

# Application of Octapace Model to Improve Faculty Performance in Selected Higher Education Institutions in Bhopal Division

**Seema Nair**

Coordinator, The Oriental School

## **Abstract**

The organisational culture is a crucial factor in determining the degree of dedication and engagement exhibited by faculty members towards their respective academic communities. The objective of the present research was to examine the OCTAPACE model, which has received endorsement from institutions of higher education, and determine the variables that influence faculty members' intention to remain employed in such institutions. The investigation examined the theoretical foundations of the OCTAPACE culture and the structure of academic staff's effectiveness within the setting of tertiary education in Bhopal. This study employed both primary and secondary data. A convenience sampling method was utilized to select a sample size of 800 respondents. The statistical methodologies utilized in this study included descriptive analysis, which involved the computation of measures such as mean, standard deviation, and graphical representations. Moreover, the dataset underwent correlation and regression analyses in order to investigate the inter-relationships between the variables. The analysis results suggest that the null hypothesis is not substantiated. The findings of this study suggest that the cultural variables of OCTAPACE have a noteworthy influence on the performance of employees (P) in the context of this specific research. As a result, the inquiry produced results that led to the determination that the null hypothesis was not dependable.

**Keywords:** OCTAPACE, Organizational culture, Faculty performance, Academic communities

## **Introduction**

The notion of organisational culture, an anthropological construct, exerts a social influence that shapes the behavioural patterns of an organisation by shaping the cognitive processes and perceptions of its members regarding meanings and realities. Public institutions ought to prioritise a culture that is grounded in values, which considers the collective well-being when implementing policies and procedures. The variation of this effect is contingent upon the specific objectives and organisational framework of each respective public entity. Hence, it is reasonable to propose that distinct organisational cultures contribute to varying ethical climates within organisations. According to Van Maanen and Barley (1984), disparate operating departments within an organisation may exhibit distinct organisational cultures. Assessing the cultures of different operational units within an organisation is crucial in light of the perceptions surrounding corporate culture. Drawing conclusions about the organisational culture solely based on the overall organisation is deemed inaccurate.

The element of an organisation that shapes the attitudes and behaviours of its employees is its culture. Since the 1980s, "organisational culture" has been commonly used. Initially, the study of corporate climate was a primary focus of organisational research, but in the 1980s, the concept of organisational culture began to partially supplant it. The decision was made to redefine climate as the external manifestation of company values. Culture facilitates the learning of internal integration and problem-solving. (Shafritz and Ott 2001). The eight pillars of "OCTAPACE," which stand for Openness, Confrontation, Trust, Authenticity, Proactive, Autonomy, Collaboration and Empowerment, and Experimentation, are the foundation of an effective corporate culture. T.V. Rao proposed the concept of OCTAPACE culture in order to construct organisations with a forward-thinking mindset. Udai Pareek and T.V. Rao conceptualised HR culture, which they called OCTAPACE culture. Later, the acronym was altered to OCTAPACE by adding an E to represent experimentation and empowerment. OCTAPACE, which represents the eight stages (octa) required to construct a functional ETHOS, is not the only phrase that makes sense for these values.

Artefacts include, among others, employee attire, workplace design, common language, vernacular, utilised technology, rituals, and ceremonies. Artefacts are easy to locate and identify, but their interpretation is difficult, arbitrary, and murky. All of a company's employees adhere to its stated values, which are not debatable presumptions but rather articulated collections of ideas, standards, and operational norms of conduct. These are conduct standards that represent the organization's values, principles, ethics, and objectives (Schein 1992). Examples of stated values include "Have fun; work smart" and "Believe in teamwork." According to Schein, cultural frameworks are based on a variety of inherent assumptions that influence how members of an organisation perceive, evaluate, and feel about diverse situations and relationships. The employees, objectives, scale, technology, unions, policies, successes, and failures of an organisation all contribute to its organisational culture. The collective ideals, perspectives, and behaviours that exist within an organisation constitute its character. The challenge for human resource professionals is successfully assimilating into the organisational culture. They must choose career paths that reflect the company's culture and employees' attitudes most accurately. A hostile and exclusive culture is detrimental to the broader interests of workers. Executive acts are kept secret; decisions are made at the highest level; subordinates are frequently not trusted or confident; and employees are subject to stringent control (Starr, 2004).

### **IMPORTANCE OF CULTURE**

Schneider (1994) clearly stated his perspective of the answers to this major list of questions:

- It provides the company and its members with consistency, which is necessary for the organisation to retain its structure and order.
- It creates a way of life within people by setting limits and ground rules.
- It creates patterns of communication for preserving interpersonal relationships.
- It establishes the requirements for internal effectiveness via punishments and rewards.
- It establishes priorities and expectations through use of power.
- It describes productive and result-oriented performance that is effective and ineffective.

### **OCTAPACE CULTURE AND FACULTY PERFORMANCE**

Individuals are the focus of human resource development, which is applicable at both the organisational and national levels. It seeks to enhance individuals' knowledge, skills, and abilities. Human resource

development has yet to be completely conceptualised by a number of authors. Since it is a relatively novel concept that is still in the conceptualization stage, they have defined the term from their perspective (Azmi & Sharma, 2007).

Employers are becoming essential members of this learning society as they provide their employees with a growing number of opportunities for continuous learning in an effort to maximise organisational learning as a whole. Professor Len Prof. Nadler introduced the concept of Human Resource Development formally at the 1969 American Society for Training and Development Conference. Larsen and Toubro Ltd. was the first private sector company in India to establish this concept in 1975 with the intention of fostering the advancement of employees, especially those at lower levels. BHEL was the first public-sector government organisation to embrace this concept in 1980. According to Nadler (1984), human resource development is designed for a specific period of time and intended to facilitate behavioural and attitude change. From the perspective of a company, human resource development is the process of motivating individuals to develop and acquire technical, managerial, and behavioural knowledge abilities and skills. Their values, characteristics, and beliefs are modified so that they can fulfil their current and future responsibilities by realising their complete human potential, with the intention of positively contributing to the individual's societal goals as well as the organization's objectives (Richard & Heifetz, 2003).

Human resource decentralisation involves establishing expertise, culture, and commitment. In a certain sort of culture, competence and dedication may be developed on an ongoing basis. If the environment is favourable, several outcomes are possible. Therefore, establishing a culture is essential for every firm. The following characteristics should be present in the HRD culture (Kashyap et al., 2012):

- It must make it possible for people to continuously identify new capabilities (individuals, pairs, and teams).
- It should be cultural learning.
- It should stimulate the emergence of people's latent potential and new abilities.
- It should facilitate the development of new capabilities.
- It should include intrinsic motivating value. In other words, it must possess an intrinsic motivating character. People are devoted to their actions and do not need to be instructed to act. They take action.
- It should encourage initiative and experimentation. The cornerstones of progress are initiative and experimentation. They allow people, teams, and organisations to find their untapped potential.
- It should enhance the action orientation of individuals, teams, and groups.
- It should provide happiness and fulfilment to work. Work should never become tedious. A positive work culture makes it pleasurable. Relationships matter and have a facilitating effect.
- It should boost people's creativity and problem-solving ability.
- It should foster teamwork and morale.

This culture is referred to as OCTAPACE.

**OPENNESS:** The state of openness can be attained within an organisation when all its constituents, be it individuals, couples, or teams, are able to express their thoughts, viewpoints, and sentiments to each other without any consideration for their hierarchical position or designation. These assertions are not bound by any restrictions. The individuals' vocalisations are acknowledged and they are provided with positive reinforcement to express themselves. When an individual's opinions are taken seriously, they are afforded the opportunity to cultivate their own abilities. The organisation is responsible for managing the identification of novel approaches, the acknowledgement of untapped potential, and the implementation

of initiatives based on the existing talent pool within the business. There exist a limited number of perspectives that can ultimately be deemed acceptable, subject to empirical testing or practical implementation. This does not deter individuals whose viewpoints have not been put into action. They persist in their giving as it is a fundamental aspect of their lifestyle (Jalri, 2012).

**CONFRONTATION:** The practise of confronting issues directly is a cultural norm. There is a discourse among individuals regarding certain issues, with little regard for potential negative consequences towards each other. Despite the occurrence of harm inflicted by one party onto the other, the issue is not disregarded or overlooked. Individuals can be relied upon to perceive challenges not as personal affronts, but as prospects for growth and progress. This particular culture fosters the ability to effectively address and resolve complex issues (Jalri, 2012).

**TRUST:** The cultural milieu that fosters trust and dependability is one in which individuals exhibit confidence in each other and adhere to verbal messages and instructions without requiring written explanations or directives. The implementation of oversight and controls may not be deemed necessary. The absence of regulatory supervision renders it difficult to ascertain the sincerity of individuals' verbal expressions. The descriptions of the world are dependent on the accounts provided by individuals, dyads, and teams. In a cultural context such as this, the qualities of trustworthiness and reliability hold paramount importance. The establishment of a culture of mutual trust is contingent upon the presence of a culture that values trustworthiness. If each person exhibits the trait of being reliable and dependable, then the outcome of trust will occur organically. Trust is an essential element in the processes of building institutions (Jalri, 2012).

**AUTHENTICITY:** Authenticity refers to the act of expressing the truth with courage and maintaining one's integrity. The concept is quantified by the extent to which individuals articulate their intentions and follow through with their actions. To a certain extent, trustworthiness and dependability are deemed to be of higher quality. Individuals, dyads, and collectives can be trusted to uphold their commitments. They refrain from making promises or commitments to fulfil the expectations of others. They endeavour to fulfil their commitments. There is no requirement for any subsequent action, and it is posited that any underperformance may be attributed to unanticipated factors (Jalri, 2012).

**PROACTION:** A proactive culture fosters a sense of initiative and action among all members of society. This initiative can be implemented in various domains, such as defining job responsibilities, setting team goals, modifying conventional work practises, launching novel projects, undertaking innovative measures, minimizing expenses, improving quality, cultivating a favourable organisational culture, and managing human resources. Prior to initiating any course of action, the Pro Action approach necessitates assuming a leadership role, devising and executing preventive measures, and assessing the advantages of an alternative course of action. The individual exhibits proactive behaviour, yet it would be advisable for them to refrain from engaging in the act of yelling and instead respond calmly while suggesting a collaborative approach to resolving the matter. The concept of proactivity enables an individual to initiate a novel process or cultivate a new behavioural pattern. The concept of proactivity is associated with distinctive behaviour. A proactive individual is characterised by the integration of emotional, cognitive,

and behavioural dimensions. From this perspective, the concept of proactivity entails freeing oneself from current concerns and taking action that transcends them (Jalri, 2012).

**AUTONOMY:** Autonomy is present within an organisation when each individual occupying a position, irrespective of their hierarchical level, possesses discretionary power within their role. The concept of discretion can encompass a range of areas, including but not limited to work practises, decision-making processes, and communication strategies. Individuals should have the freedom to choose their leisure activities and occupational roles with a certain degree of flexibility. Greater autonomy is achieved by individuals when they have more freedom to choose their actions and methods of execution. Empirical evidence suggests that a significant proportion of academic and research institutions operate independently (Jalri, 2012).

**COLLABORATION:** The aforementioned culture is characterised by a collective drive among individuals to collaborate and form a cohesive unit, with the aim of optimising task performance and adhering to predetermined timelines. Individuals exhibit a propensity to make concessions for each other and for overarching objectives. The individual's personal authority is reduced and they are subject to larger objectives, such as those of the institution, country, and humanity. Individuals are willing to make significant efforts to provide mutual aid, without compromising the goals of the organisation. In organisational decision-making, company objectives hold a prominent position, and in certain circumstances, personnel do not exhibit any loyalties towards a specific department or team. There are fewer expenses related to resolving conflicts between departments (Jalri, 2012).

**EXPERIMENTATION:** Experimentation refers to the implementation of innovative and creative concepts that yield favourable results. In the context of academic institutions, educators employ novel pedagogical approaches and practical illustrations to captivate the interest of their pupils. At numerous academic institutions, the curriculum offered to students is identical to that of the corresponding university. However, it is suggested that students' placement could be enhanced if instructors provide them with opportunities to gain practical experience by making these courses more engaging. Numerous challenges could potentially be addressed through the implementation of innovative methodologies, which have the potential to streamline complex situations. Creativity is the second term that can be used interchangeably with innovation. It pertains to the approach adopted by educators to incorporate novel ideas and concepts into their lectures, resulting in effective outcomes (Jalri, 2012).

### **FACULTY PERFORMANCE**

Several parameters have been taken into account to assess the faculty's performance, including the quality of lecture delivery, placement activities, research orientation attitude, student retention in class, responsibility and accountability, active participation in admissions and counselling, and student outcomes (Fisher & Nevin, 1996).

The commitment of employees and the collective efficacy of a group are key factors that contribute to the improvement of an institution's performance, particularly in terms of its sustainability. Employee commitment is influenced by various factors such as openness, cooperation, trust, honesty, autonomy, and experimentation. The aforementioned components are crucial for the prosperity and longevity of an organisation within its industry, as they enhance employee engagement. When individuals are positively

engaged, they are more inclined to exhibit loyalty and exert their utmost effort (David et al., 2015). The efficacy of delivering exceptional lectures and engaging in admissions and counselling is contingent upon the presence of a transparent atmosphere and candid and straightforward communication among administration, faculty, and pupils. Faculty members who engage in proactive goal-setting will possess a heightened awareness of the ramifications of their duties and will demonstrate a strong dedication to their fulfilment. In addition to providing academic and extracurricular modifications, the act of confrontation can be beneficial in proposing improvements to non-academic pursuits (Zainal & Nasurdin, 2011). Trust is a crucial component as it has the potential to catalyse positive attitudes and foster commitment, thereby exerting a significant influence on other factors. The cultivation of a research-oriented perspective is facilitated by autonomy, which enables individuals to participate in seminars, conferences, and workshops without impediment. If faculty members are delegated with a diverse range of responsibilities, they are likely to experience a sense of recognition and satisfaction that their competence is being optimally utilised. The enhancement of motivation and morale will ensue. Consequently, they will exert additional endeavour towards their occupation and subsequently enhance it. Through the analysis of students' prior academic achievements, instructors conduct tutorial sessions using proactive approaches and may devise various tactics to encourage students to excel academically. Placement activities are imbued with authenticity as they serve to guide students towards achieving their post-graduation objectives, which predominantly involve securing employment opportunities. Faculty members actively participate in the admissions process, as well as various co-curricular and extracurricular activities that require collaboration and teamwork (Yadav, 2014). The interdependence of productivity and efficiency is closely associated with collaborative efforts, cooperative behaviour, and the creation of synergies. Consequently, the establishment of robust interpersonal connections and a sense of confidence between the manager and subordinate occurs. This facilitates the alignment of personal objectives with the organisational objectives, thereby enhancing productivity. The enhancement of student retention is promoted through experimentation; as academic staff incorporate novel methodologies to enhance the efficacy of their lectures with the aim of drawing in a larger cohort of students (Bapat & Khare, 2014).

The organisational culture plays a pivotal role in shaping the level of commitment and involvement of faculty members in their respective fraternities. The impact of climate on motivation, work satisfaction, and productivity is a topic of interest. The aim of this study was to investigate the OCTAPACE model, which is endorsed by institutions of higher learning, and ascertain the factors that impact the decision of faculty members to continue their employment therein. The study delved into the conceptual underpinnings of the OCTAPACE culture and the framework of faculty performance in the context of higher education in Bhopal. Furthermore, the study endeavored to elucidate the importance of organisational culture and the formulation of strategies to enhance human resource productivity. According to the findings of this study, the implementation of OCTAPACE's eight pillars could facilitate the development of a prosperous organisational culture (Watskins, 2003).

Thus, a knowledge gap exists regarding the influence of the 'OCTAPACE' culture on the academic performance of faculty members within higher education establishments situated in the Bhopal Division. Despite the promotion of 'OCTAPACE' culture as a favourable work culture that can augment employee performance and job satisfaction, there exists a dearth of research on its efficacy within the realm of higher education institutions in the Bhopal division. Therefore, it is essential to carry out a comprehensive analysis of the impact of the 'OCTAPACE' culture on the faculty members' performance, in order to develop strategies to improve their job satisfaction and the overall effectiveness of the organisation. The

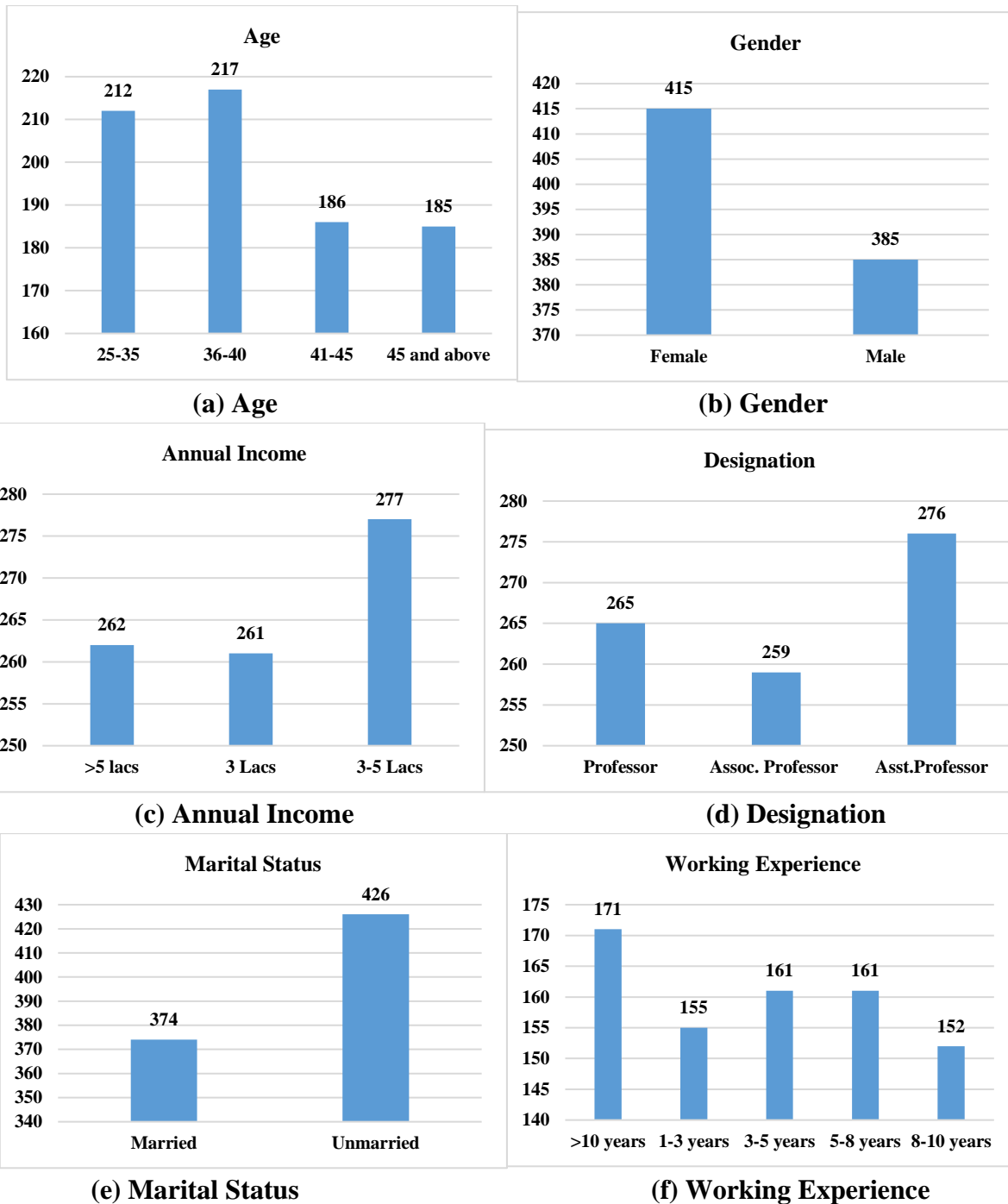
current research aims to examine the relationship between the 'OCTAPACE' culture and the job performance of academic staff. The principal aim of this study is to elucidate the importance of organisational culture within higher education institutions located in the Bhopal division, which includes Bhopal, Raisen, Rajgarh, Sehore, and Vidisha.

### Material and Methods

- **Study Area:** The research was conducted across multiple educational institutions situated in the Bhopal division, encompassing five districts: Bhopal, Raisen, Rajgarh, Sehore, and Vidisha. Each of these districts offered educational programmes that extended up to the level of graduation or beyond. The aim of the study was to determine the distinct attributes and methodologies of the OCTAPACE framework of corporate culture and its impact on employee performance. The dependent variable in this particular scenario was the performance of employees, whereas the independent variable was the organisational culture, which was represented by the eight components of the OCTAPACE model.
- **Data Collection:** The researchers utilized a standardized questionnaire to collect the necessary data. The study utilized an analytical and descriptive methodology. Two distinct methods of data collection were employed, namely primary and secondary techniques. The questionnaire method was chosen as the primary data collection technique due to its ability to quantify information. The secondary data utilized in the study was obtained from a variety of sources, including textbooks, online articles, and print publications, which were consulted as references and supplementary materials for the research proposal.
- **Sampling Plan:** The selection of participants was based on their convenience and accessibility for participation, rather than through a random sampling method. The study involved the distribution of 800 questionnaires to management colleges located within the Bhopal division, which encompasses Bhopal, Raisen, Rajgarh, Sehore, and Vidisha, with the aim of collecting relevant data. The Bhopal division was selected as the sample unit for this study due to its abundance of higher education institutions. The participants in this study were teaching faculty members from these institutions, who were selected using a convenience sampling method.
- **Research Tools and Instruments:** The potential for a more comprehensive understanding of the impact of the 'OCTAPACE' framework on academic staff performance was facilitated by the integration of both qualitative and quantitative data gathering techniques. The process of analysing data was carried out utilizing suitable computer software. The employed statistical methodologies encompassed descriptive analysis, specifically mean, standard deviation, and charts. Furthermore, the dataset was subjected to correlation and regression analyses to examine the interrelationships among the variables.

### Results

- The findings of the demographic profile analysis on the basis of age, gender, annual income, designation, marital status and working experience are illustrated through graphical representations, which serve to offer a succinct and lucid overview of the attributes of the study's participants.



**Figure 1 (a-f): Demographic Profiles of Respondents**

- The study utilized a 5-point Likert scale to present the data on the OCTAPACE (Openness, Confrontation, Trust, Authenticity, Proaction, Autonomy, Collaboration, Experimentation) Culture and Faculty Job Performance. The respondents' perceptions were expressed through the categories of strongly agree, agree, neutral, disagree, and strongly disagree. The OCTAPACE culture, with its distinct variables, yielded diverse perspectives regarding the participants.
- To study the impact of numerous values of OCTAPACE culture on faculty job performance, an analysis was performed and interpreted. Based on the results of the analysis, it can be inferred that the null hypothesis is not supported. Consequently, the study indicates a significant impact of OCTAPACE cultural variables on employee performance (P) within the scope of this particular



research. Consequently, the investigation yielded findings that led to the conclusion that the null hypothesis was unreliable and therefore, should be rejected which can be seen in Table 1.

- The study's results indicate that the implementation of OCTAPACE culture is associated with enhanced employee job performance and increased organisational commitment.

**Table 1: Results of Hypothesis Testing**

Objective	Hypothesis	Null Hypothesis
<p><b>To study the impact of OCTAPACE culture on employee job performance.</b></p>	<p><b>H<sub>01</sub>:</b> There is no significant impact of Openness as a measure of organizational culture on Employee’s performance.</p>	<p><b>Rejected</b></p>
	<p><b>H<sub>02</sub>:</b> There is no significance impact of Confrontation as a measure of organizational culture on Employee’s performance.</p>	<p><b>Rejected</b></p>
	<p><b>H<sub>03</sub>:</b> There is no significant impact of Trust as a measure of organizational culture on Employee’s performance.</p>	<p><b>Rejected</b></p>
	<p><b>H<sub>04</sub>:</b> There is no significant impact of Authenticity as a measure of organizational culture on Employee’s performance.</p>	<p><b>Rejected</b></p>
	<p><b>H<sub>05</sub>:</b> There is no significant impact of Pro-action as a measure of organizational culture on Employee’s performance.</p>	<p><b>Rejected</b></p>
	<p><b>H<sub>06</sub>:</b> There is no significant impact of Autonomy as a measure of organizational culture on Employee’s performance.</p>	<p><b>Rejected</b></p>
	<p><b>H<sub>07</sub>:</b> There is no significant impact of Collaboration as a measure of organizational culture on Employee’s performance.</p>	<p><b>Rejected</b></p>
	<p><b>H<sub>08</sub>:</b> There is no significant impact of Experimentation as a</p>	<p><b>Rejected</b></p>

	measure of organizational culture on Employee's performance.	
--	--	--

**Conclusion**

The study thus concludes that the organisational culture significantly influences faculty members' dedication and engagement with their academic communities. This study aims to investigate the OCTAPACE model's effectiveness in retaining faculty members in higher education institutions by identifying the influencing variables. The model has been previously endorsed by these institutions. This study analysed the theoretical underpinnings of OCTAPACE culture and the efficacy of academic staff in tertiary education in Bhopal. This study utilized primary and secondary data. The study employed a convenience sampling approach and included 800 participants in the sample. This study employed statistical methodologies such as descriptive analysis, which computed measures such as mean, standard deviation, and graphical representations. The dataset was subjected to correlation and regression analyses to examine the relationships between variables. The analysis indicates that the null hypothesis is rejected. This study indicates that OCTAPACE cultural variables significantly impact employee performance in the researched context. The inquiry yielded results indicating that the null hypothesis was unreliable.

**References**

1. Feza Tabassum Azmi and Richa Sharma (2007) Profiling OCTAPACE culture: An empirical study of banking and IT sectors in India", The ICFAIAN Journal of Management Research, Vol VI, www.iupindia.org. December.
2. Hagberg Richard and Heifetz Julie (2003) 'Corporate Culture-Organizational Culture: Understanding and Assessment.' Hagberg Consulting Group. Online Document.
3. Harish B. Bapat, Vishal Soni & Vinayak Khare (2014) A Study of organizational dynamics through OCTAPACE culture in IT Companies. Asian Journal of Management Research Volume 4 Issue 4, 671-682.
4. Kashyap Vineet et al (2012), Comparative Analysis of Organizational Culture: The Empirical study of IT Organizations in the Region of Mohali (Panjab, India), International Journal of Management and Business Studies, 2(3), pp 60-64.
5. Maria Watskins (2003) Organizational culture at the university level: A study using the OCAI instrument. Journal of College Teaching & Learning, 4(11), 85-98.
6. Mohammad Hassan Jalri (2012) An Empirical Study of OCTAPACE Culture and Organizational Commitment. International Journal of Retailing & Rural Business Perspectives. Vol. I. No.2, pp.187-196.
7. Mohr. Fisher and Nevin, (1996) Employee's perspective towards organization culture in Automobile Industries in Chennai, Journal of Business Management and Applied Economics, Issue 1, <http://jbmae.scientificpapers.org>
8. Mufeed S.A., Gurkoo, (2007), Need to focus on key elements of OCTAPACE culture in universities: An empirical assessment, The Journal-Contemporary Management Research, /: 28-51.
9. Nadler (1984) Symbolic power and organizational culture. Sociological Theory, 21, 128-149.
10. Neeraj, Kumari (2013) A Study on the OCTAPACE Culture of an Organization. OJSSR, Voll (8), pp.211-225.

11. Schein, E. (1992), *Organizational Culture and Leadership*, 2d Edition. San Fran, Jossey-Bass.
12. Schneider (1994) *The Organizational Bases of Ethical Work Climates in Lodging Operations as Perceived by General Managers*, *Journal of Business Ethics*, Vol.15, 1083-1093.
13. Shafritz and Ott (2001) *Does organizational culture have an impact on quality? A study of culture and quality in ninety-two manufacturing organizations*, Presentational to the Academy of Management Convention, San Diego, CA., August 1998
14. Sheetal Yadav (2014) *OCTAPACE Culture Profile in Universities of Delhi- NCR: A Comparative Study between Prevailing and Desired Level of OCTAPACE*, *International Journal of Management and Commerce Innovations*. (Online) Vol. 2, Issue 1, pp: (79-85)
15. Shine David, Mayur, Bhakre & Pragya Dubey (2015) *Role of OCTAPACE Culture in Knowledge Management*. *International Journal of Core Engineering & Management (IJCEM)* Volume 2, Issue 1, April, 74-89.
16. Starr, J. (2004), *The manager's role in coaching overcoming barriers to success*. *Development and Learning in Organizations*, Volume 18, No. 2, pp. 9-12
17. Van Maanen J. & S. R. Barley., (1984), *Occupational Communities: Culture and Control in Organizations*, in Schein, E. 1992, *Organizational Culture and Leadership*, 2d Edition. San Fran: Jossey-Bass.
18. Zainal and Nasuridin (2011) *Matching Corporate Culture and Business Strategy*”, *Organizational Dynamics*, 15-41.