

DESIRED CULTURE AND REALISTIC VALUE-JUDGEMENT

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Abstract

To create and to operate a knowledge management system is becoming a more and more popular targets of companies. Realizing the changes above can result in a failure - in spite of the strongest will – if organizations lack certain prerequisites which are necessary in companies' lives. One of the most important prerequisites is organizational culture which can be characterized by confidence, common learning, development and an open atmosphere. This is called a learning organizational culture.

This research has focused on bringing to light what kind of dreams colleagues in higher education have about their own organizational culture. These results were gained from an investigation with questionnaires which were realized by an advisory team. To evaluate the results of the investigation a circumplex method was used. These results were compared with the characteristics of a learning organization to confirm the hypothesis. As a result it can be stated that colleagues have the same images about their successful organization as the characteristics of learning organizations.

Key words: *circumplex model, higher education, knowledge, knowledge management, organizational culture.*

Introduction

As knowledge management has become more decisive among the leaders of economy, so increases the number of articles, studies and conferences on this theme. No-one disputes the necessity of creation and operation of corporate knowledge management systems but there is almost total chaos in its realization. One of the most important problems – which is a question to be cleared for many leaders – is what the preconditions are that are essentially necessary to start a well-prospering system.

The most serious expectations of this field are formulated for knowledge-intensive organizations, especially since knowledge management organizations, knowledge management centers have spread (thanks to the considerable EU support) in regional, corporate and in institutional frames, too.

Problems of the Research

In this study examine the higher educational institutions will be examined in the knowledge-intensive non-profit sphere to see how much attention institutional people pay to the grounding of the conditions to create a knowledge management system and to ensure

the preconditions of subsequent operability. The target of the research is to know in what circumstances the colleagues would like to work day by day, what organizational cultural conditions support creative, innovative research and educational work most.

To make it obvious for each reader what the essential conditions mean in our reasoning, we will provide a short review of the development of knowledge management referring to the current Hungarian conditions and the general attitude of higher educational institutions.

About the Past

The representatives of the first generation of knowledge management placed the information technology in the centre expecting a full-range solution to knowledge utilization. Later they realized that using information technology only is not enough to reveal, to integrate and to transfer dimensions of tacit knowledge.

Are people/companies good in each field? Where did companies fall behind their competitors? How can we bridge the knowledge gap? These questions are examined by the representatives of the second generation of knowledge management.

Finding the best practices became necessary. The second generation clarifies the difficulties around the codification of tacit knowledge. Due to the personal characteristics of tacit knowledge there are parts of it that cannot even be taught. A typical methodology of this era is benchmarking which helps to map the gaps mentioned above with the support of leadership and knowledge conversion (Poór, 2010).

The function of the third generation of knowledge management is to develop the organizational knowledge mobilization ability systematically and to enhance performance. The free flow, growth of knowledge and transferring it into an action can be reached via the interaction of knowledge care and adoption with the help of networking and forming knowledge communities (Tomka, 2009).

It is important to build a corporate climate, culture which facilitates the unfolding of knowledge. This is the essential message of the third generation.

The fourth generation focuses on considering knowledge as a capital and is looking for the quantification of possibilities which gives the opportunity to take knowledge in account. The 4th generation measures knowledge among as any other capitals.

The following question should be answered: where do the companies stand in Hungary? Except for a few exceptional companies, enterprises – the following chapter is not characteristic of them.

There is still a fundamental misunderstanding when it comes to the replacement of the IT system, the introduction of a leader's decision supporting system or a new, complex, corporate operational processes supporting information system which are meant to substitute each knowledge management task. There is a huge misunderstanding in this field. Information technology is a precondition of recording certain information, retaining important documents, making decisions or creating strategies on a well-grounded base – but in itself it is just a tool.

The real value is another part of our knowledge which is much harder to define and might consist of experience, wisdom, diligence, interest, persistence and capabilities which we try to share with people in the organization. Knowing Hungarian mentality, the consequences of unemployment arising from our economic situation, each leader is in a difficult situation who works on developing another precondition of a knowledge management system. This precondition is to establish a culture of trust in the organization that allows a honest, open behaviour and way of thinking with colleagues and leaders which gives opportunity for creative work, continuous self-education, learning and development. These elements can work in a short term only when appearing on command or under pressure – but not efficiently and not all the time. After all we can say that in Hungary mostly the first, or the second development phase is

approaching in the field of knowledge management which means – in comparison with Europe – not an elegant position in our reputation.

If the higher education is examined and the two primary conditions mentioned above are considered, it can be clearly found that considering IT systems, the satisfactory level is far reached. More than one hand is necessary to count how many informational systems are used by instructors to their daily work, but it has already been a barrier, not a supporter of knowledge sharing. Various systems, outforced information uploading obligations, surfaces with uncoordinated and various demands, often result in deficient and faulty information which are not in harmony with each other. This fact also causes redundancy, the necessary information is not available. Institutions are forced to use fresher and fresher systems referring to knowledge management and spend further millions on their development, though it will mean further problems. Codification of our knowledge in a mechanical way will not give us a solution to knowledge sharing. To have well-functioning knowledge management system, there is another precondition which is more important than the installation of IT solutions. It is a suitable organisational culture, its development, formulation are especially essential for knowledge-intensive organizations – such as universities and colleges - in order to realize a trustful, pleasant and constructive working atmosphere. It is generally known to knowledge management professionals – but not to ordinary leaders – that a learning organizational culture provides generally accepted organisational operational conditions as a solution which means a secure basis through its characteristics to ensure knowledge realization and sharing in an organization.

In this survey it was interesting what organizational culture instructors imagine for them, what their dream is, in what atmosphere, in conditions they would like to work and how these expectations are in connection with the characteristics of learning organizations which are the preconditions of a knowledge management system.

The hypothesis is: the expectations of colleagues – due to their literary awareness – overlap the learning organizational characteristics. If the assumption is right, it could be said that colleagues working in higher education would like such conditions that are essential to operate a knowledge management system without any precognitions. As a result each colleague feels that a high level instructor-researcher work is possible only in a pleasant, trustful, open, collective atmosphere where teams and their leaders have independent goals.

Before testing these assumptions with practical examinations, those cultural factors and models must be reviewed which could provide important information regarding the present higher education (at the same time it provides the basis of certification of this hypothesis), or supports the formulation of opinion and value-judgement in the way of the research.

Theoretical Background

People's behaviour, actions, collective work and teamwork are vigorously influenced by organizational and national culture beyond personal disposition whose manifestations mesh the daily life (Borgulya-Barakonyi, 2004). Culture, common values determine trust, trust determines cooperations and communities. (Fukuyama, 1997) In daily life those factors basically determine our behaviour, expected behaviour norms at work, our value-judgement which are inherent in the roots of our national culture.

National Culture

In 1980's Hofstede performed his culture research in subsidiaries of IBM in 40 countries. Its consequences must be dealt with carefully. Since then much bigger national culture research were made in far more countries. The GLOBE (Global Leadership and Organizational Behavior

Effectiveness) research program is excellent in which nine cultural characteristics were examined in details in different countries. These properties were: uncertainty avoidance, future-orientation, power distance, institutional collectivism/individualism, community collectivism, human-orientation, performance-orientation, discrimination between sexual cues and assertiveness. Along these dimensions we can represent the characteristics of Hungarian higher education in Table 1.

Table 1. Interpretation of GLOBE research factors in national higher education.

Attributes	Hungarian characteristics
1. Uncertainty avoidance (it measures how people give preference to structured, regular situations, solutions, order, predictability, stability opposite ad hoc solutions)	In Hungarian higher education people search safety, abide from uncertain, unexpected situations, tasks.
2. Future-orientation (what kind of time period people plan, think ahead and believe)	Tutors do not believe in long-time planning at all, merely in a plan day after day. Basically they are mistrustful with each other and with their students.
3. Power distance (it shows the scale, measure of disparity among people that they think normal, acceptable)	Lecturers keep a bigger distance (in case of students and fellow-lecturers) in spite of the fact people think it is bad in general.
4. Individualism – Institutional collectivism (me – us) (measure that people encourage or prefer acting separately or in groups)	In Hungarian individualistic culture people set a high value on autonomy and independence. It is characteristic of the majority of lecturers.
5. Community collectivism (how are members of society proud on their own community)	It is vigorously typical among participants in Hungary and in higher education. Assistance, knowledge sharing are characteristic firstly in friendships and circles of friends.
6. Human-orientation (how much care, fairness, kindness and unselfishness is rewarded or encouraged in the institution)	In Hungarian higher education – towards students and other colleagues, too - insensitivity, mistrust, refused behaviour towards minorities, unfriendliness are typical.
7. Performance-orientation (how a community expects, encourages or rewards reading aims, good performances and results)	Work process is more important than its results. There is no tradition of measurement, evaluation or feedback. Sometimes performance assessment of students and feedback are incorrect.
8. Difference between sexual roles (how a society accepts differentiation between sexual roles)	In Hungarian higher education the chance of being a female manager or being promoted in the professional hierarchy is not typical. Due to the previous traditional way of thinking male management is more characteristic.
9. Assertiveness (how a society accept severe, confrontative behaviour, enforcement of interest and competition of individuals)	Hungarian higher education does not like sincere deliverance or the critical moral. They believe conflicts are wrong and avoidable.

Source: own construction on the basis of Bencsik-Marosi (2009)

From the above mentioned culture factors we can see that in our case there are strong cultural values. If the outer layers of the well-known „onion” model is changed, its inside would not be changed. Certain higher educational institutions have great lobbyist abilities to retain their organizational culture. This way the following question arose: what factors characterize our national culture? Which national culture supports knowledge creation and knowledge sharing? Is the modification of organizational culture necessary?

Organizational Culture in Higher Education

In the interpretation of Barakonyi (2005) by Clark (1980) the structure of higher educational culture consists of more elements:

- Culture of different branches, areas of science,
- Culture of responsibility, role or profession of instructors, researchers,
- Organizational culture of institutions, faculties,
- Culture of national level of higher education

Organizational culture of (big, state) universities is basically found in decentralization, although on the score of our experience naturally it has a hierarchical characteristic. It can be seen in Handy's typology, that a role-, performance-oriented organizational culture is symbolized by a Greek church. Organizational culture of higher education concentrates on the roles (teacher, associate professor, senior lecturer, assistant lecturer, department engineer, academic lecturer), actions (education or administration, economic or management). The pillars of the Greek church are embodied by faculties, tympan by leadership (senatus of university, economic director, rector, secretary general, dean). Continuity and safety of operation are provided by regularity (regulations) and ceremonies/traditions (ceremonies, opening ceremonies, breaking-up ceremonies, conferences), the responsibility for decisions are divided among communities, staffs (senatus, economic council, faculty council, leader college). (Bencsik-Marosi, 2009)

Krisztián (2006) considers the organizational culture of higher education as a dual factor. It develops as a process in continuous interactions of educational participants. Traditions, organizational structure are created as a result of behavioural samples of lecturers and undergraduates.

Awareness of cultural background can make knowledge sharing or knowledge repressing of certain people, enterprises, institutes, the cooperation or the competition, trust contra mistrust in organizations much easier. While examining factors of national and organizational culture, more dimensions influence our attitudes or aims to teamwork, knowledge transfer and sharing. Companies encouraged to get, to retain and to develop this knowledge by keeping distance, autonomy, sincere opinions and avoiding conflicts.

Experience shows that organizational culture is characterized by the behaviour of higher educational institutes regarding knowledge, assessment of knowledge, recognitions, shares and developments. Higher educational institutions measure knowledge of their employees by scoring their academic degrees and publicational lists (it is objective but fairly impersonal, leaders mainly keep a distance with employees). Development and transfer of knowledge help professional promotions, it is related to a person as well. Lecturers rather search for knowledge instead of sharing it. Relaxed atmosphere reinforcing of knowledge development and transfer in groups or colleagues exist only periodically, for example in case of participation in dignified, big, international conferences. Only a limited group of people know the future vision of these institutions. Though there are positive examples of knowledge management when institutions organize inner professional conferences or common research with different departments or they establish new subjects. An open management that is ready to develop or transfer knowledge can be found easily but its realization runs into difficulties, for example infrastructural or financial ones or jealousy. Motivation of colleagues are embodied especially in obtaining successful national and/or foreign academic research awards. It is typical to emphasize further studies and further education. Constant following of modern literature is a requirement. Institutions have emphasized and still emphasize the importance of individual and teamwork as well. It is sad to say the effectiveness of those methods is temporarily low. Economic consideration, intentions of capital raising activities play a very important role in outside relationships of these institutions. Knowledge comes from other research or from other higher educational institutions or from innovation-oriented enterprises. During the examination of culture mention must be made of

administrational burdens which prove to be redundant, and hinder creative activities.

After the above listed literary and practical facts we will look at how we can describe learning organizational culture as a desirable factor of a knowledge management system.

Learning Organizations and their Models

Learning organizational operation means a sort of culture where trust and knowledge sharing are core components of thinking and behaviour. The goal of actuation of knowledge management system is to mobilize organizationally divided or potential knowledge through teams. With this it we will be able to react to the demands of the market or the measures of competitors become faster and more flexible. With the help of these abilities we will achieve better plans, a higher quality work in addition will be more effective. As a result of these innovational skills of enterprises will rise.

With the emergence of learning organizational criteria (ability of self-control, system approach, mental models, mutual vision, learn in groups) – which specification is readen thereafter – collective organizational culture supports knowledge sharing. This means that everybody struggles to transfer his/her knowledge, share it with colleagues, other participants of institutions for the sake of corporate goals. This fact contributes to the ability to work at a higher knowledge level or to execute the expected results within the confines of a balanced organizational operation. However, this opportunity – although it is given to all the participants – is used by only a few institutions, because development of operational condition is not a whit. Due to the constant changes of environment organizations must have such abilities that will remain the property of the given organisation in the long run in spite of the environmental changes. It is the ability of learning.

Senge's Model

According to Senge learning organizations have 5 disciplines which do not exist in the operation of another organizations. These are system thinking, personal mastery, mental models, building shared vision, team learning.

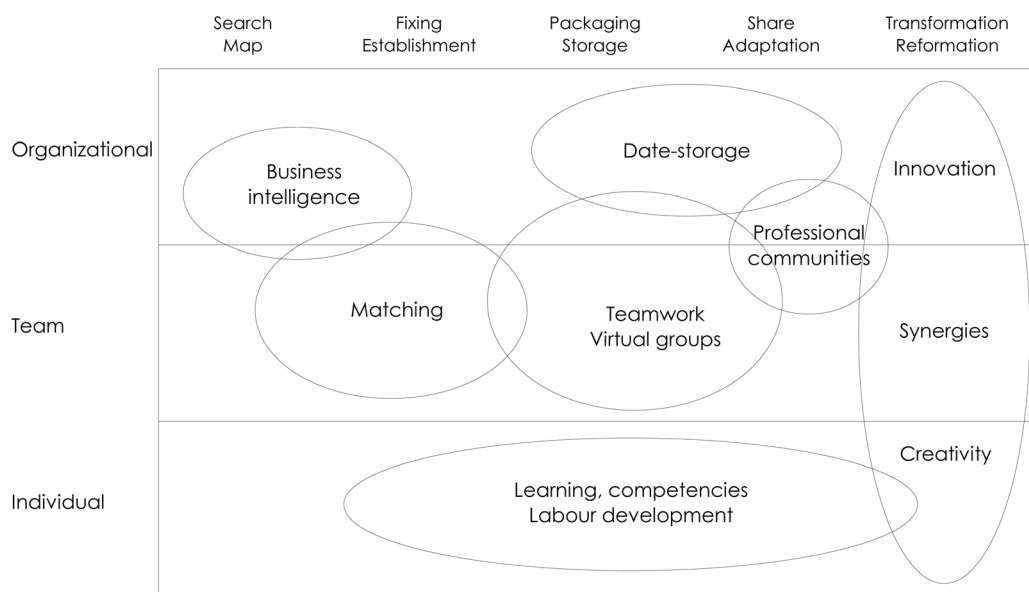
Concentrating on changing a management process is a permanent demand. If people can **thinking in a system**, they can reveal relations of causes and effects instead of 'here and now' solutions. They can investigate organizations with their complete surroundings.

Personal mastery means that people are able to learn independently. They have a vision which can ensure to arrange a preference among tasks. They can concentrate on their creativity to reach their personal purposes and in consequence purposes of the organization (personal learning – organizational learning).

Mental models influence our attitudes, often unknowingly. These have an effect on our activities and our reactions to phenomena. To realize these mental models members of learning organizations can help themselves to adapt to changes due to their personal skills and willingness (used in team works as well).

Presence of personal mastery and a manifest vision do not mean that we have a learning organization. To reach that each person's aim should contribute to the purposes of the organization to create a **shared vision**. It contains personal ideas, too therefore organizational teams and team members can identify themselves with this vision. Team work and **team learning** have a significant importance from the view of Senge – style operating learning organizations (Senge, 1998).

To compare features of the actual culture in higher education with features of learning organizations – as prerequisites to build a knowledge management system – it is worth seeing the following figure. It shows the logic of creation and operation a knowledge management system in a relation system clearly of an organizational structure.



Source: Despres – Chauvel, 2000

Figure 1: Steps of knowledge management at an organizational level.

Creativity and knowledge which appear on an individual level originate from synergies of teamwork. These lead us to a desired innovation, to the results of a successful knowledge management system by the encouragement of professional teams.

On the basis of the above written facts it can be said that the conditions to build a knowledge management system in a higher educational institution starts with creating a well managed, rational information system which can serve each demand at the highest level. After that an organizational culture has to be created in which colleagues can be featured by opened thinking, trust, common research and cooperation, innovative view, ability to work independently, ability to work for personal and organizational purposes, willingness to change and learning continuously. All these features have to be combined with openness to the direction of management (it has to be prevalent there and back in a hierarchy), with a democratic leadership, which makes people realize the vision. It is also important to communicate it to colleagues' direction together with a performance appraisal system. Table 2 summarizes cultural features of a learning organization which is the basis to build and operate a knowledge management system.

Table 2. Desired cultural characteristics to build and operate a KM system.

Handy Power	Senge	OCI Constructive style	Garvin	Quinn Clan
Personal competencies	System approach Common vision	Performance: - foresight - awareness of - institutional purpose - high expectations - challenges	Innovations	Common values and goals
Flexibility	Self-control	Self-actualization - creativity - independent thinking - own professional development - directness - publish ideas	Continuous development, education, trainings	Development of staff
	Mental models	Involving-Supporting - constructiveness - supporting others - evaluation - rewards - involved in decision making - empowerment	Participation in decision making rotation	Involvement of employees, supportive management
Trust	Teamwork	Cooperation - friendly behaviour - openness - cooperation - motivating others	Openness, support, trust	Team work, team spirit

In the following chapter it will be examined what – as a result of the conducted cultural survey - about interviewed professors' and teachers' expectations of a desired organizational culture can be said. A comparison will show how close or how far the expected system is to or from the required cultural features which can ensure to operate a knowledge management system.

Methodology of Research

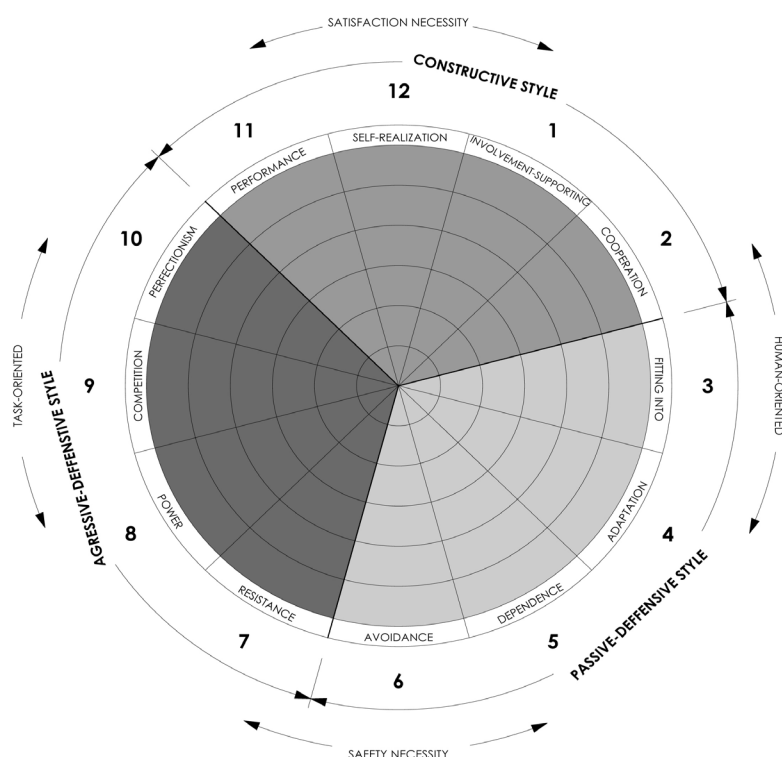
Instrument and Procedures

The practical survey was made at the end of 2010 among lecturers of a higher educational institution by an outer advisory firm (Human Telex Ltd.) with the support of a questionnaire. The questionnaires were based on the logic of OCI (Organizational Culture Inventory) and OEI (Organizational Effectiveness Inventory). The results of questionnaires were evaluated by Circumplex logic (Lafferty, Cook, 1987). In this paper their certain details will be introduced on the basis of the complete survey (Research Report, 2010).

The Circumplex

Circumplex is a diagram with a circle basis (second illustration) which has 12 dimensions, divided into stripes marked by 4-4-4 colours. The grey stripe shows a constructive

area. Performance (11), self-actualization (12), involvement-supporting (1) and cooperation (2) belong to it. These factors affect satisfaction. The next stripe marked by light grey is a passive-defensive style. Avoiding (6), dependence (5), adaptation (4) and fitting into (3) belong to it. The third is the organization style marked by dark grey. This is the aggressive-defensive style. It contains resistance (7), power (8), competition (9) and perfectionism (10). It is supported by international surveys that stylistic characteristic in grey quarter is regard as constructive characteristic (11-12-1-2), in light grey and dark grey cultures avoiding failures is typical. On the right side relations are important, on the left side tasks are dominant.



Source: Lafferty, Cook, 1987.

Figure 2: Circumplex model.

The fundamentally constructive organizational culture is a culture where people are involved in decision making. It aspires to find relationship between personal and organizational goals, rely on self-controlling needs of colleagues. Mistakes are not punished but sources of learning-developing. A constructive organization supports expressions of sincere opinion experiments, developments. It is important to work in teams for real goals and get necessary energy to carry them out. This emphasizes development of really positive relations in order to give and get generative feedbacks to one another and from each other to solve inescapable conflicts.

The energies of passive-defensive organizations are consumed by personal relations and maintenance of safety. They make decisions with difficulties, relation-orientation prevails at expense of task-orientation. Each member of the organization desires to be under cover, development and innovation are scarce. Bureaucratism is strong, members of the organization do everything in order to avoid conflicts, they are reluctant to take responsibility for their

decisions because they are severely punished for mistakes. It contains appropriation, compliance, dependence and avoidance.

The energies of aggressive-defensive organizational culture tend to preserve power and position. Apparently active operation goes on, task-orientation is powerful but effectiveness lags behind the desired level. In decisively aggressive-defensive organizations belittling other's ideas is rewarded, competition inside organization is supported. (Ab)use of power is a value. In these organizations ambition for perfection and lack of priority are typical. Inner fights and furious wish of „doing” wastes a lot of energy but longlasting results are none. It contains resistance, power, competition and perfectionism.

From the characteristics of styles it can be gathered that development of knowledge management system is supported by a constructive organizational operation. Human Telex performed a wide-ranging survey among Hungarian enterprises two years ago. It was discovered that in Hungary regardless of sector, owner background, size of the enterprises it is established that identically the „bow-tie” of red perfectionism and green compliance determined the organizational methods of operation. (In this research 16 enterprises – operating in public sphere – participated beside profit-oriented enterprises, but there were not any significant differences in their results.) This general identification unambiguously works against those expectation that we qualified as a precondition earlier.

To fill up the model with real content, it is necessary to make the following two surveys:

1. **Organizational Culture Inventory**® (OCI) questionnaire measures the appearance of organizational culture in behaviour, what attitudes members of organizations consider productive, what culture they realize for the sake of successful fitting into organizations and to be suitable for expectations from above. The Organizational Culture Inventory® questionnaire shows frequency of 12 behavioural styles of occurrence. It appears in the circumplex.

2. If the causes of using this behavioural form which appears in the organizational culture should be identified, **Organizational Effectiveness Inventory**™ (OEI) has to be taken up as well. It provides dates from the function of systems compliance, skills of organizations levels of organizational services at an organizational level, measures cooperation in and among groups at a group level and it measures satisfaction, motivation and stress-level of colleagues. (<http://www.humansynergistic.hu/orgcult1det.html>)

The above mentioned methods compare the current cultural characteristics with their causes and defines a base of possible and necessary measures to develop the ideal culture. The purpose of this survey is to introduce a desired, ideal culture of participants and compare it with that culture that is basis of knowledge management system.

Data Analysis

The above mentioned questionnaires cannot be revealed in details as the methods are strictly confidential and those companies are entitled to use the information that have bought the right to it. The questionnaires were filled in by colleagues from different faculties of the University. They were about 70 persons from each faculty. These questionnaires were evaluated by Human Telex Company, which has a permission to use these questionnaires. Due to this situation the results of these evaluated questionnaires were used exclusively to compare data.

Participant colleagues filled in both questionnaires from which results the circumplex model assembled. Results are interpreted in different comparisons for example: earlier research, historical average, different faculties of lecturers...etc. From this all in this survey on that area will be concentrated that makes it possible to verify the earlier mentioned hypotheses, namely to compare the desired cultural expectations of colleagues with the characteristics of learning organizations that is well-known from literature. The aim is to tell it an institution is ready to develop a knowledge management system – considering preconditions or not.

Results of Research

The results are summarized by answers in followings: (OCI/OEI, 2010). Strongest results are found in constructive style.

Participants concluded that self-control the most important. According to this colleagues would like to enjoy their work, perform simple tasks well too and meanwhile they would like to be themselves.

The second important factor was to support involvement. In this case to help developing (knowledge sharing) constructive solutions of problems and encouraging others are expected.

Cooperation (good connections, cooperation with others) and performance (foresight, prethinking, challenges) function at a lower values but with a high expectational level.

In passive-defensive style the expectation of ability of compliance is mostly dominant (Colleagues accept power relations, do not like conflicts, follow and keep rules with pleasure.) Avoidance is the next where colleagues rather keep quiet in critical situations, decline responsibility, are unwilling to take risks or make decisions. Appropriation and dependence function at a low value at a similar level (to be a good guy, answer others, to be calculable, decisions are conciliated with a chief).

In this case of active-defensive style competition represents a rather high value (always be in view, surpass colleagues, win). Power and perfectionism are expected at a medium level (always control everything, to be severe and strong, work persistently, keep independence), while resistance has the lowest level (impartially revealing mistakes, query others' decisions).

If circumplex models are drawn separately according to the opinions of leaders, lecturers and colleagues from different faculties, than a different form of circumplex model can be seen as a result. In this case the circumplex model of colleagues' expectations shows the summarized results of the University.

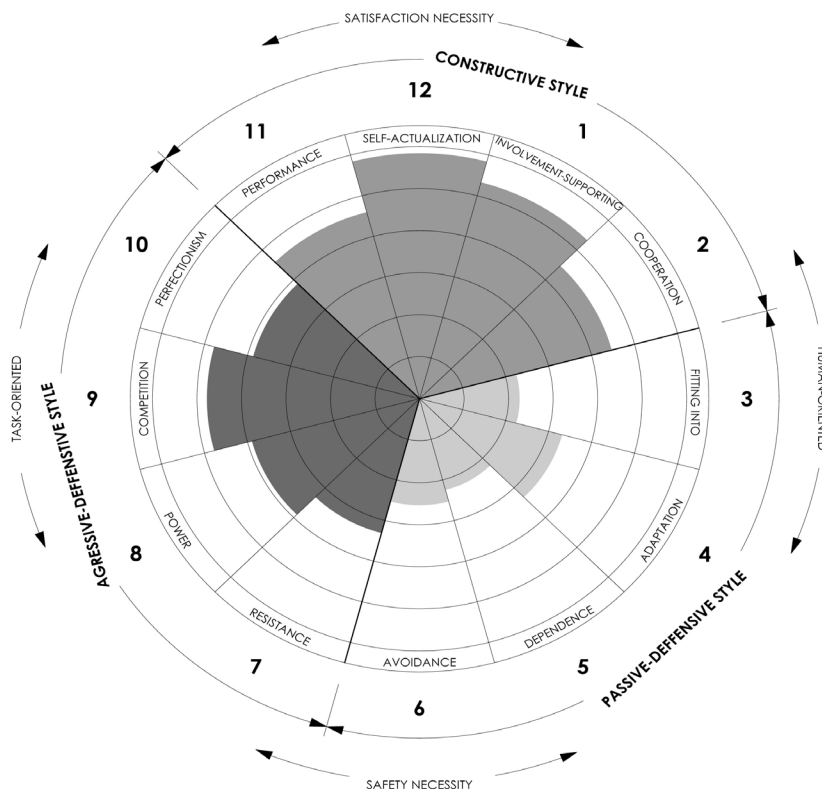


Figure 3: Circumplex model of colleagues' expectations.

Discussion

Preconditions of learning organizational culture can be caught in act with the research method concerning the expectations of the ideal culture (see 3th figure, 11-12-1-2). All the desired factors of a knowledge management system appear in the expectations of colleagues. Moreover less desired organizational behaviour factors can be found too, which do not support operationality of knowledge management systems. Their majority traces back to expectations and ideas of previous years, Hungarian mentality and traditional historical roots (see 3th figure 4, 8-9-10).

In following table those characters are summarized which complete expectations of a learning organizational culture with factors that were used in this survey. Expectations of colleagues meaning qualifications are marked in bold type in OCI's column.

Table 3. Integrated cultural expectations.

Handy Power	Senge	OCI Constructive style	Garvin	Quinn Clan
Personal competencies	System approach Common vision	Performance: - foresight - awareness of - institutional purpose - high expectations - challenges	Innovations	Common values and goals
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Trust	Teamwork	Cooperation - friendly behaviour - openness - cooperation - motivating others	Openness, support, trust	Team work, team spirit
		Provocative-defensive style competition, power perfectionism		
		Passive-defensive style compliance, avoidance		

To summarize the results and on the basis of the above visible table, it can be said that the research hypothesis is partly confirmed. Colleagues feel and unconsciously require opportunities of knowledge creation, procurement and share. It can be clearly seen that our colleagues regard

learning, development and knowledge significant. They also point out the necessity of correct behaviour and culture based on mutual trust though negative examples can be discovered that are residuals of our past, previous systems or national identity that make it impossible to operate a correct knowledge management system in the short run. (These problems, behavioural samples and requirements are not modifiable in a short time or with superficial, half measures and interventions only.)

Conclusions

On the basis of these results the management of the University has to formulate those decisions and measures that will become necessary if they are desperate to develop an operable knowledge management system. First they must take those measures that reduce harmful effects of impede factors - which can be seen in the table 3. - to build a knowledge management system.

Further inferences can be drawn from those parts of the research which compare current cultural characteristics with expectations. These results are not included in this study but formulate further duties to the management of this institution.

The lesson has to be learned. If the University want to use the recently popular and quite often mentioned culture based knowledge and knowledge management systems and mechanism of knowledge transfer that are developed by EU support and it want real value creation and would like to operate knowledge management organizations in the long run and successfully, then it will be worth examining operational factors, cultural features of organizations, institutions. In this case only will it be worth creating sophisticated systems, if they generate changes along their operational parameters.

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