

**Dealing and discovering a new
organizational culture within a
very traditional University**

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“Dealing and discovering a new organizational culture within a very traditional University”¹

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ABSTRACT

The “Universidad del Rosario” is one of the oldest Universities in Colombia, it was founded in 1653, and 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 the nature of its performance. This research explores this change using a model which studies the culture as a complex reality. The results of this paper are very interesting from a theoretical viewpoint, as they are an example for change agents of how a very old and traditional academic setting could be transformed and how to study this issue.

Keywords: Universidad del Rosario, Education, Change Agent., culture, complex reality.

RESUMEN

La Universidad del Rosario es una de las universidades más antiguas de Colombia, fundada en 1653 y, desde entonces, caracterizada como una universidad tradicional. Existe al interior de la Universidad una Facultad que ha desarrollado fuertemente un cambio cultural transformando la naturaleza y desempeño de la Universidad. Esta 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 teórica dado que es un ejemplo de “cambio de los agentes” en como una institución antigua y tradicional en términos académicos puede transformarse y cómo puede estudiarse dicho caso.

Palabras Clave: Universidad del Rosario, Educación, Cambio de los Agentes, Cultura, Realidad Compleja

“...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- Colombia
Part of the speech he pronounced about the future of the oil sector*

I. INTRODUCTION

The “Universidad del Rosario” is one of the oldest Universities in Colombia, it was founded in 1653, and has since then been characterized as a very traditional

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University. During the last six years one of the Faculties within the University has developed a deep cultural change which has transformed the nature of its performance.

The purpose of this research is to use a model which, considering the organizational culture as a complex system, can be applied within the Faculty in order to analyse how it has transformed performance. To do this, the research will define a concept for organizational culture and will propose a particular model to describe the culture of the Faculty. In this last part, the research will define the principal drivers of cultural change and how they can explain new results on performance indicators.

The research will use a “learning strategy” to help institutional leaders study the culture of their Faculties and how these 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. All of them can be tidily organised in five main phases: designing the house, finding a site, building the main structure and the foundations, building the walls, and finally finishing the house, which involves details such as tiles, carpentry, fine finishing, decoration and even landscaping. In this paper, I want to work on and describe the culture of the Faculty of Economics and its impact on the “Universidad del Rosario” using the simile of construction stages. This initial chapter is identified as the design, in which I describe the procedures and research methods used throughout the research, apart from the people interviewed and the documents analysed. Then, I will describe in detail the institutional setting that in construction terms could be compared with the definition of 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 myself.

The investigation will then study the basic concepts of organizational culture and explain the model used in the research, which corresponds to the construction stage of structure and foundations. In this part, I will present the theoretical framework used in the research, apply it to the investigation and do some initial auditing of the first results obtained. In order to do this, I will repeat the initial encounter with the Dean and the head of planning of the University. The results of the organizational culture and the study of change management and performance at the Faculty of Economics are associated 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 develop a session within the “Learning Group”, in which the Dean of the Faculty of Economics, the Director of Academic Planning, and me as Vice-rector of the University, discuss the methodology and the partial or final conclusions derived from the theoretical or empirical results. This will give the research a permanent institutional reflection, which could be helpful for the

University in the future. As Marshall (1988) says “knowing about your culture is a starting place for change”, and can also be useful in order to avoid impediments to change. Therefore, if you first learn about change, you can then reinforce it and avoid instability. A strong knowledge organizational culture can then be seen as a useful tool while building for the future.²

The research will go back at any time during its implementation to any particular stage, or even will go back to a certain research method used before³. In a way, this breaks the traditional linear approach to problems, preserving the opportunity to enrich previous work done in the research or the conclusions of it. In this way, I will introduce my own practitioner reflections as well as the institutional reflections, which can then be further extended beyond the scope of this paper, as dynamic intellectual capital of “Universidad del Rosario”. One of the reasons for inviting the Head of Planning of the University to participate in this research, stems from the idea that the planning process requires working on the culture, studying it and particularly understanding that research based universities and colleges “need not to have the same culture; indeed they ought not. What members of each institution need to do is to incorporate throughout their planning processes various methods of fostering a shared cultural value.... One general tenet for planners is to capitalize on useful elements of the existing cultures, especially those that exist across a subculture”⁴. 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 can 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.⁵

² 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”.

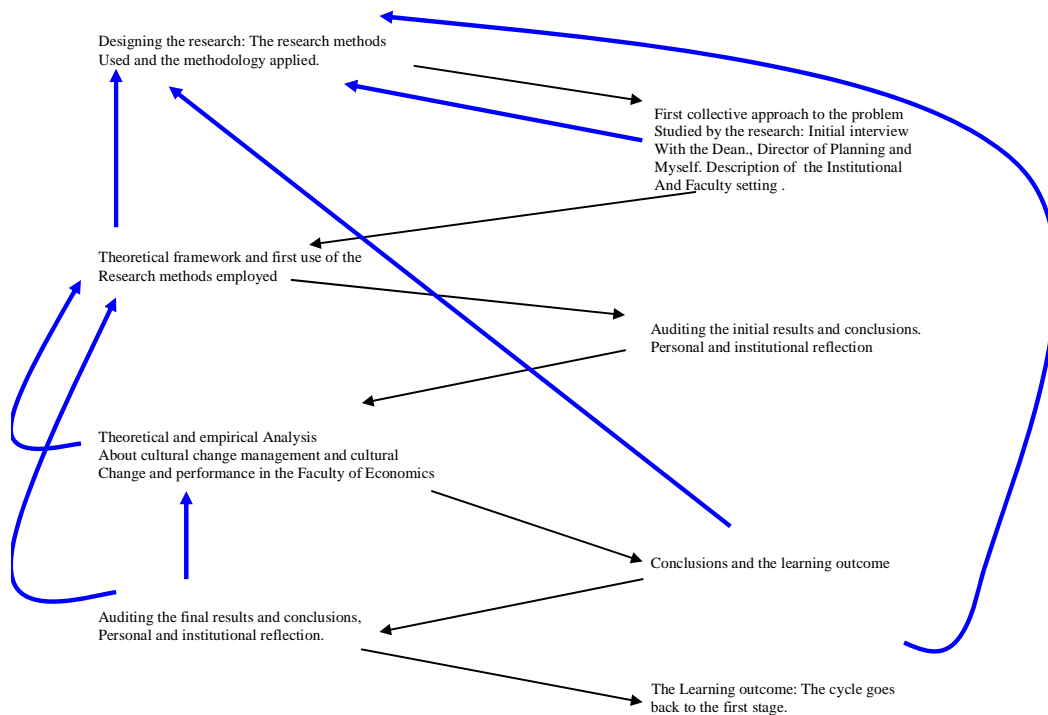
³ In particular, the research will have an audit at the middle of it, which will explore the main partial results, difficulties and future stages to be developed. This task will be a collective analysis with the Dean of the Faculty, the Director of Planning and I.

⁴ Peterson Marvin W and Dill David D, “Planning and Management for a Changing Environment”, 1997, page 239-240

⁵ This diagram resembles and applies a similar sketch to the one used on “Reflection in action: Exploring Organizational Culture” by Judy Marshall and Adrian McLean, included in “Human Inquiry in Action: Developments in new paradigm research” Sage Publications, 1988, pages 199-220, Chapter 10.

Figure 1. *Cycle of the research**

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



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

The spirit behind the work of this paper 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 methods of research: one associated with critical discourse analysis, and the other related to in depth interviews based on personal experiences. Both of them will be analysed simultaneously, and will be enriched together. 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) describe this as a narrative study in which “researchers enable people to tell their own stories”⁶ in which “rather than writing about them, why not let them portray their lives”⁷.

⁶ Kenneth J. Gergen and Mary Gergen, “Social Construction: Entering the Dialogue” First Edition 2004, page 81

⁷ Kenneth J. Gergen and Mary Gergen, “Social Construction: Entering the Dialogue” First Edition 2004, page 81

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 form of argumentation, strategies to argue, logic and composition of the texts, tacit insinuations, symbolisms, vocabulary and style and references. Fairclough (1989) developed ten questions⁸, 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. Appendix 1 develops the questions selected for this paper. 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, which reflect the institutional thinking of the Faculty. After initially reviewing several documents, and according to interviews with the “Learning Group” regarding works covering the culture of the Faculty, I found that only four such documents represent the institutional thinking of the Faculty. In a way all of them represent at least three periods or stages of the Faculty, related to the ones found in the interviews⁹. All of them include strategic and tactical realities within the Faculty of Economics. The following are the mentioned documents, and they will all be profoundly discussed in 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 for former students of 1973- Given 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. The 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 the “Universidad del Rosario”. The first group corresponds to current and past leaders at the institutional level. The other groups of people to be interviewed correspond to conceivers, implementers and recipients of the hypothetical cultural change: conceivers such as the Deans of the Faculty, implementers such as Professors and Deans¹⁰ and recipients such as students. In the last part of the research I will have group interviews. They will discuss about the main partial conclusions.

⁸ Questions related to vocabulary, grammar and textual structures

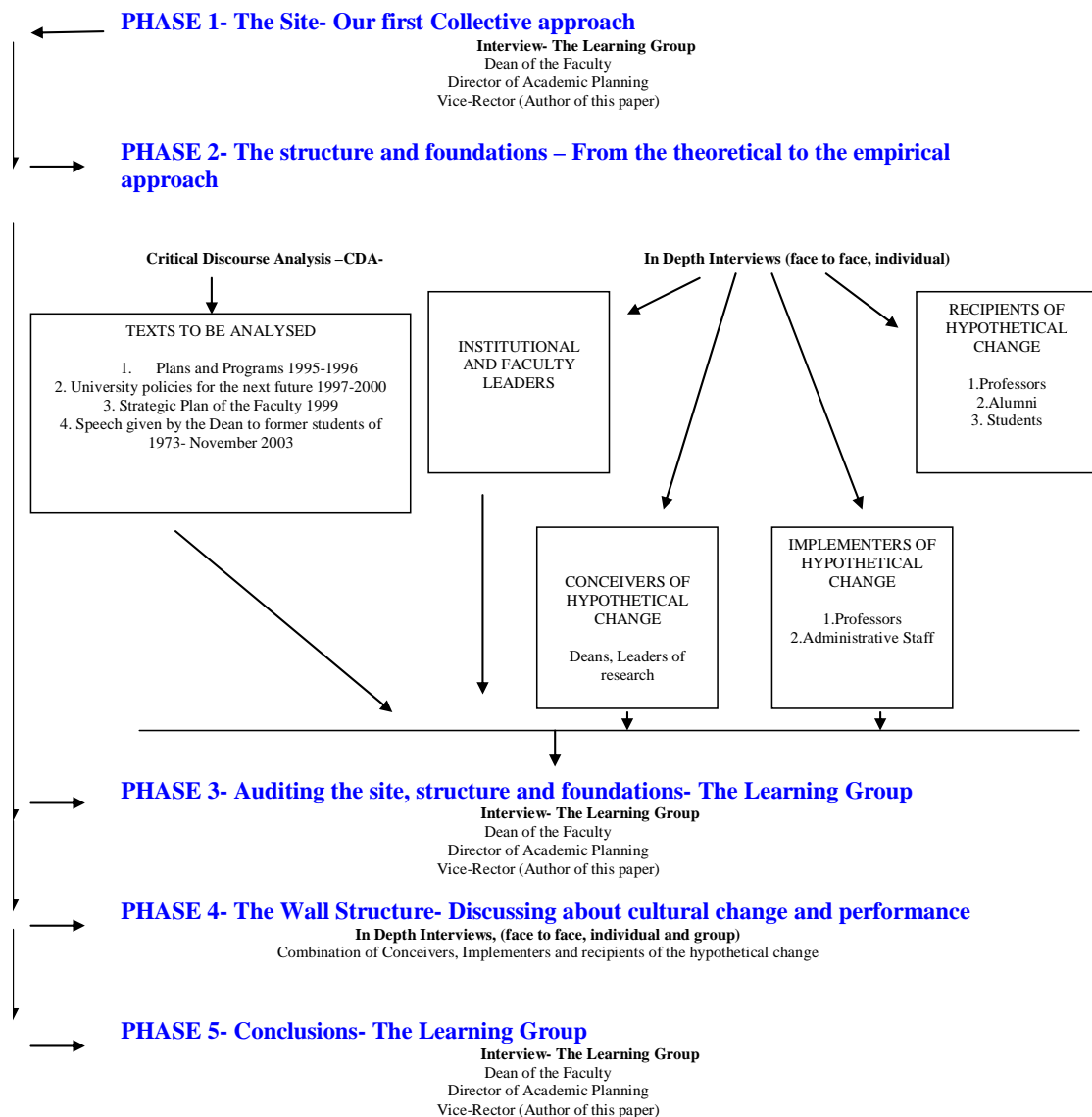
⁹ Those stages are: the first one before Maria del Rosario Guerra assumed the Deanship; the second one, when she was the Dean, and the last one when the Deanship was assumed by Hernán Jaramillo Salazar. More about these three stages can be found in the results chapter.

¹⁰ During the construction phase called “Finding the Site”, which corresponds to the initial meeting with the “Learning Group”, they asked me, and I agreed, to include as conceivers of change, those

During the research, I will work with the current Dean of the Faculty of Economics and the Head of Academic Planning of the University, checking the development of the research, in what I called the “Learning Group”. This group will help to develop a cycle in which I will combine action and reflection, action when interviewing and working with the main institutional and faculty members, and reflection when 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.

professors who have abandoned the Faculty for any reason. The majority of the time, due to their incompatibility with the model developed by the Faculty.

Figure 2. *Cycle and Dynamics of the Research Methods used*



Again, I must say that this research has not been developed in a continuous way; therefore a first approach to the research methods used and all the overall design of this paper were discussed with the Learning Group. Given those recommendations and improvements, the initial overall design changed, and finally ended up with the design and methods exposed in this chapter. Next chapters will describe the particular topics and questions to be answered during the interviews, according to the theoretical framework or the needs of the particular interest in each case.

III. THE SITE – OUR FIRST COLLECTIVE APPROACH.

This chapter will include not only the institutional and Faculty setting, but also my first encounter with the current Dean and the Director of Academic Planning and Development of the “Universidad del Rosario”.

The “Universidad del Rosario” is a very old higher education institution founded in 1653 by an Dominican priest called Fray Cristobal 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 in America of Bologna (University of Bologna in Italy) and Salamanca (University of Salamanca in Spain). The educational emphasis at Rosario University has been related to excellence in teaching according to humanism and ethical values. In fact since 1653 the mission has included topics such as: strong education in ethics and humanism, suitable teaching and the creation of Colombian leaders¹¹ who act according to the common good of society. Nowadays, the “Universidad del Rosario” is one of 10 Universities institutionally accredited according to high standards of quality, and has a recognised reputation for its teaching, research and social projection in Colombia.

By 1990 the University had identified a kind of crisis in its development and adjustment to the environment of higher education in Colombia. According to the new Law (Law 30 of 1992), many new institutions appeared in the higher education arena, developing robust strong educational projects which inevitably competed with the “Universidad del Rosario”. In fact, by 1994 the University was talking about how it was sensitizing to the rhythm and tone of present times; “...this turbulent period, which has broken the established paradigms by which we understood realities, 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 to them with their action.”¹² That year the University proposed a plan of 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 high standards of quality, an increase in quantity and quality of full time teachers and researchers, new investments on campus in technology, books and research journals, software and hardware for teachers and students, and many other accomplishments.¹³

One of the Faculties that has advanced more during this change, is the Faculty of Economics. This Faculty was founded in 1960, and is today one of the oldest Economics Faculties 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, open new spaces to understand national economic problems, develop new analytical abilities within students and increase the number of teachers

¹¹ In fact, 30 out of about 70 Presidents of Colombia have studied at the “Universidad del Rosario”

¹² Planes y programas 1995-1996, Universidad del Rosario, May 1995.

¹³ The best way to support this remark is to refer to the “self evaluation process” held at the University, which led the “Institutional Accreditation”. This achievement implied that the external community, according to the national model of quality on higher education was publicly informed of the high quality of the institution. Today there are only 10 Universities in Colombia, out of 300 higher education institutions, who 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.

with master and doctoral educations.¹⁴ Today the Faculty of Economics has a recognised reputation in research, especially within the academic community, due to the Research Group achievements. This Group was recognised last year as the best group of research in economics in Colombia, by Colciencias (the national agency on research who qualifies research groups in the country according to their academic production).¹⁵

Having this in mind, I started sharing the content and methodology of the project with the current Dean (Dr. Hernan Jaramillo Salazar) and the Director of Planning at the University (Mrs. Nora Pabón), in order to build a better understanding of the culture of the Faculty of Economics. 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 the “Learning Group”. They found this experiment quite useful, recognizing that it can be used in the future by other Faculties, 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 deeper in 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 recommended to me a book developed in Latin America for 37 science and technology institutions (37 knowledge organizations)¹⁶. The book explains how these institutions were created?, What happened to them? What are the clues in their productivity or stagnation?, and what was the relationship between the people, the institution, the ideas, the group and the context? The book uses a methodology which mixes interviews, with documental analysis and more and more refining meetings. I have placed particular emphasis on this book, because it will be very useful in one of the chapters.

With regards to the methods, the “Learning Group” asked me to include in the interviews not only the current professors, or even the ones 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.

¹⁴ This period began when a lady called Maria del Rosario Guerra assumed the Deanship of the Faculty of Economics. She stayed in this position for two years, then she was elected to be the Vice-rector of the University and Hernan Jaramillo Salazar, the current Dean, assumed the new Deanship.

¹⁵ In addition, the Faculty of Economics also held its “self evaluation process” and attained “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. The Faculty was the first Faculty of Economics in Colombia to achieve this recognition.

¹⁶ The Book is “37 modos de hacer ciencia en América Latina”, Hernando Gómez B and Hernán Jaramillo Salazar, TM Editores, Colciencias, January 1997 First Edition.

IV. THE STRUCTURE AND FOUNDATIONS – THEORETICAL FRAMEWORK

The concept of organizational culture and applying a research model

There are plenty definitions of Organizational Culture, such as the ones proposed or included in Schein (1989)¹⁷, Marshall (1988)¹⁸, Mendez (2004)¹⁹ 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 so clear for all. There are inevitable, invisible thoughts and acts that can be related to topics such as the leadership in the organization, the 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”²⁰.

Using Marshall (1988)²¹ and Mendez (2004)²², I concluded on an integrated model to understand the concept of organizational culture, from which it is possible to identify a shared understanding for this paper. In this last concept, it is necessary to include the *influencers* of the organizational culture such as the history, the leadership of the senior management, the main role of the organization (relevance of the organization²³), the structure and the size of the organization. I would call this the setting of the culture. On the other hand I include the *particular setting* of the culture, integrating what Mendez (2004) calls the personality system and Marshall (1998) the subculture. This concept is of particular importance when considering a University

¹⁷ Who gives 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.

¹⁸ Who gives concepts from Ouchi and Johnson 1978, Van Maanen and Schein 1979, Baker 1980, Braten 1983, Wilkins 1983, McLean and Marshall 1983.

¹⁹ Who gives 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.

²⁰ Hill Ivonne, Lomas Laurie, MacGregor Janet, “Managers, Researchers, Teachers and Dabblers: enabling a research culture in nursing departments in higher education institutions”, Journal of Further and Higher Education, Vol 27, No. 3, August 2003, page 318.

²¹ 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.”

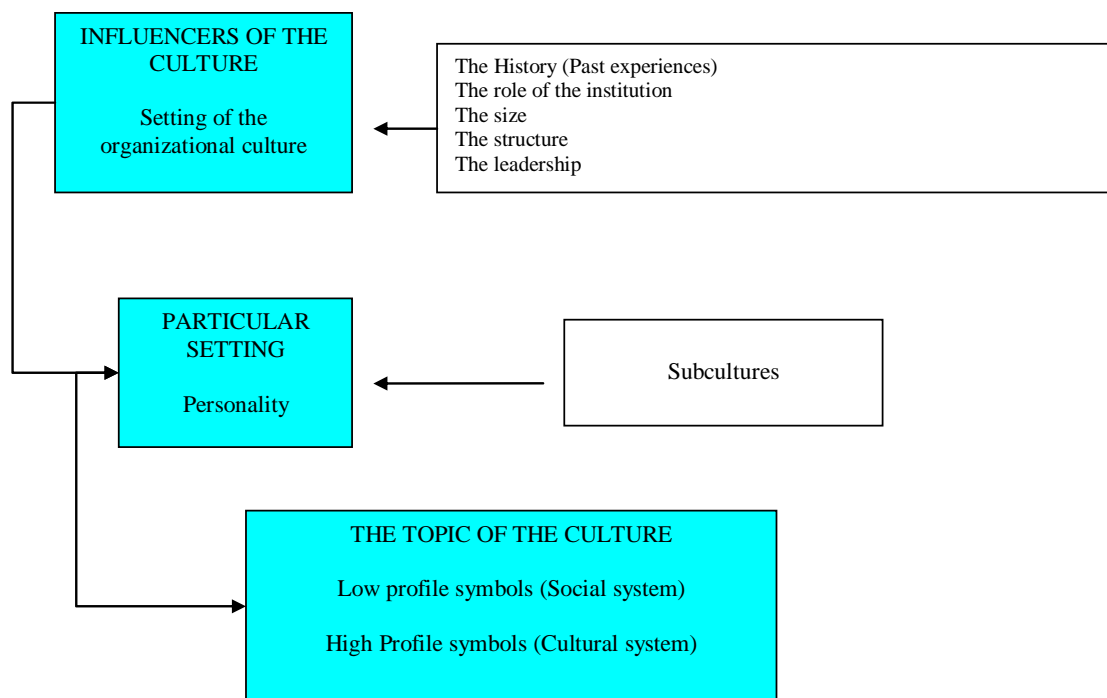
²² Mendez (2004) gives his own concept and says that “Organizational Culture is the collective conscience expressed in a system of shared meanings which identify and differentiate members of an organization. Such meanings and behaviours are determined by the concept the leader has about humankind, structure, cultural system, organizational climate, and the relationships between all of these”.

²³ In this case a Knowledge Organization.

setting; Becher (1989) talks about academic tribes and territories, and how there are clear interconnections between academic cultures and the nature of disciplines, which in the case of this paper is quite important.

And finally *the topic* of the culture, integrating what Mendez (2004) calls the shared meanings²⁴ and Marshall (1998) the symbols (low and high profile symbols). Low profile symbols (or the social system), refer to the “lived reality” of an organisation, this includes habits, social and authority relationships, customs, communication, climate, and any other informal reality of the organisation. High profile symbols (or the cultural system), refers 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”²⁵, in other words the “symbolic apparatus” of the organisation. Figure 3 models this understanding of organizational culture.

Figure 3. Understanding of Organization Culture in this paper



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

Referring about the first obstacle, we have on one side a traditional approach, which sees organizational culture based on one single approach, and on the other side, one

²⁴ 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).

²⁵ Judi Marshall and Adrian Mc Lean (1998), “Cultures at work: How to identify and understand them?”, 1998.

that explores organizational culture as a multi-perspective discipline, which however displays a clear concept of complexity. The first traditional approach can be easily found in works such as 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 the culture of an organization, and the idea is that each organization should be related to one of them. If you are doing research on organizational culture, the idea is to classify the organization into one of these categories. Table 1 summarizes the main conclusions of each of these works.

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...”²⁶. In conclusion it is difficult to describe a culture by just one method.

For this reason, 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 the cultural manifestations must give 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 co-exist together in an organization.

This paper considers the research problem from a multi-perspective approach in which it is impossible to give the correct interpretation by just 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”²⁷. 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 (...)”²⁸ even ending in poor loyalty to the University culture (Becher (1989), Altbach (1996))²⁹.

²⁶ Wiener Yoash, “Forms of Value Systems: A focus on Organizational Effectiveness and Cultural Change and Maintenance”, *Academy of Management Review*, 1988, Vol 13, No. 4, Page 539.

²⁷ Martin Joanne, “Culture in Organizations, Three Perspectives”, Oxford University Press, First edition, 1992, chapter 9.

²⁸ Peterson Marvin W., Dill David D, Mets Lisa A and associates, “Planning and Management for a Changing Environment”, First edition, 1997, page 231 and 232.

²⁹ Cited in Hill Ivonne, Lomas Laurie, MacGregor Janet, “Managers, Researchers, Teachers and Dabblers: enabling a research cultura in nursing departments in higher education institutions”, *Journal of Further and Higher Education*, Vol 27, No. 3, August 2003, page 319.

Table 1. Some works based on a single approach to organizational culture

AUTHOR	MAIN CONCLUSIONS – SINGLE APPROACHES TO ORGANIZATIONAL CULTURE
Kim S. Cameron and Robert E. Quinn (1999)	<p>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</p> <p>Types of 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).</p>
Carlos Mendez (2004)	<p>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.</p> <p>Types of organizational culture: Identification between the employee and the organization; Leadership action; person-oriented management; structure dynamics</p>
Carlos Mendez (2005)	<p>Aspects considered for the categories: it considers topics such as: knowledge of the objectives, cooperation, leadership, decision making, inter-personal relationships, motivation and control.</p> <p>Types of 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.</p>
Yoahs Wiener (1988)	<p>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 first ones focusing in particular goals, functions 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.</p> <p>Types of organizational culture: Functional-Traditional; Elitist-Charismatic; Functional-Charismatic; Elitist-Traditional.</p>
Ian Mc Nay (1995)	<p>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 tight is the control over activity or the f implementation of any policy.</p> <p>Types of 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).</p>
Fons Trompenaars and Charles Hampden-Turner (2000)	<p>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 organisation’s destiny, purpose and goals.</p> <p>Types of 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).</p>

What the traditional and the multi-perspective approach have in common, the latter used by this paper, is that they both place interest 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 and inferred in a group, which are able to influence the behaviour, decision making, motivation and 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, structure of power and decision (size, work division, authority, coordination, strategy and structure, technology and structure, environment and structure), cultural system (myths, ideology, values, rituals, beliefs, habits, rules and stories), 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 of 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 (2004)	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 behavior patterns), values (testable in the physical environment, testable only by social consensus), basic assumptions (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 leadership), 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 behaviors, 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, stability), 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 the “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 relationship 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

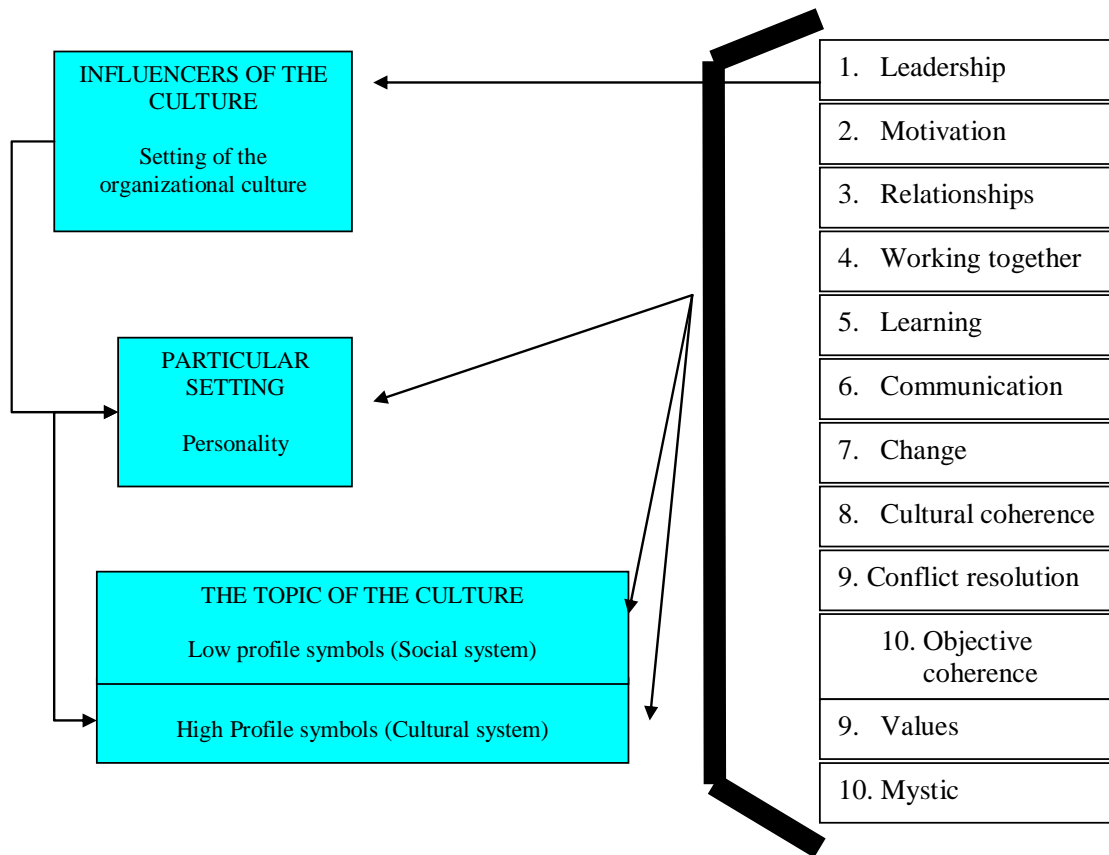
3. Internal and external relationships
4. Ways of working together
5. Ways of learning
6. Ways of communication
7. Attitudes towards change
8. Coherence and relationships between the subculture and the institutional culture

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 can be compared to the model and definition of organizational culture used in this paper, having considered that all of them can 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.

Figure 4. Understanding of Organizational Culture in this paper- The main variables to be explored



The next phase is to define how to develop the proper instruments in order to better understand the culture in a complex way. Many papers apply a format-questionnaire in which it is assumed that the organization can be easily formatted. This will not be the case of this research³⁰. Initially this paper will analyse a group of Faculty and institutional texts using the Critical Discourse Analysis, keeping in mind that this work may not provide a precise analysis of organizational culture, however it can be more objective when compared and checked against other methods such as in depth interviews.

The real problem was 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, because they describe “real life” situations by which it is possible to approach the culture of a certain institution or department. As she says, they offer “...opportunities to explore and experiment with the notion of culture, and thus to start developing the detailed awareness of how your culture now operates...”³¹ This paper will try to

³⁰ 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”.

³¹ Judy Marshall and Adrian Mc Lean, “Cultures at work: How to identify and understand them”, 1988.

incorporate the main variables discussed in figure 4, and how to relate them with the methods proposed by Marshall (1988).

The methods will ask to recall or bring back situations lived by students, professors, deans, staff or even institutional leaders, from the Faculty of Economics at the “Universidad del Rosario”, and the topic will be analysed without being too formal and taking the maximum from each person. Finally I must characterise those interviewed as: transition actors (students, professor, staff and Deans who supposedly have lived a cultural change), and current actors (current students, professors or staff who have just lived the current organisational culture, without knowing the supposedly previous cultural scenario).

The situations studied in this paper, following Marshall (1988), will be named:

- i) ***Becoming a Newcomer***: Which 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 faculty culture.
- ii) ***Breaking the rules***: Which will analyse situations in which transition actors illustrate how things changed, in which it is possible to identify a “before and after” picture of the faculty culture.
- iii) ***Exemplification***: Procedure which 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 by this paper.
- iv) ***Making comparisons***: Procedure which will ask transition and current actors to compare the culture of the Faculty of Economics with other Faculties or with the Institution, relating the answer to any of the 12 variables proposed by this paper.
- v) ***Becoming a stranger***: Procedure which 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 proposed by this paper.
- vi) ***Solving problems, challenges or controversies***: Procedure which will ask transition and current actors to recall certain problems in the Faculty and how they were solved. It will also include problems between the Institution and the Faculty of Economics.

All of these will be related with one or more of the 12 variables discussed before and proposed in this paper. Appendixes 2 to 7 have the initial questions used with each one of these procedures.³²

³² I prefer to say the initial questions, because I will try to be very flexible during the interviews, getting the most from each person interviewed, and try to go further than the original questions.

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 applying the interviews (Appendix 8) and analysing the selected documents with the Critical Discourse Analysis (Appendix 9), I will give certain general visions about the culture at the Faculty of Economics. As previously mentioned, I included not only key documents which explain the Faculty culture, but also applied the model explained before with institutional leaders, professors, former professors, former students, current students, administrative staff and the coordinator of research, deans and the “Learning Group”. With all of this information, I prepared a synthetic analysis trying to respond to the complexity in the culture of the Faculty.

The first analysis is related to the scenario found when the current actors arrived to the Faculty of Economics and how it was the beginning of a needed change. It can be characterised by deanship instability³³, inexistence, questioning and even refusal to do research, distrust or disinterest in building academic careers for professors, administrative and bureaucratic authority, personal rather than academic relationships, professors answering to private interests and individual appropriation of results, extreme formality in the organizational behaviour, top-down control of results, low recognition in the external academic community and poor performance of the faculty in terms of academic production. All of the actors interviewed, and even the analysis of the documents (critical discourse analysis- see appendix 9) concur that all of these realities took place before 1999, when the new Dean began certain moves towards a new model of leadership and management. Text 1 from Appendix 10, illustrates this situation.

The new Faculty model can be described in two stages, one which started in 1999 with the new Dean³⁴ and the second with the following Dean³⁵. 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 in 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 from Appendix 10, gives 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”³⁶. 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 the model was not the dominant one at the University. Both sentences represent the essence of the change, and can be answered through cohesion-tension among four variables: *The project of life, the project of knowledge, the habitat, the group and the environment of*

³³ The average time for a Dean was no more than 1 year.

³⁴ The new Dean was Maria del Rosario Guerra, who years later became the University Vice-Rector. At that moment, she brought Hernan Jaramillo to be the Dean.

³⁵ Hernan Jaramillo Salazar.

³⁶ “About heroes and tombs”, Luis Carlos Valenzuela, former Oil Minister in Colombia. 2005.

legitimacy. These four variables represent the concept which was applied after 1999, and explain the majority of changes done 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 the care to solve tensions in favor of the institution...”³⁷

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 temptation for creating and distributing knowledge. It is also the reason to build a young researchers program and give correspondence between individual talents and the Faculty needs³⁸. 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* represents the solidarity, leadership and compromise among teachers, administrative staff and academic coordinators within the Faculty. It is the organizational basis of the Faculty and also represents breakings with more formal ways of authority. *The Habitat* is the institutional environment in which the Faculty is developed, and finally *the environment of legitimacy* is where the Faculty is confronted with its peers, with society and with the judges of its academic production. It is also how the Faculty relates with 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 without rationalizing it.

This model has transformed the Faculty 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 culture of the Faculty which were shared and improved by the “Learning Group”. The main determinants linked together can be seen in figure 5 around the coherent objective of the group, which has been to promote and develop research (creating and distributing knowledge). I also insist that the culture is based on the model presented in the paragraph before, which 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 the culture influence the kinds of relationships that are happening between the institution and the Faculty of Economics.

Let me provide some input about those determinants of the 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 the leadership and authority are based on this value. *Informality* in management and real life expresses the form in which communication is done, the way relationships are

³⁷ “Accounting to one generation”. Speech given by Hernan Jaramillo, current Dean, to former students of 1973. November 2003, speaking about those five variables already explained.

³⁸ Shattock (2003) 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...” (page 75 in *Managing Successful Universities*).

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 kind of mystic which has changed the way things were done before. Informality explains why hierarchical structures are not accepted anymore. *Transparency* means that everything is put “on the table”. Nothing can be obscured or unclear. This is a value which avoids professors trying to do research outside the Faculty. It is also a key element referred to in the ethics of publishing and how to treat the young researchers; it is essential in relationships and the way to work together inside the Faculty. *Autonomy and trust* refer to the way in which informality works. Even though there is some kind of freedom, it only goes as far as there is trust. A leadership belief is that autonomy explains how the Faculty works. As an example, some people who have left the Faculty did so because they became distrustful. Therefore, autonomy and trust values relate to leadership and how relationships work. *Rigor* is also a value 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 errors and successes. It is also a value related to how to communicate within the Faculty, and how it is possible to have feedback in academic terms from other colleagues. Finally the *Relationships are based on academic results*. This new kind of relationship implies that motivation is based on results. The leader controls with certain regularity who has and 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 can stay within the Faculty, and those results are the main motivation to be in the Faculty and produce more. Apart from that, given the possible differences between the Faculty and the Institution, 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 Institution works. Text 4 from Appendix 10 brings some remarks from the actors related to these determinants of the culture.

Finally it is possible to integrate the elements of organizational culture described in Chapter IV of this paper to the determinants expressed before. Figure 6 presents the relationship between these determinants of the culture and the 12 major elements included in the literature as organizational culture and studied in this research. An analysis on this could be found in the conclusions.

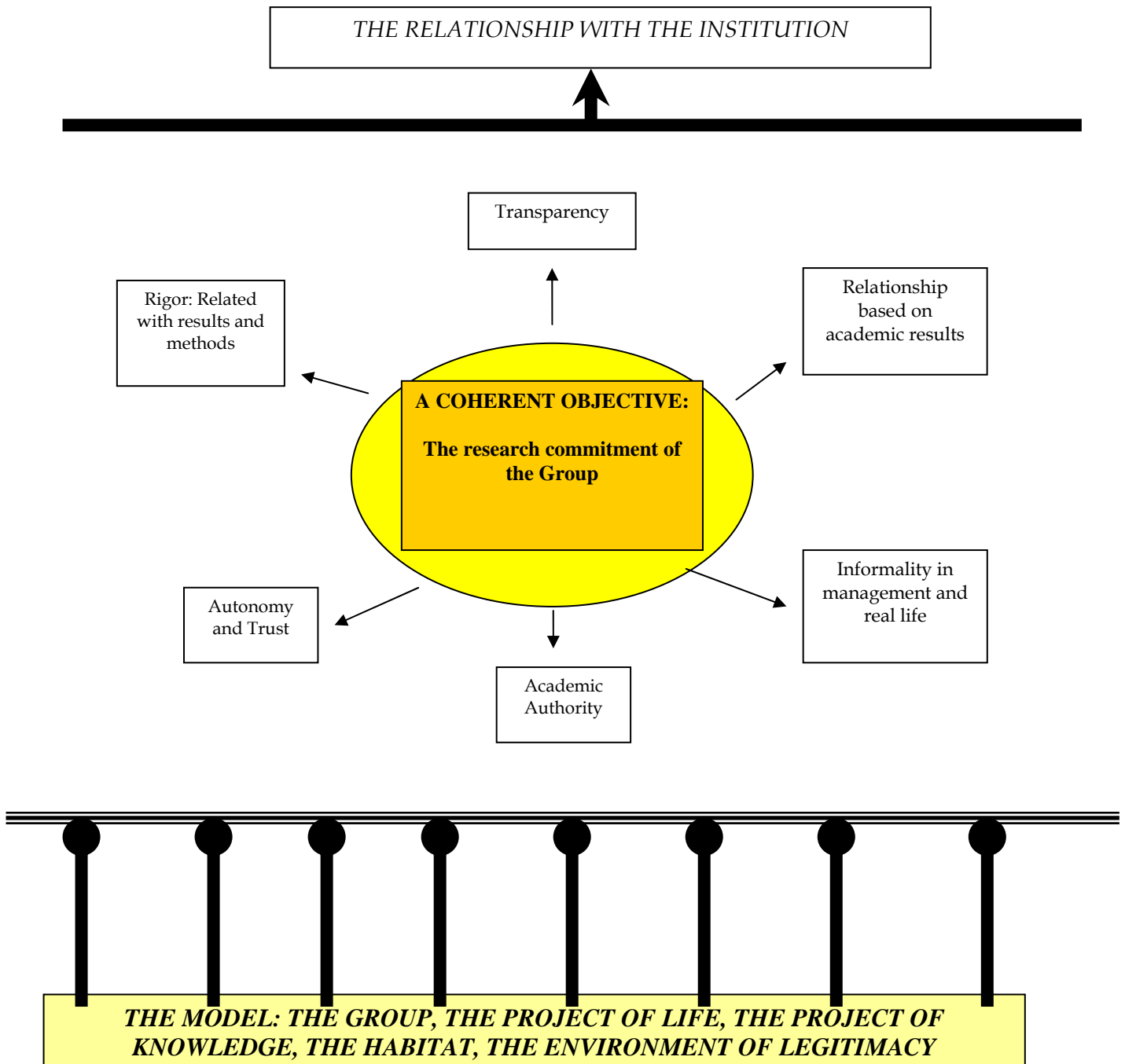
The concept of cultural change and performance in the Faculty of Economics

Given the organizational culture of the Faculty, and that it has changed during the last 7 years, I tried to find a relationship between this new culture and the performance of the Faculty. I asked during the interviews about this matter; 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 relationship, 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 (2003), because he alerts us in 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”³⁹. This advice made me think again about how not to end up ignoring the complexity of the topic. Alvesson (2003) also insists on giving 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

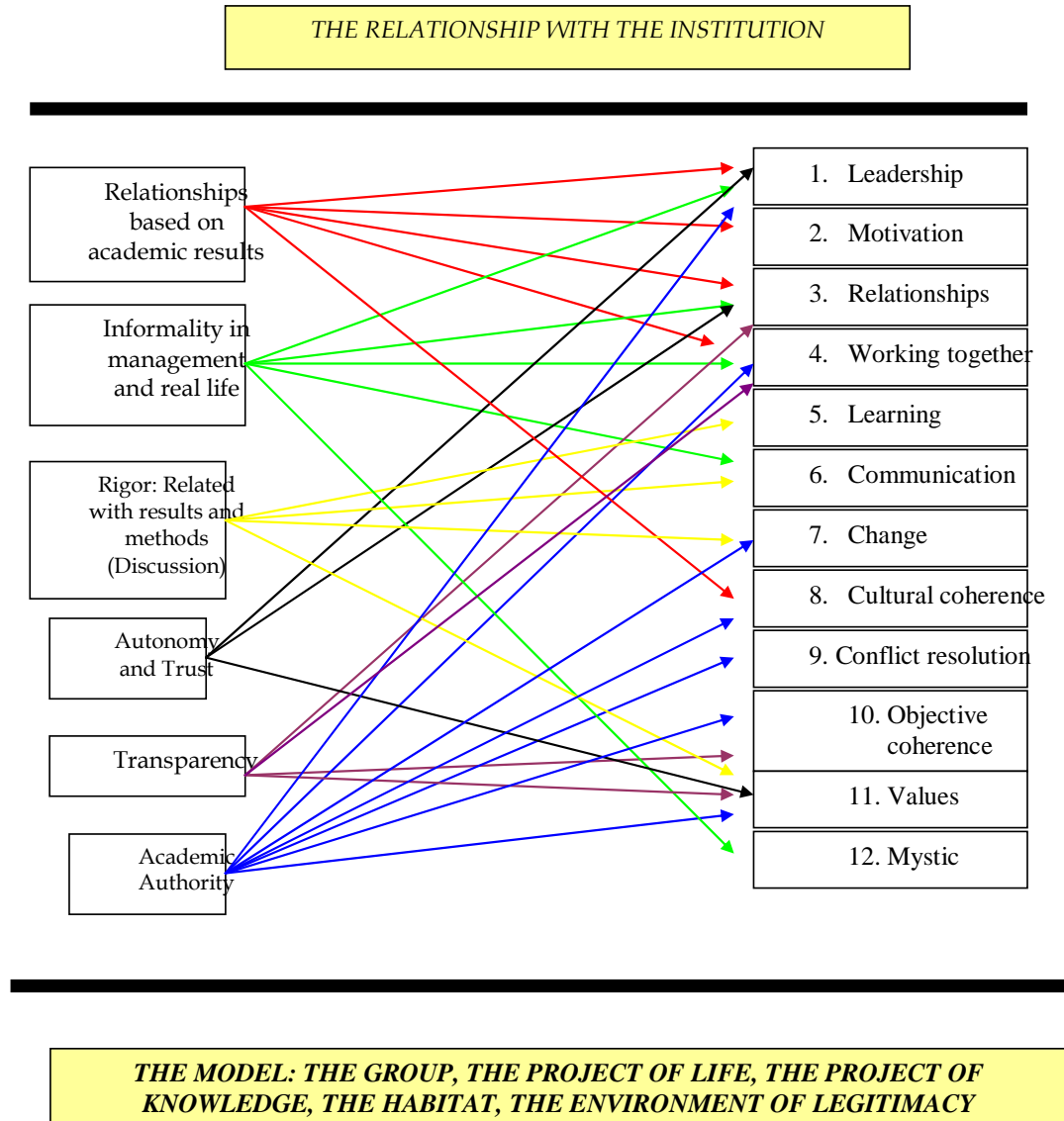
Figure 5. Main determinants in the culture of the Faculty of Economics



³⁹ “Understanding Organizational Culture”, Mats Alvesson, Second Edition, 2003, Sage Publications. Page 42 and 43.

makes us think that organizational culture cannot be linked simply to performance. This does not mean that there have not been studies trying to prove this relationship empirically; however “empirical study in the area is very difficult to carry out.

Figure 6. The concept of Organizational Culture in this paper and the determinants of the culture studied at the Faculty of Economics



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...⁴⁰

As a result, and for the purposes of this paper, I will approach the topic in terms of the nature of the performance rather than the 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 which

⁴⁰Understanding Organizational Culture”, Mats Alvesson, Second Edition, 2003, Sage Publications. Page 55.

includes the main variables to which the performance of the Faculty is measured. When you compare this method to the way the Faculty was evaluated before 1999, you find a clear change in the nature of the performance. 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, involvement with senior professors on certain research projects, and new members of the program, publications classified in terms of the difficulty to produce them⁴¹, 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 as⁴²; 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 the classrooms, and the number of subjects. The nature of the performance 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).

Continuing with the Alvesson (2003) critique, the literature on Higher Education Management supports the importance of certain practices applied in the Faculty of Economics, especially when talking about research performance. Related to *informality and autonomy-trust values* Bargh, Boccock, Scott and Smith (2000) confirm the importance of quitting 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 part of a speech from a distinguished vice-chancellor⁴³, “...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.”⁴⁴ 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, Boccock, Scott and Smith (2000) insist on the Vice-Chancellors view that senior staff appointments is an indispensable 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*, what Shattock (2003) thinks about it deserves mention. 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

⁴¹ 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.

⁴² “Situation of the Faculty of Economics – Universidad del Rosario and comparison with other Faculties of Economics in Bogotá”. October 31 1980.

⁴³ 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.

⁴⁴ “Managing successful universities”, Michael Shattock, Mc Graw hill Education, 2003, First Edition. Page. 85.

authority to a dean, be reluctant to accept policies laid down by central authority without question and be 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 the “Universidad del Rosario”, where the emphasis has been on creating an environment for decision making based on consensus rather than charismatic leadership. Others see this as participative decision making, but warn us of possible flaws with this model, for example “In periods of unfavourable economic conditions, conflict can arise over scarce resources, rendering the model inadequate for achieving interdisciplinary consensus”⁴⁵. 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 through 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 can be easily 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”⁴⁶. During the interviews, I noticed that this has been the case at the Faculty of Economics. Bargh, Scott and Smith (1996) 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, the model applied to research on organizational culture and what the institution can learn from it?, and on the other hand how this 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 the “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 the institutional project.

The model used in this paper responded to the need of a complex-oriented investigation on organizational culture. It included not only a multi-perspective orientation, but it was also able to discover key variables of the 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 how the relationships tend to be informal. Also, the paper has highlighted its main flaw which is the permanent need for particular and expected

⁴⁵ “Governing Universities – Changing the culture?”, Bargh, Scott and Smith, 1996, Open University Press, page 30.

⁴⁶ “Managing successful universities”, Shattock, 2003, Open University Press, page 88.

results. Table 3 shows a proposed “before and after “ in the culture of the Faculty of Economics.

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 stability
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, processes and outputs

Derived from the research, it is also possible to identify challenges and possibilities for the future in the Faculty of Economics. It is clear the need to have 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 tackle these topics in order to sustain its expected results.

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APPENDIX 1 ⁴⁷

Questions to be answered in the Critical Discourse Analysis of the documents analysed in this paper

1. VOCABULARY

- Are there any ideological differences between texts related to the vocabulary?
- How the wording used in the text creates social relationships?
 - Use of euphemisms
 - Existence of formal or informal words
 - Vocabulary style (use of sayings, proverbs, turns)
- What kind of expressiveness of words is used in the document?
- Is the document using any metaphor or symbolism?
 - Use on statistics, photographs, images, cartoons or others

2. GRAMMAR

- Are there any ideological differences between texts related to the grammar?
 - Positive or negative sentences
 - Active or passive sentences
 - Use of subjects, verbs, adjectives
- How the 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 the sentence
- What kind of expressiveness of grammar is used in the document?

3. TEXTUAL STRUCTURES AND ITS LOGIC

- 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?

⁴⁷ For this questions, I use a combination of the questions developed in Fairclough (1989) and Wodak and Meyer (2003), mixed with my own perceptions.

APPENDIX 2⁴⁸
BECOMING A NEW COMER⁴⁹

Initial questions included in each one of the interviews in order to understand the culture of the Faculty of Economics

In this interview, I would like you to give me situations which you remember when you arrived to the Faculty of Economics, recalling the first encounter with the faculty culture. I would like you to relate your answers to any of these 12 variables:

1. Leadership and role of the authority within the group and in relation with 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 answering 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?
- 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?

⁴⁸ For these questions, I use the model proposed by Marshall and Mc Lean (1988) in their paper which answer the question of how to identify and understand the culture. However I will introduce the fact that people interviewed will relate their answers to the 12 variables of organizational culture identified in this paper.

⁴⁹ It will be applied to transition and current actors such as students, professors, staff (academic and administrative secretaries), institutional leaders and deans.

APPENDIX 3 ⁵⁰
BREAKING THE RULES⁵¹

Initial questions included in each one of the interviews in order to understand the culture of the Faculty of Economics

In this interview, I would like you to remember and analyse situations in which you could illustrate how things changed in the Faculty, by which it is possible to identify a “before and after” of the culture. In other words, to recall situations, that could characterise changes of the culture at the Faculty of Economics. I would like you to relate your answers to any of these 12 variables:

1. Leadership and role of the authority within the group and in relation with 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 answering these, let me give 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 culture of the Faculty?
- l. Has anything changed since that moment? What and how?

⁵⁰ For these questions, I use the model proposed by Marshall and Mc Lean (1988) in their paper which answer the question of how to identify and understand the culture. However I will introduce the fact that people interviewed will relate their answers to the 12 variables of organizational culture identified in this paper.

⁵¹ It will be applied to transition actors such as students, professors, staff (academic and administrative secretaries), institutional leaders and deans, who lived the change of the Faculty.

APPENDIX 4 ⁵²
EXEMPLIFICATION⁵³

Initial questions included in each one of the interviews in order to understand the culture of the Faculty of Economics

In this interview, I would like you to remember and analyse situations by which you could see the faculty culture in any particular event, incident, situation or anecdote, related to any of the 12 variables proposed by this paper. I would like you to relate your answers to any of these 12 variables:

1. Leadership and role of the authority within the group and in relation with 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 answering these, let me give you some questions:

- a. Describe the incident, event, story or anecdote briefly
- b. What aspects of the culture (From those of the 12 variables included before) is the incident illustrating?
- c. Imagine you need to tell about the incident to a new comer, what would you tell them about the incident and its relationship with the culture?
- d. Relate the incident to all of the 12 variables of culture described before
- e. Would you say that this incident could be treated and developed in the same way before? Has there been any change?
- f. Would you say that the incident and the way it developed could be called as “normal” in the institutional culture?

⁵² For these questions, I use the model proposed by Marshall and Mc Lean (1988) in their paper which answer the question of how to identify and understand the culture. However I will introduce the fact that people interviewed will relate their answers to the 12 variables of organizational culture identified in this paper.

⁵³ It will be applied to transition and current actors such as students, professors, staff (academic and administrative secretaries), institutional leaders and deans.

APPENDIX 5 ⁵⁴
MAKING COMPARISONS⁵⁵

Initial questions included in each one of the interviews in order to understand the culture of the Faculty of Economics

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

1. Leadership and role of the authority within the group and in relation with 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 answering these, let me give you some questions:

- a. Describe another Faculty or even the whole University and compare it with the Faculty of Economics in terms of differences and similarities
- b. What is normal in that other Faculty or institution 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 institutions?
- d. Would you say the Faculty of Economics is different?
- e. Do you find differences between the Faculty of Economics and the whole “Universidad del Rosario”?
- f. How do you relate your answers with the culture of the Faculty?
- g. What aspects of the culture (From those of the 12 variables included before) are these answers illustrating?

⁵⁴ For these questions, I use the model proposed by Marshall and Mc Lean (1988) in their paper which answer the question of how to identify and understand the culture. However I will introduce the fact that people interviewed will relate their answers to the 12 variables of organizational culture identified in this paper.

⁵⁵ It will be applied to transition and current actors such as students, professors, staff (academic and administrative secretaries), institutional leaders and Deans.

APPENDIX 6 ⁵⁶
BECOMING A STRANGER⁵⁷

Initial questions included in each one of the interviews in order to understand the culture of the Faculty of Economics

In this interview, I would like you to adopt the attitude of being like 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 proposed by this paper. The variables to have in mind are:

1. Leadership and role of the authority within the group and in relation with 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 answering these, let me give you some questions:

- a. When you see for the first time the Faculty of Economics in terms of environment, infrastructure and people, what seems to be the primary topics for them?
- b. What could be the main topics discussed when you have that outside contact with the Faculty? The things you heard more.
- c. What were they most keen to show you and what areas did they want to avoid taking you to? Or talking to you?
- 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 with the culture of the Faculty?
- f. What aspects of the culture (From those of the 12 variables included before) are these answers illustrating?

⁵⁶ For these questions, I use the model proposed by Marshall and Mc Lean (1988) in their paper which answer the question of how to identify and understand the culture. However I will introduce the fact that people interviewed will relate their answers to the 12 variables of organizational culture identified in this paper.

⁵⁷ It will be applied to transition and current actors such as students, professors, staff (academic and administrative secretaries), institutional leaders and deans.

APPENDIX 7 ⁵⁸

SOLVING PROBLEMS, CHALLENGES OR CONTROVERSIES⁵⁹

Initial questions included in each one of the interviews in order to understand the culture of the Faculty of Economics

In this interview, I would like you to recall certain problem or challenge in the Faculty and how was it solved?. It could include not only problems or challenges of the Faculty but also problems, tensions or challenges between the institution (Universidad del Rosario) and the Faculty of Economics. The idea is to relate the answers to any of the 12 variables proposed by this paper. The variables to have in mind are:

1. Leadership and role of the authority within the group and in relation with 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 answering these, let me give you some questions:

- a. Describe the particular challenge, problem or conflict to be solved and how was it solved?
- b. Who became involved in the problem and its solution and how was it managed?
- c. How did people in the Faculty respond to the problem or challenge, and what did people say about it afterwards?
- d. How did the problem or challenge transform the culture of the Faculty?
- e. Are things solved in a similar way like the one described before?
- f. How do you relate your answers with the culture of the Faculty?
- g. What aspects of the culture (From those of the 12 variables included before) are these answers illustrating?

⁵⁸ For these questions, I developed a model which resembles 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, in which in my opinion the culture could be explained. I will also ask the people interviewed to relate their answers to the 12 variables of organizational culture identified in this paper.

⁵⁹ It will be applied to transition and current actors such as students, professors, staff (academic and administrative secretaries), institutional leaders and deans.

APPENDIX 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 represent the main ones when talking about the University and Faculty thoughts, vision and planning. Two of the 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 until now.

All of them could be characterised as documents with the principal statements about the past, the present and the future of the Faculty, 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 for former students of 1973- Given 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 by its roman number (I to IV). I will study the vocabulary, the grammar and the textual structures and logic.

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	<p>a. Interest for internationalisation and the public sector (In this last case with certain interest in politics)</p> <p>b. Words with the sense that the past was wrong and that since 3 years ago things have improved.</p> <p>c. Research more related with students matters.</p> <p>d. Interest for topics such as moral values, social values and principles.</p>	<p>a. Interest for the concept of building an Academic Community interested on publishing.</p> <p>b. Words with the sense that the important thing is to develop actions in order to attain goals.</p> <p>c. Research related to the academic community not with students works.</p>	<p>a. Interest for the concept of Academic Authority based on the titles of the professors.</p> <p>b. Emphasis on the quality of the professors and research.</p> <p>c. Interest for the curriculum and its logic. Especially there is a clear emphasis on economics theory and applied microeconomics.</p> <p>d. Certain interest about the public sector, which seems to be abandoned in the old curriculum.</p>	<p>a. Interest for the concept of research, groups of research, professors, young researchers, knowledge, microeconomics, quantitative formalisation.</p> <p>b. Emphasis on topics which express how to build success within the faculty: project of life, project of knowledge, group, habitat and recognition.</p> <p>c. Research as a complex system in which you combine: teaching, research and extension of your knowledge</p> <p>d. Interest to stress certain emphasis on coherence and equilibrium in the way the Faculty has evolved.</p>
2. Wording	<p>Use of formal words with emphasis in words such as: Humanism, internationalisation, social responsibility.</p>	<p>Use of formal words with emphasis on: academic community, actions for the future and publishing.</p>	<p>Use of formal words with emphasis on: research, academic community and curriculum</p>	<p>Mix between formal and informal words with emphasis on how to build institutional capacities to grow on research and teaching</p>
3. Expressiveness	<p>a. Low expressiveness, due to the use of formal</p>	<p>a. Low expressiveness due to the use of formal</p>	<p>a. Low expressiveness due to the use of formal</p>	<p>a. High expressiveness and common use of</p>

	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	words. b. The document expresses that research does not exist. It expresses the interest to develop research in the future.	words. b. The document implies that the past of the Faculty and of the University is useful to the future plans.	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	No use of statistics or any other symbolism or metaphor.	Use of diagrams and figures. No use of symbolism or metaphor.	Use of tables. No use of symbolism or metaphor.	Use of metaphors and symbolisms.
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 more like 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 let 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 do 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	a. Use of imperative sentences when talking about the future actions	a. Use of declarative sentences, even when talking about future	a. Declarative sentences b. The document does not stress on actions or tasks

	sentences for the past. b. Declarative sentences sound as someone criticizing the past	needed.	actions to be done.	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.
TEXTUAL STRUCTURES AND ITS LOGIC				
1. Type and form of argumentation	There is no argumentation at all. The sense is that the document itself is the argumentation, 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 to argument	a. Argumentation which uses clear and specific results related to each one of the components developed in the institutional construction.

			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.	b. The argumentation also reinforces the need for change given the youthfulness of the Faculty and the need to survive in the future.
3. Role of actors included in the documents	The actors appear just when the document talks about good things which have changed the Faculty.	Actors are very important in this document due to their future actions which will be controlled.	a. Actors appear when defining the actions for the future and how to evaluate them. b. Different from the other documents, in this case the responsibility is not just for teachers and students. Directives appear as a key actor.	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. 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 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 process of transformation 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 Hernan 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 in other places earning more money. 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 how 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 more than three semesters..”; “Until now, no one has gone because he/she wants to go...”; “What is very valuable in the Faculty is its process of educating new researchers by applying a Young researchers program..”; “We are trying to make the University as a prestige itself, 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 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 decision making..”; “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 the University “Universidad del Rosario” changed and moved towards the Faculty of Economics and the Faculty of Economics moved towards the University...”; “Wee 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 about 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 fail with the Dean...”; “People leave because of the pressure or because of disloyalty...”; “It is not needed to stay the 8 hours each day...you can work in your house...”;
- *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 bore him/her... ”;

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...”.