practice, implying that knowledge is the product of a community. In other words, the research methods employed must reflect the assumptions and values of a certain group of people. As a result, the research methods used in this case are quite particular, and are developed in a non-linear or systematic way. This paper will include two main research methods: one associated with critical discourse analysis, and another related to in-depth interviews based on personal experiences. Both of them will be analysed simultaneously, and will enriched each other. In addition, I will allow the objects of analysis to give their consensus and express their agreement regarding my conclusions, and I will try to end up with a social point of view. Gergen and Gergen (2004: 81) describe this as a narrative study in which "researchers enable people to tell their own stories" and "rather than writing about them, why not let them portray their lives".

Using a Critical Discourse Analysis, and following the procedures proposed by Wodak and Meyer (2003), I will study four documents with significant statements, in which I will check the type and the form of argumentation, the strategies to argue, the logic and the composition of the texts, as well as hints, symbolisms, vocabulary and style and references. Fairclough (1989) devel-

oped ten questions,[4] which can be asked in a text in order to provide answers about such topics. For the purpose of the research, I will try to answer those questions in the documents selected. In Appendix 1, the questions selected for this paper are showed. Critical Discourse Analysis may not give a precise analysis, but it is more objective when compared and checked against other methods such as in-depth interviews, which I will use in this paper. To do the Critical Discourse Analysis I will check documents, reflecting the Faculty's principles. After initially reviewing several documents, and according to interviews with the "Learning Group" regarding works covering the Faculty's culture, I found that only four of all those documents are a faithful representation of the Faculty's institutional thinking. In some way, all of them represent at least three periods or stages of the Faculty, related to the ones revealed in the interviews.[5] All of them include strategic and tactical realities within the Faculty of Economics. Below such documents are listed; all of them will be discussed in depth in the following chapters:

1. Plans and Programs, *"Universidad del Rosario" 1995-1996*, Faculty of Economics, pages 205-239, Stage I

2. University Policies for the next future 1997-2000, Chapter on Research, pages 29-31, Stage I

3. Strategic Plan of the Faculty of Economics. 1999-February- Stage II

4. Accounting to one generation- Speech to former students graduated in 1973 - Pronounced by Hernán Jaramillo Salazar. November 2003, Stage III

Following Robson (2002), the study will also include in-depth, unstructured interviews, in order to let conversations develop freely and flexibly. In addition, face to face individual and group interviews will take place as part of the research in order to collect non verbal clues. Group interviews will be conducted with heterogeneous groups.

The model used on the interviews will focus on four main groups related to the cultural change inside the Faculty of Economics and its impact on "Universidad del Rosario". The first group corresponds to current and past leaders at the institutional level. The other groups of people to be interviewed are conceivers, implementers and recipients of the hypothetical cultural change: conceivers such as the Deans of the Faculty, implementers such as Professors and Deans[6] and recipients such as students. In the last part of the research I will have group interviews. In these, the main partial conclusions will be discussed.

Throughout the research, I will work with the current Faculty of Economics' Dean and with the University's Head of Academic Planning to assess the research evolution, through what I have called the "Learning Group". This group will help to develop a cycle in which I will combine action and reflection, action by interviewing and working with the main institutional

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[4] Questions related to vocabulary, grammar and textual structures.

[5] Those stages are: the first one before Maria del Rosario Guerra assumed the Deanship; the second one, when she was the Dean, and the last one when the Deanship was assumed by Hernán Jaramillo Salazar. More about these three stages can be found in the chapter of Results.

[6] During the construction stage called "Finding the site", which corresponds to the initial meeting with the "Learning Group", they asked me, and I agreed to do it, to include, as conceivers of change, those professors who have abandoned the Faculty for any reason —mostly because of their incompatibility with the model developed by the Faculty.

and faculty members, and reflection by studying the results through the lens of the theoretical framework, and the discussions in the "Learning group". Figure 2 presents the dynamics and cycle of the research methods used in this paper.

FIGURE 2

CYCLE AND DYNAMICS OF THE RESEARCH METHODS USED

PHASE 1 - The Site - Our first collective appoach
Interview - The Learning Group
Dean of the Faculty
Director of Academic Planning
Vice-Rector (This paper's autor)

PHASE 2 - The structure and the foundations - From the theoretical tothe empirical approach

Critical Discourse Analysis -CDA-

In Depth Interviews (face to face, individual)

TEXTS TO BE ANALYSED

1. Plans and Programs 1995-1996
2. University policies for the next future 1997-2000
3. Strategic Plan of the Faculty 1999
4. Speech given by the Dean to fomer students of 1973 - November 2003

INSTITUCIONAL AND FACULTY LEADERS

RECIPIENTS OF HYPOTHETICAL CHANGE

1. Professors
2. Alumni
3. Students

CONCEIVERS OF HYPOTHETICAL CHANGE

Deans, Leader of research

IMPLEMENTERS OF HYPOTHETICAL CHANGE

1. Professors
2. Administrative Staff

PHASE 3 - Auditing the site, struct ure and foundations - The Learning Group
Interview - The Learning Group
Dean of the Faculty
Director of Academic Planning
Vice-Rector (Author of this paper)

PHASE 4 - The Wall Structure - Discussing about cultural change and performance
In Depth Interviews, (face to face, individual and group)
Combination of Conceivers, Implementers and recipients of hypothetical change

PHASE 5 - Conclusions - The Learning Group
Interview - The Learning Group
Dean of the Faculty
Director of Academic Planning
Vice-Rector (Author of this paper)

Again, I must say that this research has not been developed in a continuous way; therefore both the first approach to the research methods used and the overall design of this paper were discussed with the Learning Group. Some recommendations were made and accordingly some improvements were implemented that changed the initial design. This resulted on the design and the methods exposed in this chapter. Next sections will describe the particular topics and questions to be answered during the interviews, according to the theoretical framework and/or the needs of the particular interest in each case.

III. The Site – Our First Collective Approach

In this chapter, I will not only describe the institution as a whole and the Faculty settings, but also my first encounter with the current Dean and the Director of Academic Planning and Development of "Universidad del Rosario".

"Universidad del Rosario" is a very old higher education institution founded in 1653 by the Dominican priest Fray Cristóbal de Torres. The School was approved by Felipe IV (King of Spain), when Colombia belonged to the Spanish Empire. At that moment the University only had four undergraduate programs: Jurisprudence, Philosophy, Theology and Medicine, and 15 students. The University followed the honour of being a replica of Bologna (University of Bologna in Italy) and Salamanca (University of Salamanca in Spain) in America. Universidad del Rosario has always been focused in achieving excellence in teaching according to humanism and ethical values. In fact, since 1653 the University's mission has included topics such as: strong education in Ethics and Humanism, suitable teaching and the fostering of Colombian leaders[7] who act according to the society's common good. Nowadays, "Universidad del Rosario" is one of 10 Universities accredited according to quality standards, and has a recognised reputation for its teaching, research and social projection in Colombia.

By 1990 the University had identified a certain crisis in its development and adjustment to higher education setting in Colombia. According to the new Law (Law 30 of 1992), many new institutions appeared in the higher education arena, developing strong educational projects which inevitably competed with "Universidad del Rosario". In fact, by 1994 the University was talking about how it was adjusting itself to the rhythm and tone of present times: "this turbulent period, which has broken the established paradigms through which we understood reality, must be studied. These moments of transition… represent extraordinary opportunities for development for those who perceive the sense and rhythm of change and are able to adapt their action to them." (Universidad del Rosario, 1995). That year the University put forward a plan five main courses of action: academic strengthening, education on Rosarism (institutional values), financial and administrative strengthening and technological development. Today, those programs include internationalisation and building an academic community. The results achieved during the last 10 years show a very consolidated University with 8,000 students, many more groups of research recognised by the main science authority in Colombia, all programs accredited for their quality standards, an increase in quantity and quality of full-time teachers and

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[7] In fact, 30 out of over 70 Presidents of Colombia have been students at "Universidad del Rosario"

researchers, new investments on campus in technology, books and research journals, software and hardware for teachers and students, and many other accomplishments.[8]

One of the Faculties that has advanced the most throughout this change is the Faculty of Economics. This department was founded in 1960, and today it is one of the oldest Faculties of Economics in Colombia. It was created according to the development of topics such as economic law; fiscal policies in the country and business management, and its students were well prepared for the private sector. In 1999 there was a clear message to transform the Faculty in terms of strengthening research to build master and doctoral programs, opening new spaces to understand national economic problems, developing new analytical abilities within students, and increasing the number of teachers with master and doctoral qualifications.[9] Today the Faculty of Economics is recognised by its research, especially within the academic community, due to the Research Group achievements. Last year, this organization was recognised by Colciencias as the best group of research in Economics in Colombia. Colciencias is the national agency on research qualifying research groups in the country according to their academic production.[10]

Having this in mind, I started sharing the content and methodology of the project with the current Faculty's Dean (Doctor Hernán Jaramillo Salazar) and with the University Planning Director (Mrs. Nora Pabón), in order to get a better understanding of the Faculty of Economics culture. To do this, I explained the main stages of the project, the methods of research, the people who were going to be interviewed and particularly our role as a "learning group". They found this experiment quite useful, as they recognized it could be used by other Faculties in the future, but also because it helps to clarify the real development in the Faculty of Economics. Their recommendations are related to at least two main topics: the concept of organizational culture and general research methods.

The Learning Group insisted to go beyond the "play between the tacit and explicit issues". This means that the main result of this paper must be to identify what was tacit and what was explicit in the change at the Faculty and how both things are integrated and useful within the transformation. To help me on this matter they insisted on treating the Faculty as a "knowledge organization" and they suggested me to read a book published and made in Latin America by

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[8]　The best way to support this remark is to refer to the "self evaluation process" held at the University, which led to the "Institutional Accreditation". This achievement implied that the external community was publicly informed of the qualification of the institution according to the national quality standard for higher education. Today only 10 universities in Colombia, out of 300, have achieved this recognition. The model includes variables such as the mission and planning at the institution, quality of students, teaching and research processes, external impact, academic and financial resources, management, infrastructure and well being.

[9]　This period began when María del Rosario Guerra assumed the Deanship of the Faculty of Economics. She held this position for two years, then she was elected to be the Vice-rector of the University, and Hernan Jaramillo Salazar was awarded the Deanship.

[10]　In addition, the Faculty of Economics also held its "self evaluation process" and attained the "Program Accreditation". This achievement implied that the external academic community, according to the national model of quality on higher educations was publicly informed of the high quality of the Faculty. This was the first Faculty of Economics in Colombia to achieve this recognition.

37 science and technology institutions (37 knowledge organizations) (Gómez and Jaramillo, 1997). This book explains how these institutions were created, what happened to them, what the clues in their productivity or stagnation are, and the relationship between the people, the institution, the ideas, the group and the context. This book uses a methodology which mixes interviews with documental analysis and more and more refining meetings. I have emphasised on this book particularly, because it will be very useful in one of the following chapters.

With regard to the methods, the "Learning Group" asked me to include in the interviews not only the current professors, or even the ones who had been working during the last 10 years of change at the Faculty of Economics, but also those who worked with the Faculty but resigned or were fired due to certain incompatibilities with the culture and life of the new Faculty. I found this advice quite useful, and after checking the results of those particular interviews, it has proven to be just that.

IV. The Structure and the Foundations – Theoretical Framework

The concept of organizational culture and applying a research model

There are plenty definitions of Organizational Culture, such as the ones included in Schein (1989),[11] Marshall (1988),[12] Mendez (2004)[13] Williams or Dobson and Walters (1993). From these definitions, it is possible to draw some common meanings and understandings such as collective conscience, norms, dominant values, traditions and habits, philosophy or ideology, rules, climate and social environment, shared meanings, behavioural regularities or standardizations and beliefs. However, all of these definitions tackle the concept in a very superficial way. Organizations are complex systems in which there are many interactions and relationships, the majority of which are not very clear for all. There are inevitable, invisible thoughts and acts that can be related to topics such as leadership in an organization, structure, behaviours related to myths, rituals, values, ideologies and the organizational climate. An interesting view comes from Trompenaars and Hampden Turner (2000) who compare the organizational culture to the different layers of an onion, "the outside (…) represents the artefacts of the organisation; those tangible items such as logos, uniform and office design that should reflect the organisation's norms, beliefs values and basic assumptions. The skin needs to be peeled away if these norms, beliefs and values are to be seen, and further peeling away of layers is required to reveal, at the core, the organization's basic assumptions" (Hill, Lomas and MacGregor, 2003: 318).

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[11] Who deals with concepts from Goffman 1959, Homans 1950, Van Maanen 1979, Deal and Kennedy 1982, Pascale and Athos 1981, Ritti and Funkhouser 1982, Tagiuri and Litwin 1968.

[12] Who deals with concepts from Ouchi and Johnson 1978, Van Maanen and Schein 1979, Baker 1980, Braten 1983, Wilkins 1983, McLean and Marshall 1983.

[13] Who deals with concepts from Linda Smirnich 1983, James O'Toole 1996, James Stoner and Edward Freeman 1984, Stephen Robbins and David de Cenzo 1996, Gareth Morgan 1986, Thomas Peters and Robert Waterman 1982.

Following Marshall (1988)[14] and Mendez (2004),[15] I developed an integrated model to understand the concept of organizational culture, which I will use in this paper. In this concept, it is necessary to include the *influencers* of the organizational culture such as its history, its senior management leadership, the main role of the organization (relevance of the organization[16]), the structure and size of the organization. All of this I would call the culture setting. On the other hand, I include the *particular setting* of the culture, integrating what Mendez (2004) and Marshall (1998) call the personality system and the subculture, respectively. This concept is of particular importance when considering a University setting. On its part, Becher (1989) talks about academic tribes and territories, and how there are clear interconnections between academic cultures and the nature of disciplines, something which is quite important for this paper.

And finally *the topic* of culture, integrating what Mendez (2004) calls the shared meanings,[17] and Marshall (1998), low and high profile symbols. Low profile symbols (or the social system), refer to the "lived reality" of an organisation. That includes habits, social and authority relationships, customs, communication, climate, and any other informal reality of the organisation. High profile symbols (or the cultural system) refer to the "public face of the organization…found among other places in publicity material, formal statements, newspapers, logos, slogans, catch phrases, physical artefacts [...] speeches and ceremonies […] statements about what the organization stands for" (Marshall and Mc Lean, 1998), in other words the "symbolic apparatus" of the organisation. Figure 3 models this understanding of organizational culture.

Upon further speculation, the picture of how to conduct research on an organizational culture is still unclear. We encounter two obstacles: firstly there is the dilemma between single and multi-perspective approaches to organizational culture research and secondly is how to develop a proper model to understand the organizational culture amidst complexity.

Referring to the first obstacle, we have on one side a traditional approach, which sees organizational culture from one single perspective, and, on the other side, one that explores organizational culture as a multi-perspective field, which however displays a clear concept of complexity. The first traditional approach can be easily found in works such as those by Cameron and Quinn (1998), Mendez (2004), Mendez (2005), Wiener (1988), Mc Nay (1995), Trompenaars and Hampden (2000). In these papers the authors provide different categories to explain an organization's culture, and the idea is that each organization should be related to one culture. If you are doing research on organizational culture, you should classify the organization into one of these categories. Table 1 summarizes the main conclusions of each of these works.

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[14] Marshall (1988) says that "culture represents the understandings that we live by as members of an organisation; these are carried in symbols which act as vehicles for meaning. In addition to specific meanings, we also absorb other things characteristic of the culture such as attitudes, and ways of thinking about the world. Culture is something that is lived and the "lived reality" may not always coincide with statements about the culture."

[15] Mendez (2004) gives his own concept and says that "Organizational Culture is the collective conscience expressed in a system of shared meanings which identify and differentiate members of an organization. Such meanings and behaviours are determined by the concept the leader has about humankind, structure, cultural system, organizational climate, and the relationships between all of these".

[16] In this case a Knowledge Organization.

[17] Mendez (2004) relates those shared meanings with what he calls the social system, and the cultural system. These concepts are closely related with the low and high profile symbols of Marshall (1998).

Figure 3

Understanding of Organization Culture in This Paper

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┌──────────────────┐              ┌──────────────────────────────┐
│  INFLUENCERS OF  │              │ History (Past experiences)   │
│     CULTURE      │ ◄─────────── │ Role of the institution      │
│                  │              │ Size                         │
│   Setting the    │              │ Structure                    │
│ organizational   │              │ Leadership                   │
│     culture      │              └──────────────────────────────┘
└──────────────────┘

┌──────────────────┐              ┌──────────────────┐
│   PARTICULAR     │              │                  │
│    SETTING       │ ◄─────────── │   Subcultures    │
│                  │              │                  │
│   Personality    │              └──────────────────┘
└──────────────────┘

┌────────────────────────────────────────┐
│  THE TOPIC OF THE CULTURE               │
│                                         │
│  Low profile symbols (Social system)    │
│                                         │
│  High Profile symbols (Cultural system) │
└────────────────────────────────────────┘
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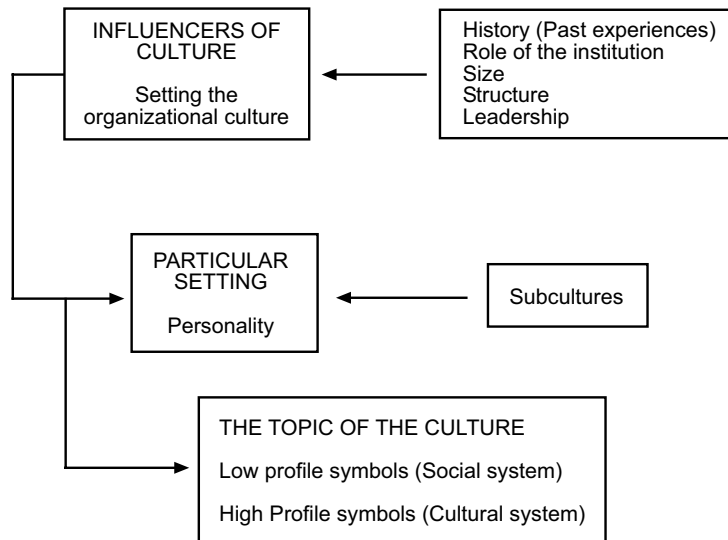
However, the reality of an organisation is quite more complex. As Wiener (1988) says, "It is important to note that even theoretically helpful typologies usually are simplified representations of complex realities. Often, neat or perfect classifications are impossible" (Yoash, 1988: 539). In conclusion it is difficult to describe a culture by only one method.

That is why it is interesting to consider a multi-perspective approach. Martin (1992) answers this by defining the three different social scientific views of an organizational culture: integration, differentiation and fragmentation. In the first, ambiguity does not exist; all cultural manifestations must result in an organizational consensus. In the second, consensus does not exist and differences can take place given certain boundaries among subcultures. Finally, the third considers that consensus and dissensus can coexist in an organization.

This paper deals with the research problem from a multi-perspective approach where is impossible to give a proper interpretation from only one of the three social scientific views or any other category. It is necessary to capture the complexity, subjectivism and dynamics of the organization. A researcher "has to abandon the objectivism assumption that one perspective will be correct, or more correct, than the others. Instead, the perspectives need to be seen as subjective frames, like lenses, that bring some aspects of a culture into focus while inevitably blurring others, not because of researcher carelessness, but because of the inherent limitations of any one perspective" (Joanne, 1992). This approach adds to the fact that Higher Education Institutions (HEIs) tend to be more complex than any other kind of organization. Usually different academic departments have different academic sub-cultures close to what is called collegiate cultures, defined as: "high levels of faculty autonomy" (Peterson et al., 1997: 231-232) even ending in poor loyalty to the University culture (Becher (1989), Altbach (1996)).[18]

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[18] Quoted by Hill, Lomas and MacGregor (2003: 319).

<div align="center">

T<small>ABLE</small> 1

S<small>OME</small> W<small>ORKS</small> B<small>ASED</small> O<small>N A</small> S<small>INGLE</small> A<small>PPROACH TO</small> O<small>RGANIZATIONAL</small> C<small>ULTURE</small>

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Author	Main Conclusions – Single Approaches to Organizational Culture
Kim S. Cameron and Robert E. Quinn (1999)	**Aspects considered for the categories:** There are two main aspects to be considered: 1. Effectiveness criteria that emphasizes on flexibility, discretion and dynamism, as opposed to stability, order and control. 2. Effectiveness criteria that emphasizes on internal orientation, integration and unity, as opposed to external orientation, differentiation and rivalry. **Types or organizational culture:** The hierarchy culture (formalized and structured place to work); the market culture (The organization works as a market looking for profitability, results, strength in market niches and secure customer bases); The Clan culture (team-work, employee involvement programs, corporate commitment to employees); and the Adhocracy culture (adaptability, flexibility, creativity, ambiguity and information overload).
Carlos Mendez (2004)	**Aspects considered for the categories**: It considers topics such as: structure, authority, affiliation, interpersonal-relationships, creativity, Team-work, decision making, training, human-development, work division, client service, leadership, coordination, efficiency, productivity, technology. **Types or organizational culture:** Identification between the employee and the organization; Leadership action; person-oriented management; structure dynamics.
Carlos Mendez (2005)	**Aspects considered for the categories**: it considers topics such as: knowledge of the objectives, cooperation, leadership, decision making inter-personal relationships, motivation and control. **Types or organizational culture:** Formal Authority culture; identity model (Employees identified with the organization); Weak interpersonal relationships culture; cooperation and team-work culture; Weak decision making culture, Autocratic leadership culture.
Yoahs Wiener (1988)	**Aspects considered for the categories**: It considers two topics, on one side the content focus of organizational values, referred to the objective and focus of its content (It classifies this as functional values or elitist values, the firs ones focusing in particular goals, function and style of operation); and on the other side the source and anchoring of the values, having two possible origins, on one side from organizational tradition or from a charismatic leadership. **Types or organizational culture:** Functional-Traditional; Elitist-Charismatic; Functional-Charismatic; Elitist-Traditional.
Ian Mc Nay (1995)	**Aspects considered for the categories**: It considers two topics, on one side how loose or tight is the definition of the policy and; on the other side how loose or right is the control over activity or the f implementation of any policy. **Types or organizational culture:** Collegium (Based on freedom, permissiveness, informal groups, consensual management and long term); Bureaucracy (Based on equity, regulations, committees and administrative briefings, formal management and cyclic terms); Corporation (Based on loyalty, directions, working parties and senior management teams, political and tactical management and short and mid terms); and Enterprise (Based on competence, support, project teams, devolved leadership management and instant terms).
Fons Trompenaars and Charles Hampden-Turner (2000)	**Aspects considered for the categories**: The relationship between employees and the organization; The vertical or hierarchical system of authority; The views of the employees about the organization's destiny, purpose and goals. **Types or organizational culture:** the family culture (person-oriented, the leader as a "father"); the Eiffel tower culture (role-oriented); the guided missile culture (project-oriented); and the incubator culture (Fulfillment oriented).

What the traditional and the multi-perspective approach have in common, the latter being used to carry out this research, is that they both focus on defining levels and dimensions to be explored when the research is done. Williams (1993) identifies those dimensions of organizational culture as common beliefs, common things, common attitudes and common behaviours observed by and inferred in a group, arguing that such dimensions are able to influence behav-

iour, decision making, motivation, and as such they also have the potential to affect an organization. Schein (1989), on the other hand, defines three levels: the artefacts (physical and social environment), the values and the basic underlying assumptions (relationship to environment, nature of reality and truth, nature of human nature, nature of human activity and nature of human relationships). Finally Mendez (2004) identifies the leadership concept, the structure of power and decision (size, work division, authority, coordination, strategy and structure, technology and structure, environment and structure), the cultural system (myths, ideology, values, rituals, beliefs, habits, rules and stories), the organizational climate and relationships between all of these dimensions. Table 2 summarizes these works including the variables defined by other papers relevant to this research.

TABLE 2

MAIN VARIABLES OR ORGANIZATIONAL CULTURE IN VARIOUS PAPERS

Author	Main Variables when defining Organizational Culture
Fons Trompenaars and Charles Hampden-Turner (2000)	Relationships between employees, attitude to authority, ways of thinking and learning, attitudes to people, ways of changing, ways of motivating and rewarding, criticism and conflict resolution.
Carlos Mendez (2005)	Role of Authority, level of affiliation, interpersonal relationships, creativity, Team-Work, ways of decision making, training, importance of human development, ways of work division, importance to client service, leadership, coordination, efficiency, productivity, technology.
Edgar H. Schein (1989)	Artifacts and creations (technology, art, visible and audible behaviour patterns), values (testable in the physical environment, testable only by social consensus), basic assumption (relationships to environment, nature of reality, time and space, nature of human nature, nature of human activity, nature of human relationships).
Carlos Mendez (2005)	Organizational Objectives, cooperation, leadership, decision taking, inter-personal relationships, motivation, control.
Ian Mc Nay (1995)	Dominant value (freedom, equity, loyalty and competence), role of central authorities (permissive, regulatory, directive, supportive), handy's organization culture (person, role, power, task), dominant unit, decision arenas (informal, formal, project teams, senior management), management style (consensual, rational, political, developed leaderhip), timeframe, nature of change, external referents, internal referents, basis of evaluation, student status, administrator role.
Joanne Martin (1992)	Role of Leader, role of environment, organizational level, subcultural level, individual level, action implications.
Allan Williams, Paul Dobson and Mike Walters (1993)	Common things inside the organization, common behaviours, common attitudes, common beliefs.
Harry C. Triandis (1982)	Perceptual view of others, perceptual view of the subgroup, size, ease of getting into the sub-group, pragmatism or ideologism of the culture, communication, value of human nature, emphasis on past, present or future, emphasis on doing, being or becoming, value of collectivism, uncertainty, goals, value of contact in the company.
Kim S. Cameron and Robert E. Quinn (1999)	Dominant characteristic of the organization (dynamic, personal relationships, results orientation, control), Organizational leadership (mentoring, innovation, aggressive, coordination), management of employees (team-works, individual risk-taking, competitiveness, security of employment), organization glue (loyalty, goal orientation, innovation, rules), strategic emphases (human development, new challenges, competitive actions, stabiblity), criteria of success (human resources, products, market, efficiency).

From these it is possible to build a set of issues to be covered in the research done at the Faculty of Economics at "Universidad del Rosario". To do this I extracted the main variables related to the papers already analysed, from which it is possible to define those main variables to be explored by this paper, and which can be classified in relation to the main actor:

THE LEADER

1. Leadership and role of authority within the group and in relation to the organization (Management, decisions)

2. Ways of motivation and rewarding (Affiliation)

THE FOLLOWERS

3. Internal and external relationships

4. Ways of working together

5. Ways of learning

6. Ways of communication

7. Attitudes toward change

8. Coherence and relationships between the subculture and the institutional culture

THE GLUE BETWEEN LEADER AND FOLLOWERS

9. Conflict resolution

10. Coherence between individual and communal objectives

11. Main values

12. Internal mystic (Common things)

These main variables may be compared to the model and definition of organizational culture used in this paper, having considered that all of them may be related either with the low profile system (lived reality) or with the high profile system (public face of the organization). In addition, all of them can characterize the particular sub-culture. Finally, we need to observe that the concept of leadership is part of the setting of the organizational culture. Figure 4 expresses these relationships.

The next phase is to define how to develop the proper instruments in order to better understand culture in a complex way. Many papers apply a form-questionnaire assuming that the organization may be easily formatted. This will not be the case of this research.[20] To begin with, this paper will analyse a group of texts produced at the Faculty and at the University, using the Critical Discourse Analysis, keeping in mind that this work may not provide a precise analysis of organizational culture, though it can be more objective when compared and checked against other methods such as in-depth interviews.

The real problem is how to develop those interviews in such a way that they represent the real aim of the research. To solve this problem, I will apply the plausible and useful ways in which Marshall (1988) explores organizational culture, as she describes "real life" situations

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[19] As Marshall (1988) says "organisational culture is complex, multilayered and often incorporates significant conflicts or dilemmas. It is unlikely, therefore, that you will immediately sum the culture up or arrive at a definite portrait".

FIGURE 4

**UNDERSTANDING OF ORGANIZATIONAL CULTURE IN THIS PAPER.
MAIN VARIABLES TO BE EXPLORED**
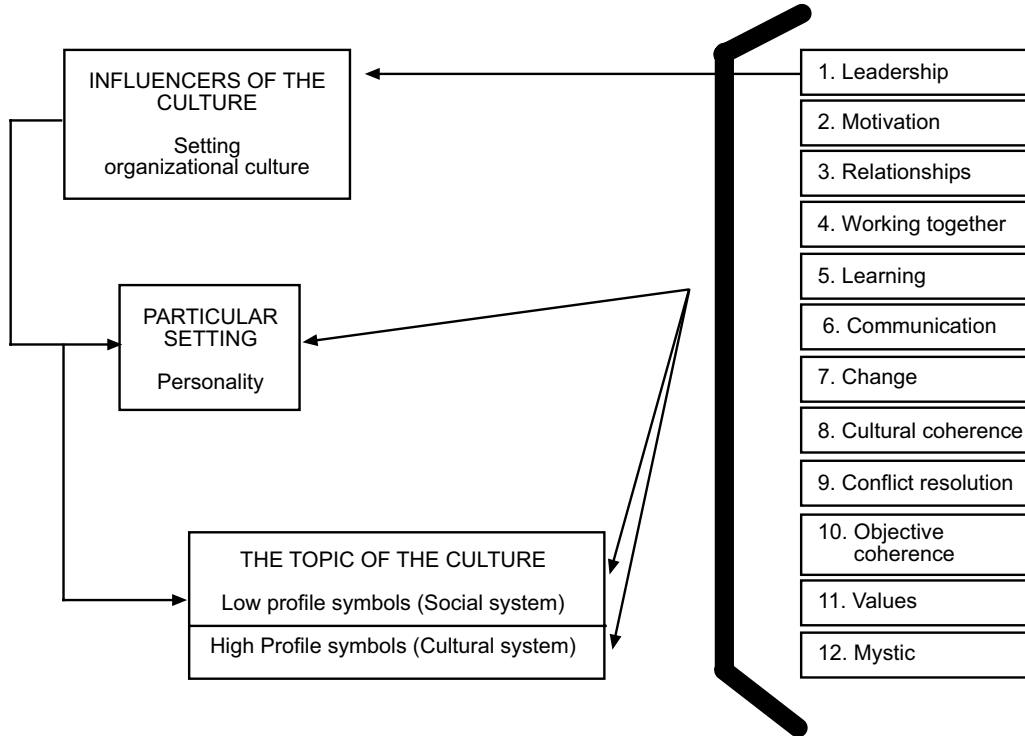
through which it is possible to address any institution or department's culture. As Marshall says, they offer "opportunities to explore and experiment with the notion of culture, and thus to start developing a deep awareness of how your culture now operates" (Marshall and Mc Lean, 1988). This paper will intend to incorporate the main variables discussed in figure 4, and how to relate them with the methods proposed by Marshall (1988).

Through these methods, I will ask to recall or bring back situations lived by students, professors, deans, staff or even institutional leaders, from the Faculty of Economics at "Universidad del Rosario"; each topic will be analysed avoiding excessive formality, and taking the maximum out from each person. Finally I shall characterise interviewees as: transition actors (students, professors, staff and deans who have supposedly undergone a cultural change), and current actors (current students, professors or staff who have just lived the current organisational culture, and who did not know the previous cultural scenario).

The situations studied in this paper, following Marshall (1988), will be inscribed in one of the following procedures:

i) **Being a Newcomer:** in this, I will analyse situations in which transition and current actors remember situations lived when they arrived to the Faculty of Economics, recalling their first encounter with the Department's culture.

ii) **Breaking the rules:** here I will put situations in which transition actors illustrate how things changed, where it is possible to identify a "before and after" picture of the faculty culture.

iii) **Exemplification:** through this procedure I will analyse situations in which transition and current actors see the faculty culture based on one particular event, incident, situation or anecdote, related to any of the 12 variables proposed in this paper.

iv) **Making comparisons:** here I will ask transition and current actors to compare the culture of the Faculty of Economics with other faculties or with the University as a whole, relating the answer to any of the 12 variables proposed in this paper.

v) **Becoming a stranger:** in this situation I will ask transition and current actors to adopt the attitude of being a person who sees the Faculty for the first time, and coming from outside. The idea is to relate the answers to any of the 12 variables here proposed.

vi) **Solving problems, challenges or controversies:** to simulate this situation I will ask transition and current actors to recall certain problems in the Faculty and narrate how they were solved. It will also include problems between the University and the Faculty of Economics.

Appendixes 2 to 7 contain the initial questions used in each procedure.[20]

V. The Wall Structure —Empirical Approach to Organizational Culture and Cultural Change and Performance at the Faculty of Economics

Organizational Culture at the Faculty of Economics

After conducting the interviews (Appendix 8) and analysing the selected documents through Critical Discourse Analysis (see Appendix 9) I will make some comments about the culture at the Faculty of Economics. As it was aforementioned, I have included not only key documents which explain the Faculty's culture, but also I have applied the same model to institutional leaders, professors, former professors, former students, current students, administrative staff and even the coordinator of research, deans and the "Learning Group". With all this information, I prepared a synthetic analysis trying to respond to the Faculty's culture complexity.

The first analysis relates to the scenario found when the current actors arrived to the Faculty of Economics, and to how the needed change began. This period can be characterised by deanship instability,[21] inexistence, questioning and even refusal to do research, distrust or disinterest in building academic careers by professors, administrative and bureaucratic authorities, personal rather than academic relationships, professors addressing private interests and individual appropriation of results, extreme formality in the organizational behaviour, top-down

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[20] I prefer to ask the initial questions, because I will try to be very flexible during the interviews, getting the most from each interviewee, and try to go further than the original questions.

[21] The average period for a Dean was no more than one year.

control of results, low recognition by the external academic community and poor academic production in the Faculty. All the actors interviewed, and even the analysis of the documents (using Critical Discourse Analysis) concur that all these realities took place before 1999, when the new Dean undertook certain moves towards a new model of leadership and management. Text 1 in Appendix 10 illustrates this situation.

The new Faculty model can be described in two stages: one starting in 1997 with the coming of a new Dean[22] and the second with the following Dean.[23] Both stages have common objectives and represent a continuous line of change towards a Faculty centred on research. So even though the Faculty had two different Deans in the new scenario, both of them represent the model which is going to be presented next. Some people at the Faculty level can identify differences between these two stages, which at the end are not relevant for the purpose of this work. Text 2 in Appendix 10 records some of these opinions, and the Critical Discourse Analysis provides some ideas about these differences (Critical Discourse Analysis to documents III and IV— see Appendix 9).

"Relevance is what gives direction. Only concepts give direction" (Valenzuela, 2005). The question to be answered in the new model was how to build a Faculty of Economics that was research-oriented, with institutional support, keeping in mind that such a model was not prevailing at the University. Both statements represent the essence of change, and can be answered through cohesion-tension among four variables: *a project of life, a project of knowledge, the habitat, the group and the environment of legitimacy*. These four variables account for the concept applied after 1999, and explain the majority of changes carried out since then. "If today someone asks me about the success of our institutional construction, the answer is simple: Being able to build five variables in a stable equilibrium, with coherence and with taking care of solving tensions in favor of the institution".[24]

As it can be taken from the interviews and the critical discourse analysis, a *project of life* means how the members of the group of teachers are able to build their academic career within the faculty. It also means how the Faculty gives them a permanent vocation and motivation to create and distribute knowledge. It is also the reason to build a program for young researchers and give correspondence between individual talents and the Faculty's needs.[25] *A project of knowledge* means how teaching and research are interconnected around certain critical topics, such as microeconomics. It also represents the method used in the Faculty and how it is actually applied by the group of professors. *The Group* stands for the solidarity, leadership and compromise among teachers, administrative staff and academic coordinators within the Faculty. It is the

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[22] The new Dean was Maria del Rosario Guerra, who became the University Vice-Rector several years later. At that moment, she brought Hernan Jaramillo to be the Dean.

[23] Hernan Jaramillo Salazar.

[24] "Accounting to one generation", (speech given by Hernan Jaramillo, current Dean, to former students graduated in 1973), November 2003, speaking about the five variables already explained.

[25] Shattock (2003: 75) gives particular importance to this topic. Talking about universities he says "the way they encourage their younger staff should be of continuous interest to a central authority […] the department plays a vital role in sustaining institutional academic success because it provides the nursery for academic talent and creates the next generation of academic leaders by nurturing their early research success".

organizational basis of the Faculty and it also represents breaks with more formal ways of authority. *The Habitat* is the institutional environment in which the Faculty develops itself, and finally *the environment of legitimacy* is where Faculty members are confronted by their peers, society and the judges of academic production. It also has to do with how the Faculty is related to other academic units around the country and the world. Text 3 from Appendix 10 confirms how people in the Faculty have lived within this concept, although they have not rationalized it.

This model has transformed the Faculty's culture. Given the results from the methodology proposed in this paper, and keeping in mind that culture is a complex reality, I will give a preliminary approach to the main determinants of the Faculty's culture which were shared and improved by the "Learning Group". Figure 5 shows the main determinants linked around the group's objective, which has been to promote and develop research (creating and distributing knowledge). I also insist that culture is based on the model presented in the paragraph before; that is why I present those five variables as a pivot to the main determinants of the culture. Finally, both the model and the main determinants of culture have an influence on the kinds of relations that are establishing between the University and the Faculty of Economics.

Let me provide some input about those determinants of culture. *Academic authority* corresponds to a very important value inside the Faculty. It strengthens the fact that discussions must be open and decisions are made in a horizontal way rather than vertically. It has also been the reason for change (things which are not discussed academically are not accepted, even topics related to the institution), and leadership and authority are based on this value. *Informality* in management and real life expresses how communication is done and how relationships are held. People in the Faculty know that informality defines how to work together and insist it is one of the most recognizable values of leadership. It expresses a sort of mysticism which has changed the way things were done. Informality explains why hierarchical structures are not accepted anymore. *Transparency* means that everything is put "on the table". Nothing should be made obscure or unclear. This value prevents professors choose to do research outside the Faculty. It is also a key element referred to in the ethics of publishing, and establishes how to treat young researchers; it is essential in the relationships that are created and in the way to work together inside the Faculty. *Autonomy and trust* refer to the way in which informality works. Even though there is freedom, it is limited by trust. A leaders' belief is that autonomy explains how the Faculty works. As an example, some people who have left it did so because they show they ceased to be trustworthy. Therefore, autonomy and trust relate to leadership and to the way relationships work. *Rigor* is also related to how things are done. Based on this value, the Faculty tackles its daily tasks, its possibilities of change and the way of learning from its failures and successes. Also this value relates to how to communicate within the Faculty, and how it is possible to get a feedback in academic terms from peers. Finally, *Relationships based on academic results* implies that motivation stems from results. The leader checks with a certain regularity who has and/or who has not attained their goals. As one of the former professors said "if you do not produce properly, you are excluded". It is therefore through results that you assure your stay within the Faculty, and those results are the main motivation to be in the Faculty and to produce more. Apart from that, given the possible differences between the Faculty and the University, the Faculty needs to be very careful attaining new

results and academic production. That is why this type of relationship is also a key element when explaining how the relationship between the Faculty and the University works. Text 4 in Appendix 10 brings some remarks from the actors concerning these culture determinants.

Finally, it is possible to integrate the elements of organizational culture described in chapter IV to the determinants we have just mentioned. Figure 6 lists the relations between these cultural determinants and the 12 major elements included in the literature as elements of the organizational culture, and which were studied here. An analysis on this could be found in the conclusions.

THE CONCEPT OF CULTURAL CHANGE AND PERFORMANCE IN THE FACULTY OF ECONOMICS

Taking into account the organizational culture of the Faculty, and how it has changed during the last 7 years, I tried to find a relationship between this new culture and the Faculty's performance. I asked some questions regarding this issue in the interviews; however I did not receive any clear answers. People either evaded the question or answered it with doubt. They showed me extraordinary results and could prove them, but they were not sure about the connection between these two aspects, and if the culture was one of the reasons or "the" reason for the results.

This led me to check the literature around this topic in order to shed new light on it. I did not find many works on this issue, but some of them were very useful. For this reason, I chose to analyse Alvesson, because he alerts us on not trying to use organizational culture as a rational and technical instrument which management can use in any way: "A basic problem in much management thinking and writing is impatience in showing the great potential of organizational culture. Associated with this is a bias for a premature distinction between the good and the bad values and ideas, trivialization of culture, overstressing the role of management and employment of casual thinking" (Alvesson, 2003: 42-43). This advice made me think again about how not to end up ignoring the complexity of the topic. Alvesson also insists on warning about three ways in which organizational culture is wrongly used as a managerial tool. At the end he concludes that any of those three ways have methodological deficiencies which makes us think that organizational culture cannot be merely linked to performance. This does not mean that there have not been any studies trying to prove this relationship empirically; however "empirical study in the area is very difficult to carry out.

Not only is culture difficult to capture but so is performance […] any such influence may, however, be lost among all the factors and interaction patterns that have something to do with these results" (Alvesson, 2003: 55).

As a result, and for the purposes of this paper, I will address this topic in terms of the nature of performance rather than on performance itself. In this case it is clear that the Faculty has moved to another way to see its results. To do that, it has been created what is called "The research files of the Faculty of Economics"; a document that includes the main variables according to which the Faculty's performance is measured. When you compare this method to the way the Faculty was evaluated before 1999, you find a clear change in performance nature. Nowadays the Faculty is evaluated in terms of the number and title of the teachers involved

full time with the Faculty, the results of the program "Young Researchers" in terms of papers produced and published, their involvement with senior professors on certain research projects, and the addition of new members, the publications —classified in terms of the difficulty to produce them[26]—, memberships to academic networks, number of visiting international professors, number of research projects and evaluations of their way of funding, agreements related to research projects, international academic seminars, and relationships with academic peers. The way the Faculty was evaluated before included variables such as (Universidad del Rosario, 1980) the number and titles of the professors, kinds of teachers in terms of their dedication (Full-time, Part-time), number of students, number and quality of classrooms, and number of subjects. Performance nature has changed since 1999, and now it is more important to evaluate the inputs, processes and outputs related to research. This has been the case in the new model, given the main commitment of the group of professors and their commitment to research (see figure 5).
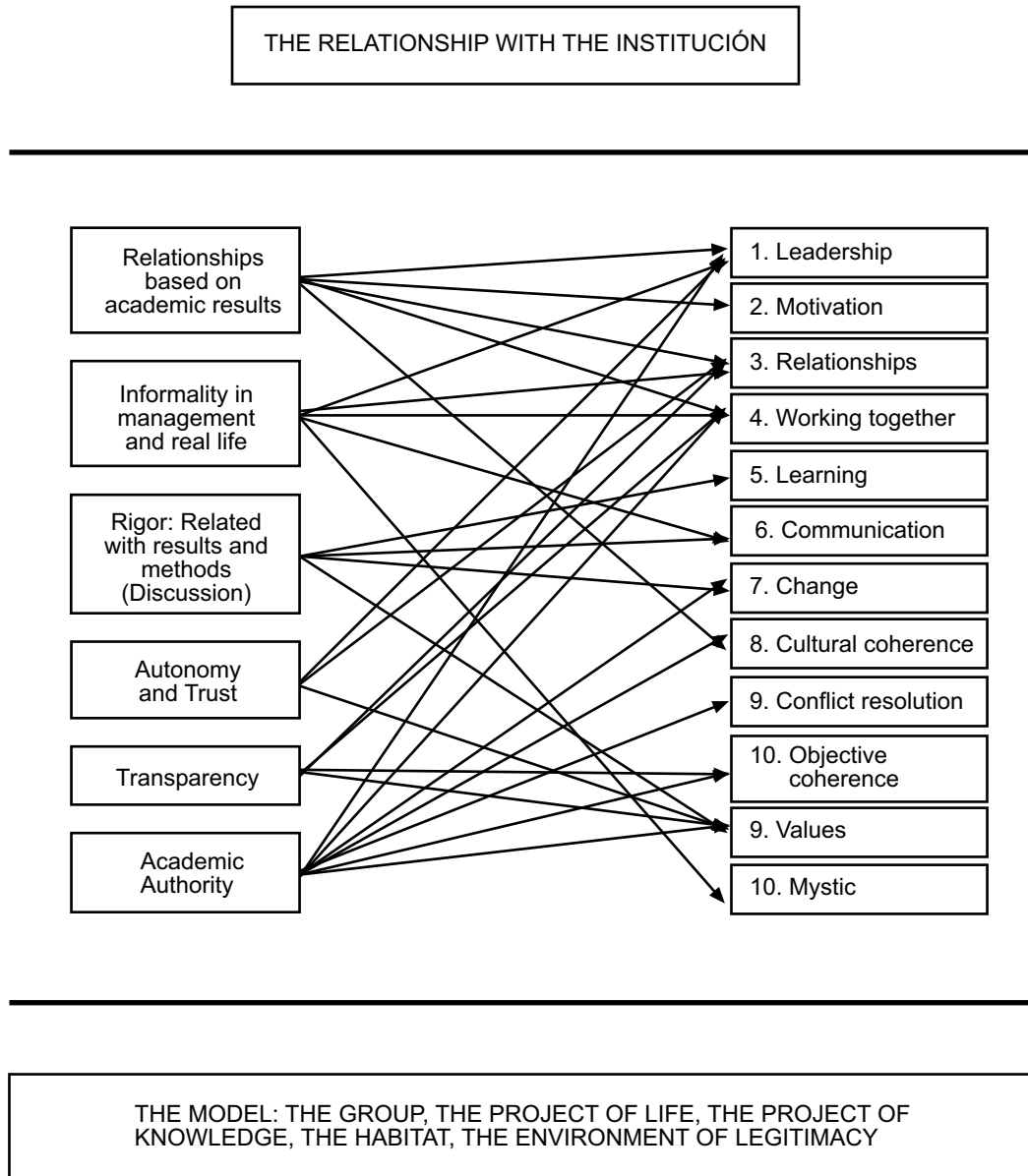
FIGURE 5

MAIN DETERMINANTS IN THE CULTURE OF THE FACULTY OF ECONOMICS

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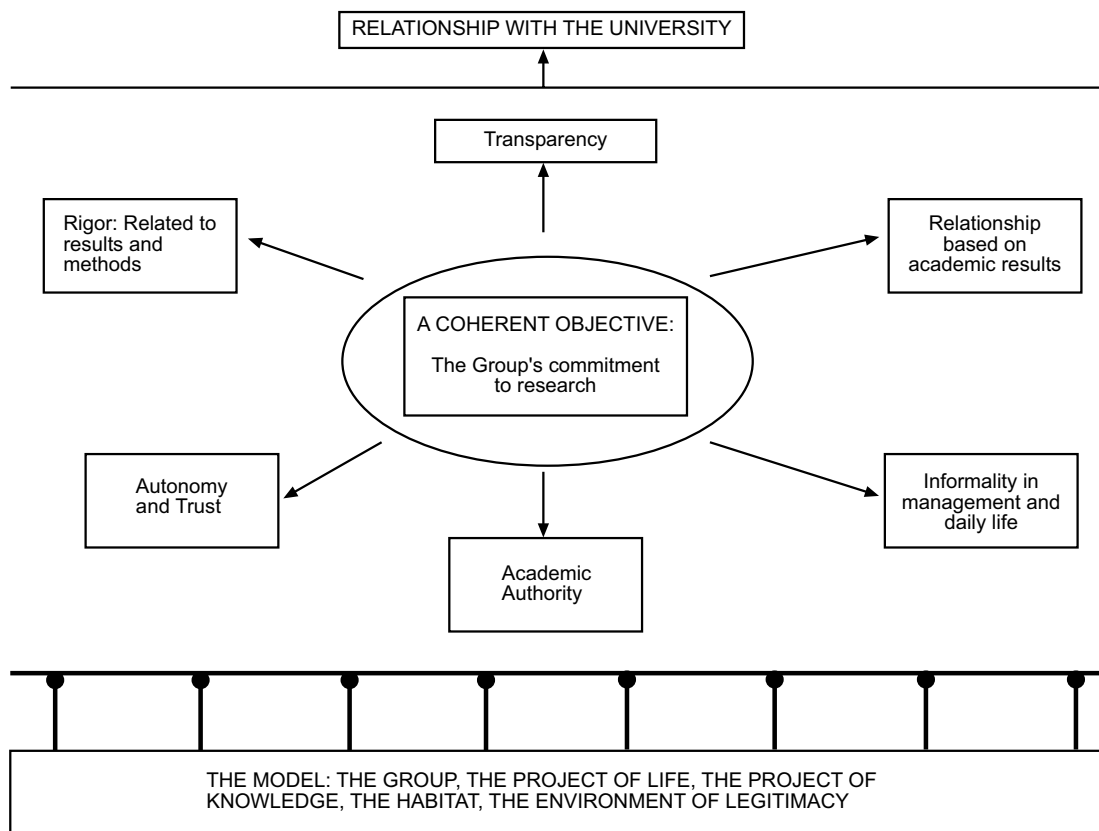
[26]   The difficulty depends on the classification. Publications are classified as follows: papers in international journals (with peer review and indexation), papers in national journals (with peer review and indexation), books, chapters on books, working papers, papers presented during international academic seminars and meetings, papers presented during national academic meetings.

Figure 6

The concept of Organizational Culture in this paper
and the determinants of the culture studied
at the Faculty of Economics

THE RELATIONSHIP WITH THE INSTITUCIÓN

Relationships based on academic results	1. Leadership
Informality in management and real life	2. Motivation
Rigor: Related with results and methods (Discussion)	3. Relationships
Autonomy and Trust	4. Working together
Transparency	5. Learning
Academic Authority	6. Communication
	7. Change
	8. Cultural coherence
	9. Conflict resolution
	10. Objective coherence
	9. Values
	10. Mystic

THE MODEL: THE GROUP, THE PROJECT OF LIFE, THE PROJECT OF KNOWLEDGE, THE HABITAT, THE ENVIRONMENT OF LEGITIMACY

Continuing with Alvesson's critique, literature on Higher Education Management supports the importance of certain practices applied in the Faculty of Economics, especially when talking about research performance. Concerning *informality and autonomy-trust values,* Bargh, Bocock, Scott and Smith (2000) confirm the importance of leaving formal structures and using informal methods in order to attain success. Similar analysis related to this topic can be found in works such as

Shattock (2003) who quotes a part of a speech from a distinguished vice-chancellor:[27] "a much smaller and more authoritarian oligarchy, with a tight hierarchy of subordinates […] would however, be unacceptable for the valid reason that under it academic freedom would be restricted and academics would carry out research and teaching less well. The academic does not produce best performance to order" (Shattock, 2003: 85). The importance of bringing some kind of Academic Authority to the group of professors is also clearly stated in much of the literature. Particularly when talking about cultural change, Bargh, Bocock, Scott and Smith (2000) insist on the Vice-Chancellors view that appointments to the senior staff area a primary tool. The idea is to bring academic recognition and authority to the faculties and departments.

When talking about rigor *and its consequence on open discussions*, Shattock's (2003) deserves to be mentioned. In particular, how this value can impact on effectiveness (giving an idea of the relationship culture-performance): "faculties in the humanities and social sciences tend to be more discursive, less willing to cede authority to a dean, reluctant to accept policies laid down by central authority without question and much more willing to challenge the status quo". It is clear from this chapter that this has been the case in the Faculty of Economics at "Universidad del Rosario", where the emphasis has been on creating an environment for decision-making based on consensus rather than on charismatic leadership. Others see this as participative decision-making process, but warn us of possible flaws in this model, for example "In periods of unfavourable economic conditions, conflict can arise over scarce resources, rendering the model inadequate for achieving interdisciplinary consensus" (Bargh, Scott and Smith, 1996: 30). Even the Dean of the Faculty precisely anticipated this remark when he was talking about the model; "The Faculty of Economics is a strange model in the University and it bothers now and again, but it shows results! [...] It is because of results that it is sustainable".

Relationships based on academic results are another topic which has been of particular importance when studying collegial approaches to university management. It could be thought that academic failure may easily be tolerated in a collegial environment, however as Shattock (2003) says, "Nothing could be further from the truth. In many ways the decisions of a properly constructed community of scholars operating in a competitive market are likely to be tougher than a managerialist regime […] because the academic community is likely to draw lines and make judgements more confidently than non-academic leaders" (Shattock, 2003: 88). During the interviews, I noticed that this has been the case at the Faculty of Economics. Bargh, Scott and Smith (2000) confirm this point in Universities as communities of scholars where academic authority is based on the quality of the academic work assessed by peers.

VI. Finishing the Building –Conclusions and the Learning Outcome– The Cycle Goes Back

Conclusions can be given in two different aspects: on one hand, is the model applied to research on organizational culture and what the institution can learn form it, and on the other

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[27] He considers that a good practice for successful universities is to maintain short lines of communication where people meet frequently and informally in conditions that help them to talk freely.

hand, is how such a model relates to the culture of a Faculty and what can be learnt for its future actions. Both conclusions lead us also to think that this methodology can be used to compare different faculties, and to discover ways in which they can work together, given their different subcultures. Institutions such as "Universidad del Rosario" usually need to be transformed in the middle of quasi-feudal structures. A model of research like this can help me and the institution to discover the glue to stick many faculties to an institutional project that encompasses the University as a whole.

The model used in this paper responded to the need of having a complex-oriented investigation on organizational culture. It included not only a multi-perspective orientation, but also it was able to discover key variables of culture using real lived situations. From the Faculty of Economics, it is remarkable how the new culture has been interiorised by all its community. It is clear that the main determinants of the culture are the respect for academic authority, the emphasis on academic results for all the community and informality dominating relationships. Also, this paper has highlighted its main flaw which is the permanent need for particular and expected results. Table 3 shows a proposed "before and after" in the Faculty of Economics' culture.

TABLE 3

BEFORE AND AFTER IN THE FACULTY OF ECONOMICS – MAIN CHANGES IN THE CULTURE OF THE FACULTY OF ECONOMICS

Before	After
Deanship instability	Deanship instability
Formality	Informality
No interest on research	Research as the main objective
Distrust on academic careers	Building academic careers (Projects of life)
Bureaucratic authority	Academic authority
Relationships based on personal relations	Relationships based on academic production
Private interests	Group interests
Top-Down control	Control based on autonomy and trust
Charismatic or autocratic decision making	Decision making based on consensus
Performances evaluated in terms of inputs	Performances evaluated in terms of inputs, process and outputs

Derived from the research, it is also possible to identify challenges and possibilities for future in the Faculty of Economics. There exists a clear need to make some changes, but they must be done without affecting results and the model which has been implemented successfully. Text 5 in Appendix 10 presents some preliminary remarks about those things that have to be transformed (more emphasis on teaching and students, more formality within the management system and openness to criticism). The Faculty needs to work on these topics in order to keep reaching its expected results.

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APPENDIX 1 [28]

QUESTIONS TO BE ANSWERED IN THE CRITICAL DISCOURSE ANALYSIS OF THE DOCUMENTS ANALYSED IN THIS PAPER

1. Terminology
   - Are there any ideological differences among texts related having to do with vocabulary?
   - How the wording used in the text builds social relationships?
     - ✓ Use of euphemisms
     - ✓ Existence of formal or informal words
     - ✓ Vocabulary style (use of sayings, proverbs, fixed expressions)
   - Which degree of word expressiveness is used in the document?
   - Is the document using any metaphor or symbolism?
     - ✓ Use of statistics, photographs, images, cartoons or others

2. Grammar
   - Are there any ideological differences between texts having to do with grammar?
     - ✓ Positive or negative sentences
     - ✓ Active or passive sentences
     - ✓ Use of subjects, verbs, adjectives
   - How grammar used in the text creates social relationships?
     - ✓ Use of declarative, imperative, grammatical question or any other mode in the sentences
     - ✓ Use of first, second or third person in sentences
   - Which degree of grammar expressiveness is used in the document?

3. Textual and logical structure
   - How is the type and form of argumentation?
   - Are there any particular strategies of argumentation?
   - Is there any clear role of the actors included in the documents?

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[28] For these questions, I use a combination of the questions developed in Fairclough (1989) and Wodak and Meyer (2003), mixed with my own perceptions.

Appendix 2 [29]
Becoming a new comer[30]

Initial questions are included in each interview in order to understand the Faculty of Economics' culture

In this interview, I would like you to narrate some situations you lived when you arrived to the Faculty of Economics, recalling the first encounter with the Faculty's culture. I would like you to match your answers to any of these 12 variables:

1. Leadership and role of the authority within the group and in relation to the organization (Management, decisions)

2. Ways of motivation and rewarding (Affiliation)

3. Internal and external relationships

4. Ways of working together

5. Ways of learning

6. Ways of communication

7. Attitudes towards change

8. Coherence and relationships between the subculture and the institutional culture

9. Conflict resolution

10. Coherence between individual and communal objectives.

11. Main values

12. Internal mystic (Common things)

To help you answer these, let me give you some questions:

a. What do you remember of your first encounter with the Faculty of Economics?

b. How did you live those initial days?

c. Did you find anything surprising, shocking, promising, interesting, comfortable, uncomfortable, remarkable..?

d. Did you find the environment different from yourself or from your traditional beliefs?

e. Did you identify with the Faculty?

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[29] For these questions, I use the model proposed by Marshall and Mc Lean (1988) in the paper that answers the question of how to identify and understand culture. However I will introduce the fact that interviewees will relate their answers to the twelve variables of organizational culture identified in this paper.

[30] It will be applied to transition and current actors such as students, professors, staff (academic and administrative secretaries), institutional leaders and deans.

f. How were you treated?

g. What did you tell your friends, colleagues, family about your first encounter with the Faculty?

h. How do you relate your answers with the culture of the Faculty?

i. Has anything changed since that moment? What and how?

APPENDIX 3 [31]
BREAKING THE RULES[32]

INITIAL QUESTIONS ARE INCLUDED IN EACH THE INTERVIEWS IN ORDER TO UNDERSTAND THE FACULTY OF ECONOMICS' CULTURE

In this interview, I would like you to remember and analyse situations in which you could illustrate how things changed in the Faculty, through which it is possible to identify a cultural "after and before". In other words, you should recall situations that could characterise cultural changes at the Faculty of Economics. I would like you to classify your answers under any of the following 12 variables:

1. Leadership and role of the authority within the group and in relation to the organization (Management, decisions)

2. Strategies of motivation and rewarding (Affiliation)

3. Internal and external relationships

4. Ways of working together

5. Ways of learning

6. Ways of communicating

7. Attitudes towards change

8. Coherence and relationships between the Faculty's subculture and the University culture

9. Conflict resolution

10. Coherence between individual and communal objectives.

11. Main values

12. Internal mysticism (Shared values)

To help you answer these issues, let me ask you some questions:

a. Briefly describe what happened

b. What were the causes and the consequences?

c. What rules became suddenly visible through the incident?

d. Give more examples or situations like the one described before?

e. How did you feel with the change? Was it a common feeling?

j. What did you hear from your friends or colleagues about that change?

k. How do you relate your answers with the Faculty's culture?

l. Has anything changed since that time? What has changed and how has it been done?

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[31] See footnote 48.
[32] See footnote 49.

APPENDIX 4 [33]
EXEMPLIFICATION[34]

INITIAL QUESTIONS ARE INCLUDED IN EACH INTERVIEW IN ORDER TO UNDERSTAND THE FACULTY OF ECONOMICS' CULTURE

In this interview, I would like you to remember and analyse situations through which the Faculty's culture was made visible for you in any particular event, incident, situation or anecdote, related to any of the 12 variables proposed in this paper. I would like you to relate your answers to any of those variables:

1. Leadership and role of the authority within the group and in relation to the organization (Management, decisions)

2. Ways of motivation and rewarding (Affiliation)

3. Internal and external relationships

4. Ways of working together

5. Ways of learning

6. Ways of communicating

7. Attitudes towards change

8. Coherence and relationships between the Faculty's subculture and the University's culture

9. Conflict resolution

10. Coherence between individual and communal objectives.

11. Main values

12. Internal mysticism (Shared values)

To help you answer these, let me ask you some questions:

a. Briefly describe the incident, event, story or anecdote

b. What aspects of the Faculty's culture (of the 12 variables stated before) is illustrating the incident?

c. Imagine you need to tell about the incident to a newcomer, what would you tell him/her about the incident and its relationship with the Faculty's culture?

d. Relate the incident to one of the 12 cultural variables described above.

e. Would you say that this incident could be considered and developed in the same way before? Has there been any changes?

f. Would you say the incident and the way it developed itself could be considered something "normal" within the institutional culture?

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[33] See footnote 48.
[34] See footnote 49.

APPENDIX 5 [35]
MAKING COMPARISONS[36]

THE INITIAL QUESTIONS ARE INCLUDED IN EACH INTERVIEW IN ORDER TO UNDERSTAND THE FACULTY OF ECONOMICS' CULTURE

In this interview, I would like you to compare the culture of the Faculty of Economics with other Faculties or with the University as a whole, relating the answer to any of the 12 variables proposed in this paper. In order to help you to answer, I would like you to think about any other Faculty of this or another University. The variables to keep in mind are:

1. Leadership and role of the authority within the group and in relation to the organization (Management, decisions)

2. Ways of motivation and rewarding (Affiliation)

3. Internal and external relationships

4. Ways of working together

5. Ways of learning

6. Ways of communicating

7. Attitudes towards change

8. Coherence and relationships between the Faculty's subculture and the University's culture

9. Conflict resolution

10. Coherence between individual and communal objectives.

11. Main values

12. Internal mysticism (Shared values)

To help you answer these, let me ask you some questions:

a. Describe another Faculty, or even the University as a whole, and compare it with the Faculty of Economics in terms of differences and similarities.

b. What is considered normal in that Faculty or University that would be inconceivable in the Faculty of Economics?

c. What things are routine or normal at the Faculty of Economics that would be out of mind in other faculties or universities?

d. Would you say the Faculty of Economics is different?

e. Dou you find differences between the Faculty of Economics and "Universidad del Rosario" as a whole?

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[35] See footnote 48.
[36] See footnote 49.

f.   How do you relate your answers to the Faculty's culture?

g.   Which aspects of the Faculty's culture (of the 12 variables listed before) are these answers illustrating?

APPENDIX 6 [37]

BECOMING A STRANGER[38]

THE INITIAL QUESTIONS ARE INCLUDED IN EACH INTERVIEW IN ORDER TO UNDERSTAND THE FACULTY OF ECONOMICS' CULTURE

In this interview, I would like you to play the role of a person coming from outside who sees the Faculty for the first time. The idea is to relate your answers to any of the 12 variables proposed in this paper. The variables to keep in mind are:

1. Leadership and role of the authority within the group and in relation to the organization (Management, decisions)

2. Ways of motivation and rewarding (Affiliation)

3. Internal and external relationships

4. Ways of working together

5. Ways of learning

6. Ways of communicating

7. Attitudes towards change

8. Coherence and relationships between the Faculty's subculture and the University's culture

9. Conflict resolution

10. Coherence between individual and communal objectives.

11. Main values

12. Internal mysticism (Shared values)

To help you answer these, let me ask you some questions:

a. When you see the Faculty of Economics for the first time what opinion do you have in terms of environment, infrastructure and people?

b. Which may be the main topics discussed when you have that contact with the Faculty coming from the outside? What are the things you hear the most.

c. Which were in your opinion the keener comments and what topics were eluded?

d. What did you notice about the relationships among colleagues and between the authority and his/her subordinates?

e. How do you relate your answers to the Faculty's culture?

f. What cultural aspects (of the 12 variables listed above) are these answers illustrating?

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[37] See footnote 48.
[38] See footnote 49.

Appendix 7 [39]

Solving problems, challenges or controversies[40]

The initial questions are included in each interview in order to understand the Faculty of Economics' culture

In this interview, I would like you to recall a problem or challenge you may have had in the Faculty and how it was solved. Your account may include not only problems or challenges at the Faculty but also problems, tensions or challenges between Universidad del Rosario and the Faculty of Economics. You should relate your answers to any of the 12 variables listed above. The variables to keep in mind are:

1. Leadership and role of the authority within the group and in relation to the organization (Management, decisions)

2. Ways of motivation and rewarding (Affiliation)

3. Internal and external relationships

4. Ways of working together

5. Ways of learning

6. Ways of communicating

7. Attitudes towards change

8. Coherence and relationships between the Faculty's subculture and the University-wide culture

9. Conflict resolution

10. Coherence between individual and communal objectives.

11. Main values

12. Internal mysticism (Shared values)

To help you answer these, let me ask you some questions:

a. Describe the particular challenge, problem or conflict to be solved and explain how it was solved.

b. Who were involved in the problem, what was the solution and how you achieved it?

c. How did people at the Faculty respond to the problem or challenge, and what did they say about it afterwards?

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[39] For these questions, I developed a model resembling a particular procedure developed in the model proposed by Marshall and Mc Lean (1988). I found it necessary because it is in troubles and problems, and the way they are handled, where, in my opinion, culture can be explained. I will also ask the people interviewed to relate their answers to the twelve variables of organizational culture identified in this paper.

[40] See footnote 49.

d. How did the problem or challenge transform the culture of the Faculty?

e. Have further events of this sort been solved in a similar way?

f. How do you relate your answers to the Faculty's culture?

g. Which cultural aspects (of the 12 variables listed) are these answers illustrating?

Appenmdix 8
Recording files - Interviews

People included: deans, academic secretary, students, professors, former professors, former students, administrative staff, institutional leaders, coordinator of research, the "Learning Group".

APPENDIX 9
CRITICAL DISCOURSE ANALYSIS

In order to do the critical discourse analysis I looked for a group of about twenty different documents. At the end, I decided, with the help of the "Learning Group", to select just four of them. The reason for that was that those documents are the main ones when talking about the University and the Faculty thoughts, vision and planning. Two of these documents are related to the plans of the University and the Faculty before 1999 and two of them are about the Faculty plans from 1999 up to the present.

All of them may be characterised as documents which contain the main statements about the Faculty's past, present and future, within the institutional context. In each case I also chose certain pages, or even the whole document. The documents which will be analysed are:

1. DOCUMENT I: *Plans and Programs, "Universidad del Rosario" 1995-1996*, Faculty of Economics, pages 205-239.

2. DOCUMENT II: *University Policies for the next future 1997-2000,* Chapter on Research, pages 29-31.

3. DOCUMENT III: *Strategic Plan of the Faculty of Economics 1999*, February.

4. DOCUMENT IV: *Accounting to one generation* (Speech to former students graduated in 1973 by Hernán Jaramillo Salazar). November 2003.

Using Appendix 1, I will analyse the three elements to be considered with the Critical Discourse Analysis using a table in which the documents will be identified with a Roman numeral (I to IV). I will study the vocabulary, the grammar and the textual and logical structures.

TABLE 3

CRITICAL DISCOURSE ANALYSIS – FOUR DOCUMENTS FROM THE FACULTY OF ECONOMICS AND "UNIVERSIDAD DEL ROSARIO"

Vocabulary	Document I	Document II	Document III	Document IV
1. Ideology	a. Interest in internationalisation and the public sector (In this last case with certain interest in politics) b. Words with the sense that the past was wrong and that things have improved from 3 years ago. c. Research closer to students' interests. d. Interest in topics such as moral values, social values and principles.	a. Interest in the concept of building an Academic Community interested on publishing. b. Words with the sense that the important thing is to develop actions in order to attain goals. c. Research related to the academic community not to students works.	a. Interest in the concept of Academic Authority based on the professors' academic titles. b. Emphasis on the quality of the professors and research. c. Interest in the curriculum and its logic. Especially, a clear emphasis on Economics theory and applied microeconomics. d. Certain interest on the public sector, which seemed to be overlooked in the older curriculum.	a. Interest in the concept of research, groups of research, professors, young researchers, knowledge, microeconomics, quantitative formalisation. b. Emphasis on topics which express how to build success within the Faculty: project of life, project of knowledge, group, habitat and recognition. c. Research as a complex system in which you combine: teaching, research and extension of your knowledge d. Interest to stress certain emphasis on coherence and equilibrium in the way the Faculty has evolved.
2. Wording	Use of formal words with emphasis in terms like: Humanism, internationalisation, social responsibility.	Use of formal words with emphasis on: academic community, actions for the future and publishing.	Use of formal words with emphasis on: research, academic community and curriculum	Mix between formal and informal words with emphasis on how to build institutional capacities to grow on research and teaching
3. Expressiveness	a. Low expressiveness, due to the use of formal structures b. In any case the document expresses tacitly that the past represents a closed Faculty, with no research, bad professors, bad curriculum and bad students	a. Low expressiveness due to the use of formal words. b. The document expresses that research does not exist. It expresses the interest to develop research in the future.	a. Low expressiveness due to the use of formal words. b. The document implies that the past of the Faculty and of the University is useful to the future plans.	a. High expressiveness and common use of metaphors and symbolisms. b. The document exalts the recent past (about 6 years) and says how to build the future
4. Use of Metaphors or Symbolisms	Absence of statistics or any other symbolism or metaphor.	Use of diagrams and figures. Absence of symbolism or metaphor.	Use of tables. Absence of symbolisms or metaphors.	Use of metaphors and symbolisms.

Vocabulary	Document I	Document II	Document III	Document IV
Grammar				
1. Ideological differences	a. Active and positive sentences except when talking about the past. b. Adjectives tend to be stronger when the document talks about the past. Especially to justify the present. c. Research related to students tasks. d. Emphasis on humanism in the curriculum as the main strategy for the future e. Document in which there is not any intention to justify the arguments.	a. Active and positive sentences. b. Use of imperative sentences when talking about the future actions needed. c. Research related to the need of a new academic community d. Emphasis on certain failures in the group of professors.	a. Active and positive sentences. The sentences seem to be advices for the future. b. The document implies that strengthening research and the quality of the professors things will change. b. Improving on research and professors will allow the Faculty to create a Masters degree. c. The document defines a clear path for the professors to move from low to high categories. This topic is related to an interest in their academic project of life.	a. Active and positive sentences. The sentences try to show real accomplishments. b. Use of adjectives to stand out the results already gotten and to give certain flavour of how the dream of change is becoming real. c. Document in which complexity is evident. The academic construction is related to 5 variables in permanent tension and equilibrium. d. The document does not exaggerate on details. It gives in particular the macro level analysis.
2. Use of grammar	a. Use of imperative sentences for the future. Use of declarative sentences for the past. b. Declarative sentences sound as someone criticizing the past	a. Use of imperative sentences when talking about the future actions needed.	a. Use of declarative sentences, even when talking about future actions to be done.	a. Declarative sentences. b. The document does not stress on actions or tasks to be done.
3. Expressiveness	The grammar expresses some kind of reaction against the past and interest for the future.	a. The document expresses that things have to be done in the future. In a way it is expressing that in the past research has not worked properly. b. Emphasis on future control about results. c. The document implies that the past is more about efforts than real accomplishments.	a. The document expresses a lot of job to be done for the future of the Faculty. b. Emphasis on the future and how it is building based on the past. c. The document includes not only things and thoughts at the macro level. It also includes micro level actions to be done and controlled.	a. Clear expressiveness in the vocabulary and grammar. b. The emphasis is neither on the past nor on the future. Its emphasis is on how is the construction of the academic results attained and proven in the document.

Vocabulary	Document I	Document II	Document III	Document IV
Textual and Logical Structures				
1. Type and form of argumentation	There is no argumentation at all. The sense is that the document itself is the argument, and that there is not any possible evidence to support the document.	Argumentation based on other documents developed at the national level by national agencies of research.	Argumentation based on facts (Tables with quantitative information about the Faculty). Also the argumentation is based on names (Professors and their CVs)	Argumentation based on Academic Authority (Using positions from recognised academics from other countries) and based on results.
2. Strategies of argumentation	No argumentation. Based on certain understanding about the problem, but it is not justified.	Argumentation based on authority (Academic authority from policies established by national agencies of research)	a. Argumentation based on academic authority (names and CVs of the professors) and quantitative information b. Interest in argumenting based on historical reasons. In a way, the history of the University and the Faculty appears to be important as a justification for the future plans.	a. Argumentation which uses clear and specific results related to each one of the components developed in the institutional construction. b. The argumentation also reinforces the need for change given the youthfulness of the Faculty and its need to survive in the future.
3. Role of actors included in the documents	Actors appear just when the document talks about good things which have changed the Faculty.	Actors are very important in this document as their future actions will be controlled.	a. Actors appear when defining actions for the future and the way to evaluate them. b. Different from the other documents, in this case the responsibility is not just for teachers and students. Directives appear as key actors.	a. Actors appear tacitly as the managers who have attained accomplishments. b. The document invites people to read and ask more about what is happening in the Faculty. c. As the main actor, the writer expresses certain interest in showing results (accounting)

Appendix 10
Group of selected texts from the interviews

Texts Group 1 (Given during the interviews about the previous reality of the Faculty): "In the University there was questioning about why to do research"; "It was no possible to be the leader with a bureaucratic authority"; "In terms of leadership, the Faculty moves from people who need external control to people who moves by self-motivation"; " I remember that everything was too formal at the Faculty, everything was perfectly organised"; "academic committees were poor on technical and academic debates"; "Leadership was dictatorial and centralised"; "there was, in the case of teachers and Deans certain rush to work for a while, before finding anything else"; "the culture was different, things which were not asked by letter never could find any answer"; "we did not need anymore to ask for an appointment to talk with the Dean"; "the were not any kind of research agenda and they (professors) distracted us to find some reference to the different libraries all over the city"; "Professors were highly under-qualified. Some of them just had graduated from the BA program and did not have any kind of preparation for their task"; "There were also a general belief that we were on a second class department."

Texts Group 2 (Given during the interviews about the differences between the two stages in which we could divide the main transformation process at the Faculty of Economics): "The first stage is dedicated to implementation, the second one is the continuity of the one before […] the first one is devoted to consolidate the basis, the second one to the implementation of the policy"; "In the second stage there is much more emphasis on research"; "The second stage is the development of the first one […] I could not see both parts different"; "During Hernán Jaramillo`s Deanship, you could see more informality whit communication and decision-making, much more self-motivation."

Texts Group 3 (Given during the interviews about the model formulated by the Dean, and lived by the people at the faculty level)

- *Project of life*: "I received two offers for job from other places and was offered a higher salary. However I did not quit. I like what I am doing here and the way it gives me quality of life, which outside the Faculty could never be rewarded"; "no one is here for a while, our motivation is to build a career"; "I can see there is a strategy to build academic careers with the young students"; "I never thought a Dean in this Faculty could last in his/her charge more than three semesters"; "Until now, no one has gone because (s)he wants to go"; "What is very valuable in the Faculty is its process of educating new researchers through the implementation of a Young researchers program"; "We are trying to make the University a prestigious one, rather than giving outside opportunities more prestige."

- *Project of Knowledge*: "When comparing with the past, I found in the Faculty more academy, more rigor with respect to theories and science" ; "there is a clear emphasis on research"; "change implied giving importance to economic thinking and research on microeconomics"; "I can see coherence between individual and collective works: the interest on research"; "We see more rigor in teaching compared with other faculties."

- *Group*: "If you come to the Faculty for the first time, you will see common interests […] and if the individual affects the group, he will go out"; "I can see that bosses refuse to be bosses […] I see a horizontal strategy for making decisions"; "here we do not have a hierarchical environment" ; "I remember one colleague saying. I am giving up. I am not giving something to the group, I have to leave"; "What we have here is not a Faculty of Economics with a group of research, but a Group of Research with a Faculty of Economics"; "This is not a workplace, is more than that".; "tensions are solved having into consideration the priorities of the group."

- *Habitat*: "there is a clear tension between the University and the Faculty, what we do is to manage that"; "today "Universidad del Rosario" changed and moved towards the Faculty of Economics and the Faculty of Economics moved towards the University"; "We need to help the University to understand the Faculty of Economics and the Faculty to understand the University"; "The Faculty of Economics is a strange model in the University and it bothers now and again, but it shows results!"; "Hopefully there is a coincidence between the time for transformation in the University and the transformation of the Faculty"; "in a University traditionally related to lawyers, the model of the Faculty was a little bit exotic."

- *Environment of Legitimacy*: "Our motivation for work is the social pressure of the group around academic production"; "high level titles (PhD) and mutual exigency, are the natural selection tools in the group"; "There is a very strong academic pressure […] pressure for academic production […] young people comes and also puts pressure"; "when one researcher reduces his/her production, the group starts to see him/her as an inferior"; "You sustain yourself in the Faculty, with just results!"; "Coming to the group with a failure is very hard, almost impossible to go in"; "The Department is very proud of its model and the research productivity of the Faculty."

Texts Group 4 (Given during the interviews about the determinants of the culture at the Faculty of Economics)

- *Academic Authority*: "You are only recognised by academic authority […] if you are not a PhD, you are not recognised properly"; "your status depended on titles and diplomas"; "Leadership is intellectual rather than hierarchical. You try to influence more than to command"; "high level titles (PhD) and mutual exigency, are the natural selection tools in the group"; "Leadership is based on authority and knowledge"; "we do not have bureaucracy."

- *Informality*: "Before even though we had an "open doors" discourse, it did not coincide with the reality. Nowadays the Dean has been open to receive us at any time"; "academic irreverence is permitted […] the rigidity is broken"; "Informality went to far away […] I remember a teacher smoking in an interview for a new undergraduate student"; "we prefer less formality and quick meetings"; "I do not need an appointment to talk with the Dean"; "We treat each other using the name, we will never use again the titles to call each other"; "we are against formal meetings"; "There are not schedule for meetings"; "Management is less based on rules, more anarchic" ; "Teachers never use a tie and a suit as before the change."

- *Transparency*: "Teachers recognise if you do a contribution"; "decisions are taken trough consensus […] they are not imposed"; "There is a tacit value, never sign what you have not done";

"All your work is over the table"; "If you betray the group, you are out"; "there are common interests. If you affect the group you are out" "There is an ethics of young researchers. They are not a free work force. There is an ethics of educating and promoting them."

- *Autonomy and Trust*: "Everything goes inside yourself […] trust unless you betray the group"; "Our work is based on results and trust."; "We prefer to trust people rather than structured procedures"; "here no one is asking you for your work […] they let you work alone and show results"; "We have in mind that we can not let the Dean down"; "People leave because of the pressure or because of disloyalty"; "It is not needed to stay 8 hours a day […] you may work at your home."

- *Rigor*: "The students perceive more rigorousness in teaching […] now we have to study more […] and we can see that compared with other faculties"; "I can see now more rigorousness in economics teaching and research."

- *Relationships based on academic results*: "prizes and punishments are based on publications"; "The group controls and eliminates what does not respond"; "before the change we had many free riders […] but not anymore"; "I miss human warmness, what is important is to complete your tasks"; "There is a feeling of competitiveness […] a rush to stand out and be the best one […] by publishing"; "Our motivation for work is the social pressure of the group around academic production."; "There is a very strong academic pressure […] pressure for academic production […] young people comes and also puts pressure."; "when one researcher reduces his/her production, the group starts to see him/her as an inferior"; "You sustain yourself in the Faculty, with just results!"; "Coming to the group with a failure is very hard, almost impossible to go in"; "If someone do not produce […] we ignore him until he resigns ."

Texts Group 5 (Given during the interviews about the future of the Faculty of Economics): "in the future we need a balance between formality and informality"; "we need to give more importance to students and teaching"; "We do not have any self-critique. We need a catharsis"; "it is not possible to hold the model, by just criticising what happened before"; "results are starting to be not the expected"; "about changes in the future, we just have fears"; " The Department also lacks of an open academic debate within the research group. Some of the Faculty do not produce for quite some time and an evaluation for them is needed".