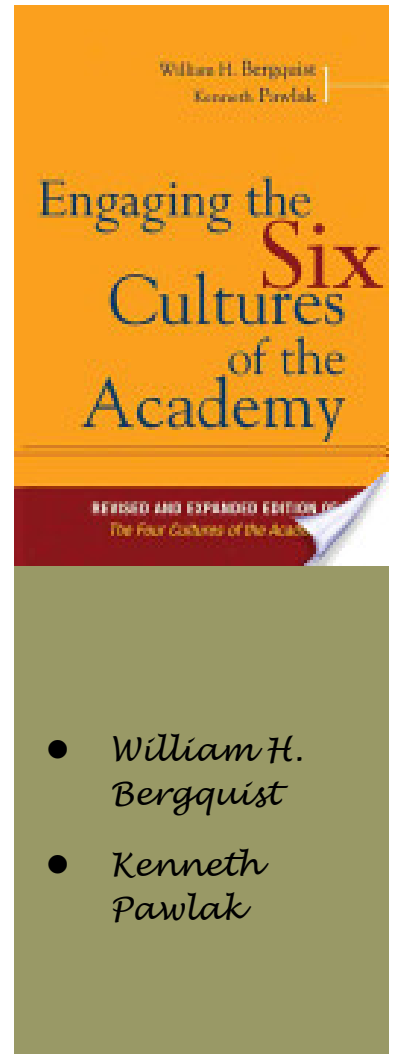


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# Engaging the *Six* Cultures of the Academy



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## About the Author

*William H. Bergquist* is an international consultant and professor in the fields of organizational psychology and management and president of the Professional School of Psychology, California. He is the author of forty-three books, including *The Four Cultures of the Academy*.

*Kenneth Pawlak* is chair of the Creative Arts, Social Service, and Education Division at Langara College in Vancouver, British Columbia. He has held a variety of positions across the academy, from managing capital and budgets to faculty and student development.

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"Educational institutions are complex organizations and have become more complex in recent years. In particular, community colleges, with their diverse student and faculty populations incorporate many equally diverse cultures. Scholarly efforts to analyze and critique these diverse cultures have contributed to the understanding of organizational behavior. Hence, the book is a welcome tool to deeper understanding the complexity of organizations in the field of higher education."

—John Dennison,  
professor of higher  
education, University  
of British Columbia

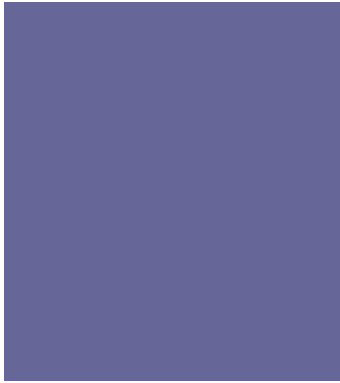


## *Introduction*

In the book 'Engaging the six cultures of the academy', authors provides an analysis of the six organizational cultures found in academic institutions. Specifically, They offer an exposition of ways in which to use the concepts of organizational culture so that those who work in academic institutions can prove their daily lives as leaders, administrators, faculty members, trustees, and concerned stakeholders.



- Chapter 1: The collegial Culture
- Chapter 2: The Managerial Culture
- Chapter 3: The Developmental Culture
- Chapter 4: The Advocacy Culture
- Chapter 5: The Virtual Culture
- Chapter 6: The Tangible Culture



# The Collegial Culture

The collegial culture is a culture that finds meaning primarily in the disciplines represented by the faculty in the institution; that values faculty research and scholarship and the quasi-political governance processes of the faculty; that holds assumptions about the dominance of rationality in the institution; and that conceives of the institution's enterprise as the generation, interpretation, and dissemination of knowledge and as the development of specific values and qualities of character among young men and women who are future leaders of our society.

In the collegial culture the autonomous faculty member reigns supreme. She or he is driven by the pursuit of knowledge. The notions of measurable outcomes and accountability are resisted and academic freedom is the guiding principle. Governance processes are faculty-driven and controlled and institutional change takes place slowly. "For all its strengths—specifically, its encouragement of deliberation and open communication—the collegial culture suffers from a lack of organization and coherence" (Bergquist & Pawlak, 2008, p. 73).



Within the organizations the managerial culture has a powerful impact over the development of human resources potential and directing it to the achievement of the organizational objectives. This paper deals with the identification of the main functions that the managerial culture has within organizations, helping managers to better understand and use the characteristics of this important organizational phenomenon. In leading the organizations, the managers need a clear strategy, based on attractive vision that reflects the strong beliefs and values of its components and that is able to meet the stakeholders demands. There is a strong connection between the managerial vision and managerial culture that will be reflected in the way that its functions are performed and, finally, in the organization's evolution.

## The Managerial Culture

A culture that finds meaning primarily in the organization, implementation, and evaluation of work that is directed toward specified goals and purpose; that values fiscal responsibility and effective supervisory skills; that holds assumptions about the capacity of the institution to define and measure its goals and objectives clearly; and that conceives of the institution's enterprise as the inculcation of specific knowledge, skills, and attitudes in students so that they might become successful and responsible citizen.

# Managerial



# Capability



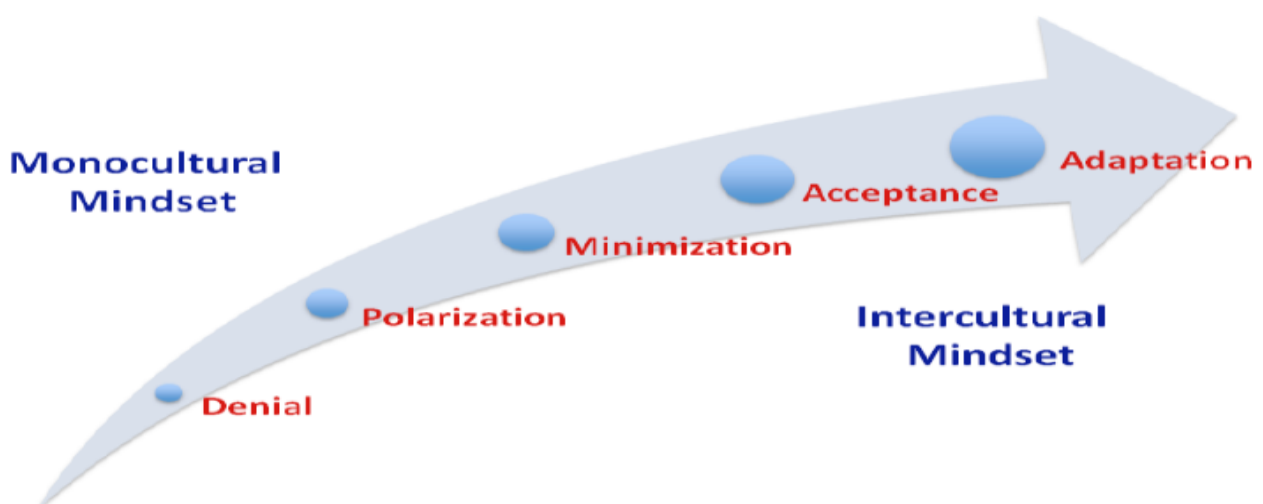
# The Developmental Culture

Human beings have survived and thrived all over the world because we are naturally superb at learning and adapting to changing circumstances. Organizations can also become places where learning takes place naturally and easily, without having to be driven. If your organization is to survive and thrive, you may need to think and plan how to help it learn and adapt too. An organization's culture is the set of habits, assumptions, common behavior, values and skills that influence the behavior and attitudes of most of the people in the organization most of the time. It can encourage or inhibit learning. The culture usually "just is"; however, you can decide to influence or change it, if you wish.



The developmental culture values the cognitive, affective and behavioral growth of students, faculty and staff. It finds meaning in the development of programs and activities that focus on personal and professional growth. "It holds untested assumptions about the inherent desire of all men and women to attain their own personal maturation, while helping others in the institution become more mature" (Bergquist & Pawlak, 2008, p. 73)

## Intercultural Development Continuum





## The Advocacy Culture

Though one might think that the origins of advocacy culture would be rooted in 1960s student activism, Bergquist and Pawlak instead discuss faculty unions, collective bargaining, and academic freedom as its sources. This chapter is an excellent introduction to faculty life from which one could better understand faculty priorities and emphases.

There are some organizations that just *get it*, when it comes to advocacy. Everyone is into it. They share ideas, collaborate on campaigns, debate policy at staff meetings, talk strategy over chips and salsa at the monthly staff birthday parties...it's just 'what we do'.

And then there are the organizations that stifle any revolutionary thought, cling fervently to the status quo, punish dissidents, and appease opponents.



What the organizations that succeed in advocacy have, I believe, that the others do not, is not superior technical knowledge (although they may have accumulated that) or abundant passion (because people can, in fact, be very passionate about their resistant to advocacy—trust me!), but, instead, a culture of advocacy.



# The Virtual Culture

The virtual culture is in many ways the most radical of the six cultures as it represents a significant change in the role of higher education in a globalized world. It is a direct result of the “digital revolution”, the increasing use and importance of digital technologies in our daily lives. The virtual culture positions higher education in a global context in a postmodern world that “values open, shared, responsive, educational systems; that holds assumptions about its ability to make sense of the fragmentation and ambiguity that exists...and that conceives of the institution’s enterprise as linking its educational resources to global and technological resources, thus broadening the global learning network” (Bergquist & Pawlak, 2008, p. 147).

The virtual culture, one of the new cultures in this edition, includes a welcome discussion about the realities of working in higher education in the 21st century. Students, faculty, administrators, and staff lives are all firmly entrenched in the technological inventions (e.g., the internet, computers, cell phones) that now define our personal and professional lives. The authors’ discussion of virtual culture, including the advent of online and virtual universities, is essential to understanding higher education today.





# The Tangible Culture

The tangible culture is a return to the roots of higher education. In reacting to the rise of the virtual culture, the tangible culture “values the predictability of a value-based, face-to-face education in an owned physical location; that holds assumptions about the ability of old systems and technologies being able to instill the institution’s values; and that conceives of the institution’s enterprise as the honoring and reintegration of learning from a local perspective.” (Bergquist & Pawlak, 2008, p. 185)



The final chapter and second of the two added cultures—the tangible culture—is an outstanding complement to the discussion on virtual culture. Through discussions of space, architecture, and pedagogy, the authors help the reader understand why students, community members, parents, and alumni, among others, are drawn so convincingly and habitually to collegiate environments.





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# WHAT IS CULTURE?



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## Reference

Bergquist, W.H. & Pawlak, K. (2008). *Engaging the Six Cultures of the Academy*. San Francisco: Jossey Bass.

# *Executive Book Review*

EADM 826 Human Resource Leadership

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