

Cultural Transformation Strategies to Achieve Institutional Goals in Higher Education: An Investigation at the Faculty of Sport Sciences

Serdar SAMUR¹, Fatih TURGUT²

Abstract

Article Info

Received: 09.01.2025

Accepted: 15.04.2025

Online Published:

15.04.2025

Keywords:

Change Management,
Cultural Change,
Institutional Culture,
Strategic Planning,
University Culture

DOI:

10.55238/seder.1616775

Aim: This research was conducted to examine cultural transformation strategies that could help public and private higher education institutions in Turkey achieve their institutional goals. **Method:** In the research, a mixed research method was used to analyse the cultural dynamics within a particular faculty. The Organisational Culture Assessment Instrument (OCAI) developed by Quinn and Cameron was used to assess the congruence and incongruence between the current culture of the faculty and the desired culture stated in the strategic plan. Research data were collected from academic and administrative staff working at the Faculty of Sport Sciences. The dominant organisational culture types (hierarchy, market, adhocracy, adhocracy, clan) were analysed thematically for the current and targeted situation. **Results:** The strategic plan of the university seems to adopt a culture that is open to employees, learning and change, and encourages co-operation and strategic management. The desired culture includes the characteristics of 'Clan Culture' and 'Adhocracy Culture' in Quinn and Cameron's model. **Conclusion:** As a result, it was determined that although the current faculty culture is hierarchical and competitive, the employees prefer the culture envisaged by the strategic plan. Therefore, strategies such as Cultural Awareness and Training, Participative Management and Leadership Approach, Flexible and Innovative Working Environment, Performance Evaluation and Reward Systems, and Communication and Feedback Mechanisms are recommended to transition from the current culture to the university's desired "Clan" and "Adhocracy" culture, aligning employees with the strategic goals.

Yükseköğretimde Kurumsal Hedeflere Ulaşmak için Kültürel Dönüşüm Stratejileri: Spor Bilimleri Fakültesi'nde Bir Araştırma

Özet

Yayın Bilgisi

Gönderi Tarihi: 09.01.2025

Kabul Tarihi: 15.04.2025

Online Yayın Tarihi:

15.04.2025

Anahtar Kelimeler:

Değişim Yönetimi, Kültürel
Değişim, Kurum Kültürü,
Stratejik Planlama,
Üniversite Kültürü

Amaç: Bu araştırma, Türkiye'deki kamu ve özel yükseköğretim kurumlarının kurumsal hedeflere ulaşmasına yardımcı olabilecek kültürel dönüşüm stratejilerini incelemek amacıyla yapılmıştır. **Yöntem:** Araştırmada, belirli bir fakülte içindeki kültürel dinamikleri analiz etmek için karma araştırma yöntemi kullanılmıştır. Quinn ve Cameron tarafından geliştirilen Örgütsel Kültür Değerlendirme Aracı (OCAI), fakültenin mevcut kültürü ile stratejik planda belirtilen arzu edilen kültür arasındaki uyum ve uyumsuzlukları değerlendirmek için kullanılmıştır. Araştırma verileri Spor Bilimleri Fakültesi'nde çalışan akademik ve idari personelden toplanmıştır. Mevcut ve hedeflenen durum için baskın örgüt kültürü tipleri (hierarchy, market, adhocracy, adhocracy, clan) tematik olarak analiz edilmiştir. **Bulgular:** Üniversitenin stratejik planı çalışanlara, öğrenmeye ve değişime açık olan, işbirliği ve stratejik yönetimi teşvik eden bir kültür benimsediği görülmektedir. Arzu edilen kültür, Quinn ve Cameron'ın modelindeki "Klan Kültürü" ve "Adhokrasi Kültürü" özelliklerini içermektedir. **Sonuç:** Sonuç olarak mevcut fakülte kültürünün hiyerarşik ve rekabetçi olmasına karşın, çalışanların stratejik planın öngördüğü kültürü tercih ettikleri belirlenmiştir. Bu nedenle, mevcut kültürden üniversitenin arzu ettiği "Klan" ve "Adhokrasi" kültürüne geçiş için Kültürel Farkındalık ve Eğitim, Katılımcı Yönetim ve Liderlik Yaklaşımı, Esnek ve Yenilikçi Çalışma Ortamı, Performans Değerlendirme ve Ödüllendirme Sistemleri ile İletişim ve Geri Bildirim Mekanizmaları gibi stratejiler önerilmekte ve çalışanların stratejik hedeflerle uyumlu hale getirilmesi hedeflenmektedir.

¹Istanbul Aydın University, Faculty of Sports Sciences, Istanbul/Türkiye. E-mail: ssamur@aydin.edu.tr. ORCID: 0000-0002-7396-6768

²Istanbul Aydın University, Faculty of Sports Sciences, Istanbul/Türkiye. E-mail: fatihturgut@aydin.edu.tr. ORCID: 0000-0003-3641-8452

Introduction

Universities are not merely places where knowledge and skills are imparted but also dynamic environments where societal and institutional values are shaped and developed. In this context, institutional culture in universities is a critical factor influencing academic success, employee and student satisfaction, and overall institutional performance. Institutional culture is one of the fundamental building blocks that embody a university's mission, vision, and values, and it guides the daily interactions of all stakeholders.

In universities, the motivation of academic and administrative staff and the academic and social development of students are important in terms of institutional culture. A strong institutional culture contributes to supporting innovative activities within the university, strengthening research efforts, and effectively delivering services to the community.

Culture encompasses the shared values, norms, beliefs, and behavioral patterns of a society or group. It influences individuals' lifestyles, thinking styles, behaviors, and social relationships. According to Trompenaars and Hampden-Turner (2012), culture can be viewed as the collective programming of the mind that distinguishes one group from another, influencing how individuals react in various situations. Similarly, Schein (2010) defines culture as the set of shared assumptions and beliefs developed by a group in response to its challenges and experiences. In this context, culture is a significant factor at both individual and organizational levels.

Institutional culture is a system of values, beliefs, and norms shared by members of an organization that determines how the organization operates. Cameron and Quinn (2006) define institutional culture as the underlying framework that is expressed through an organization's practices, symbols, and narratives. According to Hatch and Cunliffe (2013), institutional culture consists of fundamental assumptions and beliefs that shape the internal dynamics of an organization and influence employees' behaviors. Institutional culture directly affects employee motivation, job satisfaction, and overall performance.

Lee and Kramer (2016) analyzed the impact of culture on organizational commitment and performance, showing that a strong institutional culture enhances job satisfaction and performance. Particularly, Ogbonna and Harris (2015) examined the effects of institutional culture on innovation and competitiveness, revealing that cultural values encourage innovative behaviors.

Institutional culture consists of components that define a university's identity and character. These components include leadership, communication styles, values and norms, rituals and symbols, organizational structures and processes, and ultimately, the behaviors and attitudes of the university community. Edgar Schein defines institutional culture as a "set of shared basic assumptions and beliefs by members of an organization" (Schein, 2010). The alignment of these elements strengthens the university's relationships with both internal and external stakeholders.

A well-defined and adopted corporate culture increases the motivation of academic staff and enables faculty members and researchers to work more efficiently and effectively. It also contributes positively to the academic and social development of students and increases the overall success rate of the university. Recent studies emphasise the important role of corporate culture in the success of higher education

institutions. For example, Koro-Ljungberg et al. (2017) emphasise how a strong institutional culture supports faculty commitment and institutional effectiveness.

Corporate culture directly affects the reputation of the university in the outside world. Universities with a culture that is aligned with employee expectations and values tend to have a more prestigious position both nationally and internationally. Such an environment enables the university to attract talented students and academics, secure additional research funding and establish wider collaborations. Recent research has underlined the impact of organisational culture on a university's reputation and success. For example, Martin and Meyerson (2012) discuss how a strong organisational culture can enhance a university's reputation and facilitate its ability to achieve strategic goals and expand its networks.

The purpose of this study is to examine cultural transformation strategies that facilitate the achievement of organisational goals in higher education institutions in Turkey, focusing on a faculty-level case. The study addresses the effects of organisational culture on higher education and discusses the challenges faced in transformation processes and how these challenges can be overcome. While the existing literature emphasises the critical role of institutional culture in change management, this research aims to fill the existing gaps by suggesting more specific strategies in the Turkish context.

Definition and Importance of Cultural Change

Cultural change refers to the process through which the existing cultural values, norms, beliefs, and practices of an organization or society undergo transformation. This change involves reshaping the cultural framework to better align with an organization's strategic goals, improve efficiency, or enhance overall performance. Recent literature emphasizes the importance of cultural change in organizational development. For instance, Van de Ven and Poole (2005) discuss how cultural transformation can be crucial for adapting to new challenges and achieving long-term success.

The process of cultural change consists of several stages. These stages include analyzing the current cultural state, identifying necessary changes, developing change strategies, and implementing the process (Schein, 2010). Cultural change helps align leaders' vision and strategies with employees, facilitating the achievement of the organization's overall goals.

Given the challenges faced by Turkish universities, such as adaptation to international accreditation standards, increasing competition for research funding, and the need for greater institutional autonomy, cultural change is particularly critical. This study aims to detail the cultural change strategies that can be applied in faculties and analyze the challenges that may be encountered in this process.

A well-structured cultural change strategy can enhance employee motivation and commitment and improve performance and overall organizational efficiency (Cameron & Quinn, 2011).

Cultural change enables leaders to communicate organizational visions and strategies more effectively. Additionally, encouraging innovative thinking and behaviors can enhance the institution's competitive advantage (Schein, 2010). Cultural change can increase employee job satisfaction and workplace commitment. When employees feel valued and actively participate in the change, overall satisfaction within the organization can improve (Harris & Moran, 2011).

The Impact of Organizational Culture on Change

Research on the impact of organizational culture on change highlights that culture plays a crucial role in the success of change management strategies. For example, Cameron and Green (2015) emphasize that leaders must develop strategies that consider organizational culture to effectively manage change. Organizational culture is a fundamental element for the sustainability and long-term success of change initiatives.

The literature frequently highlights that organizational culture must be examined in organizational change processes. According to Cameron and Quinn (2006), cultural change is a critical element for organizations to achieve their strategic goals. Organizational culture plays a significant role in reducing resistance to change and in the successful adoption of change processes. Additionally, Cameron and Quinn (2006) argue that cultural alignment is one of the key factors in the success of change management.

In this context, the current state of organizational culture in higher education institutions in Turkey will be analyzed, focusing on how it can be integrated into change processes.

Kotter (2012) emphasizes that change leaders must understand and manage organizational culture effectively. Ignoring cultural dynamics during change processes can lead to failure. Therefore, when developing change strategies, it is crucial to analyze the current state of organizational culture and plan for its evolution. Recent research supports this view. Burke (2017) highlights that successful change management requires a detailed analysis of organizational culture and strategic attention to necessary cultural transformations. Furthermore, Alvesson and Sveningsson (2015) demonstrate in their study on managing cultural change that effective change management is closely linked to cultural alignment and leadership capabilities.

Identifying the Dominant Culture Type

Recent studies suggest new approaches for identifying and analyzing dominant culture. For instance, Denison, Nieminen, and Kotrba (2014) emphasize the importance of using both quantitative and qualitative methods in measuring and evaluating organizational culture. The dominant culture of an organization is typically measured using specific criteria, which may include surveys, interviews, observations, and cultural inventories. These tools are used to gauge how values, beliefs, and norms within the organization are perceived and adopted.

The dominant culture of an organization encompasses fundamental elements that are pervasive within the organization and significantly influence employees' behaviors and perceptions. According to Cameron and Quinn (2006), the dominant culture has the following characteristics:

- *Shared Values and Beliefs:* The dominant culture reflects the core values and beliefs that are collectively embraced by the organization's members. These values are often aligned with the organization's mission, vision, and strategic objectives, and they serve as guiding principles for decision-making and behavior within the organization.
- *Behavior and Norms:* The dominant culture plays a crucial role in shaping and reinforcing specific behaviors and norms within the organization. These norms become the standard expectations for

how employees should act, interact, and perform their duties, thereby influencing daily operations and interactions.

- *Leadership Style*: The dominant culture exerts a strong influence on the leadership style within the organization. It determines the approaches leaders take in decision-making processes, communication, and how they engage with their teams. The culture shapes the way leaders motivate, manage, and guide their employees, aligning leadership practices with the broader cultural context of the organization.

Cameron and Quinn (2011) propose the "Competing Values Framework" for determining cultural typologies. This framework analyzes an organization's internal dynamics and its interaction with the external environment to identify cultural characteristics. The model defines four fundamental types of organizational culture -Clan, Adhocracy, Market, and Hierarchy- and is used to assess which type of culture most closely aligns with the organization's characteristics and strategic goals.

In this study, the Competing Values Framework by Cameron and Quinn will be used to identify the dominant culture type in the examined faculty and determine the current culture type. This identification is crucial for setting the direction and strategies for the cultural change process.

As illustrated in Figure 1, there are four types of organizational cultures: hierarchy-control culture, market-competition culture, clan-collaboration culture, and adhocracy-creative culture.

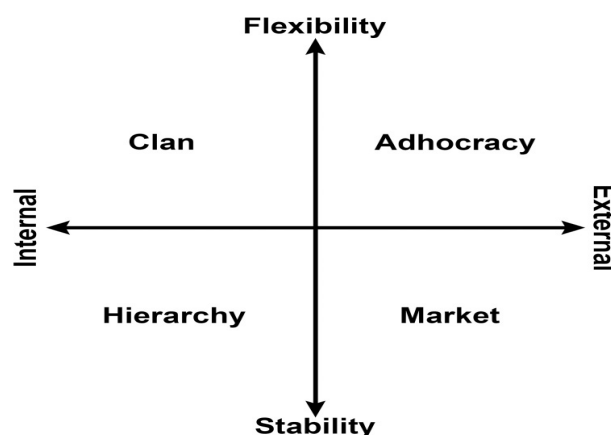


Figure 1. Organizational culture clusters

The Competing Values Framework developed by Cameron and Quinn is based on two fundamental dimensions: flexibility and stability. In this model, the first dimension emphasizes flexibility, initiative, and dynamism, while the opposing dimension represents stability, order, and control. The second dimension contrasts internal focus and unity with external focus, differentiation, and competition.

The combination of these two dimensions creates four distinct clusters. Each cluster reflects the core values of the organization and, when compared crosswise, they are competitors and opposites of each other. These four clusters determine the dominant culture type within an organization.

Analysis of the Current Culture Type

The Organizational Culture Assessment Instrument (OCAI) developed by Cameron and Quinn provides a framework for analyzing the current culture in detail and planning cultural transformation

strategies. In Turkish higher education institutions, bureaucratic structures often align with the hierarchy-control culture, while faculties aiming for global competitiveness may adopt market-oriented strategies. The transformation process requires balancing these dynamics.

In this context, the analysis of the existing culture in a faculty example in Turkey will be conducted, and cultural transformation strategies will be developed based on this analysis.

The Organizational Culture Assessment Instrument (OCAI) developed by Cameron and Quinn covers various dimensions that are not entirely comprehensive but represent the essence of culture:

- *Basic Assumptions*: Dominant Character, Organizational Link
- *Interaction Patterns*: Leadership, Employee Management
- *Organizational Direction*: Strategic Importance, Success Criteria

This model initiates a preparation process for cultural change. It identifies many factors related to culture and situations that need to be changed if necessary. This process provides a guide for better understanding the organization's culture and directing the transformation when needed. This model offers a framework to identify and enhance the strengths of organizations.

The characteristics of these culture types are as follows:

- *Hierarchy Culture*: Values collaboration, security, and order. Work is conducted under strict control and supervision. Decision-making processes are managed with a centralized approach, and empowerment is low. Efficiency, reliability, and problem elimination are primary goals. Decision-making authority is limited, and rules/processes are standardized.
- *Market Culture*: Adopts a competitive and results-oriented approach. Focuses on performance and success while encouraging innovation and entrepreneurship. Decision-making processes are fast, with flexibility and adaptation prioritized to gain competitive advantage. Profitability, final results, and customer satisfaction are emphasized. Competitive management and customer service are important strategic areas.
- *Clan Culture*: Embraces a family-like environment and values relationships, solidarity, and shared values. Leadership is often based on mentoring and coaching, and employee involvement is encouraged. Participation in processes and employee empowerment are important. Teamwork and customer focus are fundamental. Commitment and loyalty are key values.
- *Adhocracy Culture*: Has an innovative and flexible structure. Encourages creativity, risk-taking, and openness to change. Decision-making processes are managed in a decentralized and participative manner. Does not adopt a centralized management approach and promotes alternative development. Innovation management and continuous improvement are significant strategic focuses.

In conclusion, while one of these organizational types may dominate in an organization, one or more models may also be prevalent. The organizational culture profile obtained after applying OCAI serves as a compass for potential cultural changes in the organization. It provides a roadmap for understanding where the organizational culture currently stands, where it aims to go, and how it should get there.

Cultural Change Process

Analysis of the Current Culture

The analysis of the current culture is an assessment conducted to understand a institution's existing cultural values, norms, beliefs, and practices. This analysis is a critical step in determining why the change process is necessary and how well the current cultural structure aligns with the change objectives. A detailed analysis of the current culture helps identify the areas where change needs to be focused (Schein, 2010).

This analysis provides insights into how cultural changes should be implemented by defining the scope and direction of the change process. Additionally, understanding the current cultural barriers and supportive elements is crucial for planning more effective change strategies (Kotter, 2012).

Determining the Need for Change

Determining the need for change involves understanding why cultural change is necessary and clarifying which issues or opportunities the change aims to address. At this stage, factors such as the institution's current performance problems, strategic goals, and external environmental changes are evaluated (Kotter & Cohen, 2002).

Identifying the need for change clearly outlines the rationale and objectives for the change. It ensures that the change is understood and supported by all stakeholders within the institution, thereby increasing the likelihood of successful change (Cameron & Quinn, 2011).

Developing the Change Strategy

Developing the change strategy involves step-by-step planning of how the change process will be executed. This phase includes clarifying change objectives, creating strategic plans, identifying resources, and preparing a timeline for the change process (Kotter, 2012).

An effective change strategy ensures that the change process progresses in an organized and coordinated manner. A strategic plan facilitates achieving the change objectives and overcoming challenges encountered during the process (Schein, 2010).

Aligning Culture with Sector Needs

Aligning an organization's culture with sector needs is critical for gaining a competitive advantage. For instance, universities that focus on industry collaboration and entrepreneurship need to shift towards an adhocracy culture, encouraging innovation and risk-taking behaviors. This requires a strategic transition from bureaucratic structures to more flexible, interdisciplinary, and innovation-driven cultures. Kotter (2012) emphasizes the importance of change management in this process and notes the necessity of leadership development for successful change. Burke (2002) argues that organizational change management, cultural training programs, and leadership development processes are effective in aligning organizations with sector needs. Creating a culture that meets sector needs helps organizations enhance their performance in areas such as flexibility, innovation, and efficiency. Smith and Lewis (2018) provide detailed analyses on managing cultural transformation processes and creating cultural structures aligned with sector needs.

Change Management and Implementation Strategies

Effective Change Management

Developing an effective change management strategy involves clearly defining the roles of change agents, accurately planning for resistance management, and ensuring comprehensive execution of the change process. Change agents, including leaders and teams responsible for managing change, are pivotal to the success of the change initiative (Kotter, 2012). For instance, in a faculty restructuring process, the leadership team may implement a phased approach where small pilot groups first adopt the changes before expanding them institution-wide. This strategy minimizes resistance and allows for iterative improvements.

Identifying the need for change and formulating strategies that address this need are essential for achieving organizational goals. This study will explore change strategies applicable to a faculty context in detail and discuss the implementation processes involved (Hiatt & Creasey, 2012; Buchanan & Huczynski, 2019).

Role of Change Agents

Change agents are the leaders and teams responsible for managing the change process. They play a critical role in the planning, implementation, and monitoring of change. Change agents guide and support the change process with their leadership skills, change management experience, and effective communication abilities (Kotter, 2012).

Determining change agents is essential for effectively managing and directing the process. These individuals should have the ability to convey the change vision, motivate employees, and address the challenges faced by the change. Such agents enhance the success of the change process and ensure acceptance throughout the institution (Kotter & Cohen, 2002). Effective change agents should possess strong leadership, communication, and conflict resolution skills. In a faculty setting, these agents might include department chairs, senior faculty members, and administrative leaders who can advocate for and guide the transition.

Resistance Management

Resistance management involves effectively managing the negative reactions and resistance that may arise during the change process. Since change can create uncertainty and anxiety, employees may resist change. Resistance management strategies aim to understand the reasons for this resistance, address employees' concerns, and facilitate their adaptation to the change (Kotter, 2012).

Effective resistance management increases employee participation in the change process, leading to broader acceptance of the change. Additionally, it enhances trust and support for the change process through communication and training programs (Schein, 2010).

Training and Development Programs

Training and development programs are designed to prepare employees for change and help them adopt new cultural norms. These programs are created to provide the knowledge, skills, and abilities necessary for the change process. Training and development enable employees to adapt to the change process and contribute to achieving the change objectives (Cameron & Quinn, 2011).

Training and development programs help employees understand the change process, acquire new skills, and meet the requirements of the change. These programs ensure that the change process progresses more smoothly and effectively while increasing employees' commitment to the change (Schein, 2010).

Cultural Adaptation Strategies

Cultural adaptation aims to align the organization's culture with the needs of employees from diverse cultural backgrounds and facilitate their integration into the organization. Strategies for cultural adaptation include training programs, cultural awareness seminars, and various intercultural activities (Trompenaars & Hampden-Turner, 2012).

Cultural adaptation helps employees feel valued and accepted. This enhances their motivation and commitment and strengthens collaboration and communication within the organization (Trompenaars & Hampden-Turner, 2012).

Diversity Management and Inclusivity

Diversity management involves effectively managing cultural diversity within an organization and promoting inclusivity. This includes being sensitive to the needs of employees from diverse cultural backgrounds and providing equal opportunities. Ensuring inclusivity helps all employees feel valued and respected (Roberson, 2006).

Diversity management enables organizations to access a broader talent pool and increase employee satisfaction. It also helps organizations foster innovation and creativity and maintain a competitive advantage (Wentling & Palma-Rivas, 2000).

Support Systems

Support systems are mechanisms that assist employees and managers during the change process. These systems help manage the change process more easily and effectively and provide the necessary support to address challenges encountered during the change. Support systems may include consulting, feedback mechanisms, and crisis management support (Kotter, 2012).

Creating support systems facilitates overcoming obstacles in the change process. These systems reduce the stress and uncertainty experienced by employees and managers, making the process more successful and sustainable (Kotter & Cohen, 2002).

Evaluation and Sustaining Cultural Change

Performance Metrics

Performance metrics are criteria used to assess the success of cultural change. These metrics are used to determine how well the change objectives have been achieved, the results obtained during the process, and the effects of the change process. Performance metrics include employee satisfaction surveys, levels of cultural alignment, job productivity, organizational performance indicators, and evaluations of how many of the change objectives have been achieved (Cameron & Quinn, 2011).

Performance metrics are essential for objectively evaluating the effects and success of cultural change. These metrics assess the effectiveness of the change process, identify areas for improvement, and provide data for strategic decision-making. They offer a clear view of the extent to which the goals of the cultural change process have been achieved and enable corrective actions if necessary (Buchanan & Huczynski, 2019).

Continuous Improvement

Ensuring the sustainability of cultural change and fostering continuous improvement is an ongoing process, not just at the initial stage but throughout the long-term success of the change. Continuous improvement involves reinforcing and updating cultural change over time. This includes feedback mechanisms, regular evaluations, training programs, and openness to innovations (Schein, 2010).

Ongoing enhancement and sustainability of cultural change help the organization adapt to changing internal and external conditions. This supports the rooting of the change process and the organization's long-term success. Continuous improvement increases the organization's ability to adapt cultural change and ensures that the change integrates with the organizational culture (Kotter & Cohen, 2002).

Materials and Methods

Research Design

This study was conducted using a mixed-method research design to examine the organisational culture in a faculty of a university and to assess its alignment with the type of culture envisaged in the university's strategic plan. The primary objective of the research is to determine the alignment between the existing organizational culture and the cultural type outlined in the university's strategic plan and to explore how any misalignments can be addressed through change management processes. To achieve this, both quantitative and qualitative data collection and analysis methods were employed to gain a deep understanding of the dynamics of organizational culture.

Research Model and Participants

The research model adopted a combination of survey and case study methods. The survey method was used to broadly assess the current state of organizational culture. In contrast, the case study method was chosen to explore the cultural dynamics within a specific faculty in detail. In this context, Quinn and Cameron's Organizational Culture Assessment Instrument (OCAI) was utilized. The research data were collected from 22 academic and 1 administrative staff working at the Faculty of Sport Sciences of a private university between 05.05.2024 and 05.06.2024. Participants were determined by maximum diversity sampling method and people who could provide information about organisational culture were selected.

Data Collection Tools

- *Surveys:* To measure participants' perceptions and evaluations of the organizational culture, the "Organizational Culture Assessment Instrument" (OCAI) developed by Cameron and Quinn (1999) was used. This instrument was designed to measure four basic types of organizational culture (Clan, Adhocracy, Market, Hierarchy) and has been tested for validity and reliability. The surveys were administered to understand participants' perceptions, values, and norms regarding the current culture.
- *Quantitative and Qualitative Data Analysis:* The collected data were analyzed using thematic analysis. In this process, participants' responses were thoroughly examined based on the cultural diversity identified by Cameron and Quinn, and cultural themes, trends, and potential misalignments were identified. In the data analysis process, the thematic analysis stages suggested by Braun and

Clarke (2006) were followed. Firstly, participant responses were coded, then similar themes were grouped and the results were interpreted.

Results

The research findings were analysed under two main themes: (1) Current cultural structure and problems (2) Targeted change strategies for adaptation to the strategic plan. When the findings related to the current structure and problems were analysed, it was found that the average of 'hierarchy' was 35.70, the average of 'market' was 27.70, the average of 'clan-cooperation' was 19.13 and the average of 'adhocracy' was 17.31. Employees think that the current cultural structure is rigid. In line with the findings, it was determined that the dominant organisational culture is 'hierarchy'.

When the data on the organisational culture targeted for compliance with the strategic plan in the research are examined; it is seen that the average of 'hierarchy' is 23,59, the average of 'market' is 21,04, the average of 'clan-cooperation' is 30,71 and the average of adhocracy is 24,05. When the strategic plan of the university and the findings obtained in the research are examined, it is determined that the targeted organisational culture is 'clan' and 'adhocracy' and there is a need for transition to these culture types. This situation points to an important turning point for organisational success.

As a result, Quinn and Cameron's Organisational Culture Assessment Tool, which was used in this study, identified the compatibility and incompatibilities between the current culture of the faculty and the type of culture envisaged in the strategic plan. The findings reveal that faculty members tend to adopt the type of culture specified in the strategic plan.

During the cultural change process, the structure of the "clan" culture, which emphasizes collaboration, teamwork, and personal relationships, supports the social dynamics of the academic environment. Additionally, the innovative and flexible nature of "adhocracy" culture can enhance the faculty's research and development processes, thereby increasing its competitiveness. However, the challenges that may arise during the transition from the existing "hierarchy" culture to these target cultures can be overcome through cultural awareness and training programs, as outlined below. Increasing employee participation in the change process, reevaluating leadership approaches, and creating flexible work environments will facilitate this transformation.

Cultural Awareness and Training

Awareness Seminars: Faculty staff should be informed about "clan" and "adhocracy" cultures. These seminars should address the necessity of cultural change, focusing on collaboration and innovation (Cameron & Quinn, 2011).

Training Programs and Workshops: Training and interactive workshops should be organized to help employees embrace new cultural values. The training should elaborate on conformity to and integration with cultural norms (Schein, 2010).

Participatory Management and Leadership Approach

Participation in Decision-Making Processes: Employees should be actively involved in decision-making processes. Participatory management can increase motivation and strengthen commitment (Yukl, 2013).

Innovative Leadership Styles: Leaders should adopt the innovative and risk-taking leadership style required by "adhocracy" culture. This encourages creative thinking and innovative solutions (Northouse, 2018).

Flexible and Innovative Work Environment

Flexibility and Innovation: Flexibility should be ensured in work processes, and an environment that encourages innovative ideas should be created. Employees should be given more autonomy in projects (Amabile, 1996).

Use of Initiative: Employees should be given opportunities to take initiative in projects. This fosters innovative thinking and creates a positive impact during the change process (Kotter, 2012).

Performance Evaluation and Reward Systems

Evaluation Criteria: Performance evaluation and reward systems should be restructured to include criteria such as collaboration, teamwork, and innovation (Aguinis, 2019).

Rewarding Successes: Achievements and innovative contributions should be rewarded. This supports employees' adaptation to cultural change and increases motivation (Lawler, 2003).

Communication and Feedback Mechanisms

Open Communication Channels: Open and effective communication channels should be established, and employees should be regularly informed about the change process (Clampitt, 2017).

Feedback Mechanisms: Employees' opinions should be collected through feedback mechanisms and considered when developing strategies (Stone, Patton, & Heen, 2010).

As a Results

As a result, Quinn and Cameron's Organisational Culture Assessment Tool, which was used in this study, identified the compatibility and incompatibilities between the current culture of the faculty and the type of culture envisaged in the strategic plan. The findings reveal that faculty members tend to adopt the type of culture specified in the strategic plan. It was determined that although the current faculty culture is hierarchical and competitive, the employees prefer the culture envisaged by the strategic plan. Therefore, strategies such as Cultural Awareness and Training, Participative Management and Leadership Approach, Flexible and Innovative Working Environment, Performance Evaluation and Reward Systems, and Communication and Feedback Mechanisms are recommended to transition from the current culture to the university's desired "Clan" and "Adhocracy" culture, aligning employees with the strategic goals. This study underscores the importance of targeted strategies to enhance cultural change. Aligning the faculty's current culture with the strategic plan can improve institutional effectiveness. Key strategies include cultural awareness, participatory management, flexible work environments, and revised performance evaluations. Transitioning to "clan" and "adhocracy" cultures is expected to enhance employee satisfaction and

institutional success. This study shows that aligning faculty culture with the strategic plan will increase not only employee satisfaction but also academic productivity.

Discussion and Conclusion

Strategic Plan and Cultural Focus

The university's strategic plan envisions a cultural shift towards participation, collaboration, openness to learning and change, and strategic management. The plan aims to cultivate a culture that integrates characteristics of both "Clan Culture" and "Adhocracy Culture," as outlined by Quinn and Cameron.

Clan Culture is characterized by a family-like, human-centered structure that emphasizes personal relationships and loyalty. Key focus areas related to Clan culture in the strategic plan include:

- *Student-Centeredness*: Emphasizing services tailored to students' needs.
- *Participation*: Encouraging stakeholder involvement in decision-making processes to achieve common goals.
- *Public and Social Responsibility*: Prioritizing social responsibility and community engagement.
- *Transparency and Fairness in Governance*: Enhancing institutional trust through transparent and fair governance.

Adhocracy Culture is known for its innovation, flexibility, and creativity in problem-solving. The strategic plan highlights the following focus areas for Adhocracy culture:

- *Innovation and Research*: Promoting innovative projects through R&D and entrepreneurship initiatives, and supporting a research-oriented culture.
- *Technology Transfer and Entrepreneurship*: Balancing technology transfer with entrepreneurial activities.
- *Internationalization*: Fostering international collaborations and preparing for global competition.
- *Digital Transformation*: Developing data infrastructure and monitoring performance indicators.

These focus areas are intended to align with the university's goals and strengthen its institutional structure.

Faculty Culture Typology

Using the Quinn and Cameron model, based on the survey results defining the Competing Values Framework, the cultural type depicted in the following Figure 2 has been identified.

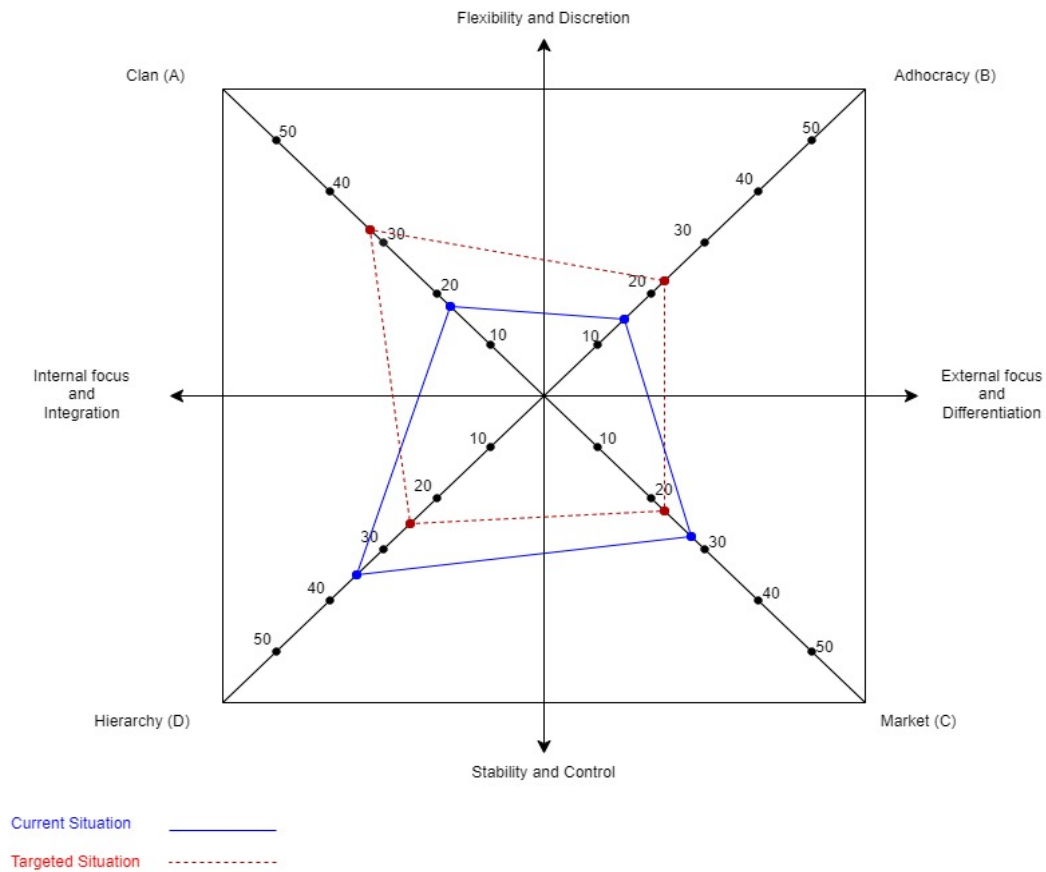


Figure 2. Current and targeted faculty culture typology

According to the results illustrated in Figure-2, the following cultural types have been identified for the faculty:

Current Cultural State

Based on the survey results, the current cultural types in the faculty are ranked as follows:

- *Hierarchy - Control Culture:* The current score is 36. This indicates that the faculty operates with a structured and systematic approach, emphasizing adherence to rules and procedures. This cultural type highlights a focus on control and order within the organization.
- *Market - Competitive Culture:* The current score is 28. This suggests a competitive and performance-driven approach is prevalent in the faculty, focusing on results and external competition.
- *Clan - Collaborative Culture:* The current score is 18. This score reflects a limited presence of a collaborative and supportive culture within the faculty.
- *Adhocracy - Creative Culture:* The current score is 14. This indicates that the emphasis on innovation and creativity is relatively low in the faculty.

Desired Cultural State

The desired cultural types for the faculty are as follows:

- *Clan - Collaborative Culture:* The desired score is 32. This indicates a future focus on fostering a more collaborative and supportive culture.

- *Adhocracy - Creative Culture*: The desired score is 23. This reflects a desire to enhance the emphasis on innovation and creativity in the future.
- *Market - Competitive Culture*: The desired score is 21. This suggests that while the competitive approach will be somewhat less emphasized in the future, it will still play a significant role.
- *Hierarchy - Control Culture*: The desired score is 23. This implies that while a slightly reduced emphasis on control and order is expected, maintaining some level of hierarchy and control remains important.

The analysis reveals that the current culture of the faculty is primarily hierarchical and competitive. However, there is a clear trend towards enhancing collaboration and creativity in the future.

Cultural change processes have profound effects on organizational performance, employee motivation, and innovation capacity. For these processes to be managed successfully, it is critical to consider theoretical frameworks and empirical findings in the literature. Schein (2010) emphasizes the role of leadership, symbols, and reward mechanisms in embedding organizational culture, arguing that cultural transformation is only possible through consistent and systematic approaches. According to him, "organizational culture embedding mechanisms" play a vital role in ensuring the sustainability of change.

Similarly, Kotter (2012) identifies resistance to change from existing hierarchical structures as one of the most common obstacles in organizational change processes. Particularly in institutions with traditional management approaches, employees may struggle to abandon familiar ways of working, which can hinder innovation. In this context, Cameron and Quinn's (2011) Competing Values Framework highlights the dimensions of organizational culture that need to be balanced. The researchers argue that while overly hierarchical structures provide stability, they may also constrain flexibility. Thus, in cultural change processes, a balance must be struck between "control" and "creativity."

In the literature on motivation and creativity, Amabile (1996) emphasizes that fostering innovation in organizations requires supporting employees' intrinsic motivation. She argues that rigid hierarchies and excessive control mechanisms can suppress creative thinking, ultimately negatively impacting long-term organizational performance. Therefore, transitioning to a structure that enhances employee autonomy and promotes collaboration can strengthen innovation capacity.

Northouse (2018), within the context of leadership theories, highlights the role of transformational leadership in cultural change processes. According to this perspective, visionary leadership can enhance employees' commitment to change, enabling more effective management of the process.

In conclusion, the success of cultural change depends on both theoretical frameworks and the unique dynamics of the organization. While strategies proposed by researchers like Schein (2010) and Kotter (2012) provide important insights into how change can be internalized, Cameron and Quinn (2011) and Amabile (1996) emphasize the importance of a balanced cultural structure. In this regard, cultural transformation in complex organizations such as universities can only be achieved through a multidimensional approach and a long-term perspective. Future studies should focus on monitoring the long-term effects of cultural change through employee engagement surveys and performance metrics.

Acknowledgments

We would like to extend our sincere gratitude to all individuals and organizations who contributed to the success of this study. First and foremost, we appreciate the faculty members for their participation and valuable insights during the survey and assessment process. Your willingness to engage and provide feedback was crucial for the development of this research.

We also wish to thank the specific individuals, departments, or organizations who provided support and guidance throughout the study. Their expertise and encouragement greatly enhanced the quality of our work.

Special thanks go to the research team for their dedication and hard work in conducting the study and analyzing the results. Their commitment to the project was instrumental in achieving the objectives outlined in the strategic plan.

Declaration of Interest Statement

The authors declare that there are no conflicts of interest related to the publication of this study. There are no financial or personal relationships with other people or organizations that could inappropriately influence or bias the content of this research. The study was conducted with the highest standards of ethical research and integrity, and all findings are reported transparently and objectively.

Reference

- Aguinis, H. (2019). *Performance management*. New Jersey: John Wiley & Sons.
- Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education*, 11(3-4), 290-305. <https://doi.org/10.1177/1028315307303542>.
- Alvesson, M., & Sveningsson, S. (2015). *Changing organizational culture: Cultural change work in progress*. Routledge. <https://doi.org/10.4324/9781315688404>.
- Amabile, T.M. (1996) *Creativity in context*. Westview Press, Boulder, CO.
- Besson, P., & Rowe, F. (2012). Strategizing information systems-enabled organizational transformation: a transdisciplinary review and new directions. *Journal of Strategic Information Systems*, 21(2), 103-124. <https://doi.org/10.1016/j.jsis.2012.05.001>.
- Buchanan, D. A., & Huczynski, A. (2019). *Organizational behaviour: An introductory text*. Pearson Education.
- Burke, W. W. (2017). *Organization change: Theory and practice*. Sage Publications.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Cameron, K. S., & Green, M. (2015). *Diagnosing and changing organizational culture: Based on the competing values framework*. Jossey-Bass.
- Cameron, K. S., & Quinn, R. E. (2006). *Diagnosing and changing organizational culture: Based on the competing values framework*. Jossey-Bass.
- Cameron, K. S., & Quinn, R. E. (2011). *Diagnosing and changing organizational culture: Based on the competing values framework*. Jossey-Bass.
- Clampitt, J., Sanchez, C., Kwan, J., Krause, E., MacCrann, N., Park, Y., ... & Walker, A. R. (2017). Galaxy–galaxy lensing in the dark energy survey science verification data. *Monthly Notices of the Royal Astronomical Society*, 465(4), 4204-4218. <https://doi.org/10.1093/mnras/stw2988>.

- Clampitt, P. G. (2017). *Communicating for managerial effectiveness: Challenges, strategies, solutions*. Sage Publications.
- De Wit, H. (2011). Internationalization of higher education: Nine misconceptions. *International Higher Education*, (64), 6-7.
- Deal, T. E., & Kennedy, A. A. (1982). *Corporate cultures: The rites and rituals of organizational life*. Reading/T. Deal, A. Kennedy.–Mass: Addison-Wesley, 2, 98-103.
- Denison, D., Nieminen, L., & Kotrba, L. (2014). Diagnosing organizational cultures: A conceptual and empirical review of culture effectiveness surveys. *European Journal of Work and Organizational Psychology*, 23(1), 145-161. <https://doi.org/10.1080/1359432X.2012.713173>.
- Eccles, R. G., Ioannou, I., & Serafeim, G. (2014). The impact of a corporate culture of sustainability on corporate behavior and performance. *Harvard Business School Working Paper*, 12-035.
- Hampden-Turner, C., & Trompenaars, F. (1997). Response to geert hofstede. *International Journal of Intercultural Relations*, 21(1), 149.
- Harris, P. R., & Moran, R. T. (2011). *Managing cultural differences*. Routledge.
- Hatch, M. J., & Cunliffe, A. L. (2013). *Organization theory: Modern, symbolic, and postmodern perspectives*. Oxford University Press.
- Hiatt, J. M., & Creasey, T. J. (2012). *Change management: The people side of change*. Prosci.
- Hofstede, G. (1984). *Culture's consequences: International differences in work-related values*. Sage Publications.
- Hofstede, G. (1991). *Cultures and organizations: Software of the mind*. McGraw-Hill.
- Koro-Ljungberg, M., McNeill, N., & Elwood, S. (2017). The importance of institutional culture: Enhancing faculty engagement and effectiveness. *Journal of Higher Education Policy and Management*, 39(3), 304-319.
- Kotter, J. P. (2012). *Leading change*. Harvard Business Review Press.
- Kotter, J. P., & Cohen, D. S. (2002). *The heart of change: Real-life stories of how people change their organizations*. Harvard Business Review Press.
- Kuh, G. D., & Whitt, E. J. (1988). The invisible tapestry: Culture in American colleges and universities. ASHE-ERIC Higher Education Report No. 1, 1988. *Association for the Study of Higher Education*.
- Lawler, E. E. (2003). Reward practices and performance management system effectiveness. *Organizational Dynamics*, 32(4), 396-404.
- Martin, J., & Meyerson, D. (2012). *Organizational Culture: Mapping the Terrain*. SAGE Publications.
- Northouse, P. G. (2018). *Leadership: Theory and practice*. Sage Publications.
- Ogbonna, E.; Harris, L.C. (2015). Subcultural tensions in managing organisational culture: A study of an English Premier League football organisation. *Humans Resource Management*, 25, 217–232. <https://doi.org/10.1111/1748-8583.12059>.
- Porter, M. E., & Kramer, M. R. (2006). Strategy and Society: The Link Between Competitive Advantage and Corporate Social Responsibility. *Harvard Business Review*, 84(12), 78-92.
- Quinn, R. E., & Cameron, K. (1983). Organizational life cycles and shifting criteria of effectiveness: Some preliminary evidence. *Management Science*, 29(1), 33-51. <https://doi.org/10.1287/mnsc.29.1.33>.
- Roberson, Q. M. (2006). Disentangling the meanings of diversity and inclusion in organizations. *Group & Organization Management*, 31(2), 212-236. <https://doi.org/10.1177/1059601104273064>.
- Schein, E. H. (1992). *How can organizations learn faster? The problem of entering the Green Room*.
- Schein, E. H. (2009). *The corporate culture survival guide*. John Wiley & Sons.
- Schein, E. H. (2010). *Organizational culture and leadership*. John Wiley & Sons.

- Smart, J. C., & St. John, E. P. (1996). Organizational Culture and effectiveness in higher education: A test of the "culture type" and "strong culture" hypotheses. *Educational Evaluation and Policy Analysis*, 18(3), 219-241. <https://doi.org/10.3102/01623737018003219>.
- Smith, W. K., Jarzabkowski, P., Lewis, M. W., & Langley, A. (Eds.). (2017). *The Oxford handbook of organizational paradox*. Oxford University Press.
- Stone, D., Patton, B., & Heen, S. (2023). *Difficult conversations: How to discuss what matters most*. Penguin.
- Thomas, R. R. (1996). *Redefining diversity*. AMACOM.
- Tierney, W. G. (1988). Organizational culture in higher education. *Journal of Higher Education*, 59(1), 2-21. <https://doi.org/10.1080/00221546.1988.11778301>.
- Trompenaars, F., & Hampden-Turner, C. (1997). *Riding the waves of culture: Understanding diversity in global business*. McGraw-Hill.
- Trompenaars, F., & Hampden-Turner, C. (2012). *Riding the waves of culture: Understanding diversity in global business*. Nicholas Brealey Publishing
- Van de Ven, A. H., & Poole, M. S. (2005). Alternative approaches for studying organizational change. *Organization Studies*, 26(9), 1377-1404.
- Wentling, R. M., & Palma-Rivas, N. (2000). Current status and future trends of diversity initiatives in the workplace: Diversity experts' perspective. *Human Resource Development Quarterly*, 11(1), 35-46. <https://doi.org/10.1002/hrdq.3920090304>.
- Westerman, G., Bonnet, D., & McAfee, A. (2014). *Leading digital: Turning technology into business transformation*. Harvard Business Review Press.
- Yukl, G. (2013). *Leadership in organizations*. Pearson.

Cite

Samur, S., & Turgut, F. (2025). Cultural Transformation Strategies to Achieve Institutional Goals in Higher Education: An Investigation at the Faculty of Sport Sciences [Yükseköğretimde Kurumsal Hedeflere Ulaşmak için Kültürel Dönüşüm Stratejileri: Spor Bilimleri Fakültesi'nde Bir Araştırma], *Spor Eğitim Dergisi*, 9 (1), 72-89.



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International Licence.