

ORIGINAL PAPER



DOI: 10.26794/2220-6469-2026-20-1-113-124
UDC 330.341.2(045)
JEL I23

Assessing the Organizational Values of a Socially Responsible University

O.V. Petrova

Financial University under the Government of the Russian Federation,
Moscow, Russian Federation

ABSTRACT

Relevance. In the contemporary world, universities face challenges such as gaining technological supremacy and enhancing the volume and quality of socially responsible practices. This requires intensified participation by educational institutions in the socioeconomic development of regions via generation of innovations. It can be succeeded by transitioning to the model of a socially responsible university in three dimensions, such as the following: organisational values, and both the values of research and the work of employees. **The objective of the study** is to substantiate the author's methodology for assessing the organisational culture of university using the "Double S Cube" model by Rob Goffee and Gareth Jones, based on key organisational values such as *sociality* and *solidarity* adequately constituting the university's organisational values. **The methodology** comprises a systemic analysis and evaluation of expert data on the organisational values of universities. **The scientific novelty** focuses on structuring the diagnostics of the university's organisational culture in accordance with the specified model.

Keywords: university; management; socially responsible university; organisational culture; organisational values; sociality; solidarity

For citation: Petrova O.V. Assessing the organizational values of a socially responsible university. *The World of the New Economy*. 2026;20(1):113-124. DOI: 10.26794/2220-6469-2026-20-1-113-124

INTRODUCTION

Currently, universities are among the paramount driving forces of the economy. They are able to provide professional training for highly qualified specialists to satisfy the labour market demand. They operate as generators of innovations and new technologies and ensure collaboration with industrial partners for acceleration of the transfer of innovations [1, 2].

Nowadays, higher education institutions face new challenges aiming to achieve technological leadership, enhance the scale and quality of research activities, and accelerate commercial effects of their results [3–5]. To reach these goals, they need to take part in the socio-economic development of regions through the generation of innovations, which educational organisations can achieve through the transition to the model of a socially responsible university [6].

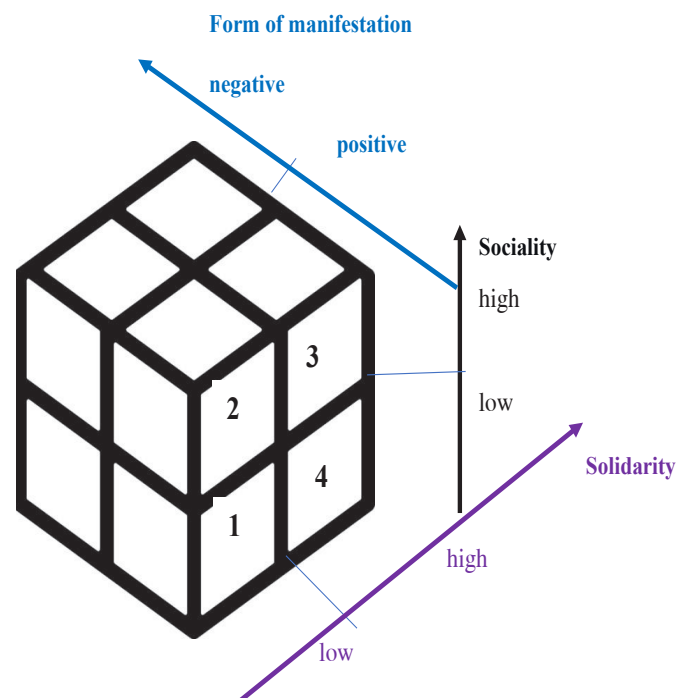
A **key factor** in the framework of the implementation of state policy in the field of higher education is the management of changes in the organisational culture of a university [7, 8].

Thus, the starting point can be used the research results on the impact of organisational culture both on creativity and innovation, as well as on creative values [9, 10].

It is worth noting, that the conceptual model of values of a socially responsible university includes three dimensions: the organisational values, the values of employees' work activities, and the values of employees' research activities [11].

The diagnosis of organisational values may be based on a typological approach, within which key values are determined and their combinations represent different types of organisational culture [12–14]. However, despite the large amount of typological models, it is required to select the most appropriate one for the assessment of the organisational culture of a socially responsible university.

As such, one may consider the “Double C Cube” model by R. Goffee and G. Jones [15], which allows for adequate description of *sociality* and *solidarity* by the organisational values of a university.



Explication:

- 1 — fragmented organisational culture;
- 2 — networked organisational culture;
- 3 — communal organisational culture;
- 4 — mercenary organisational culture.

Fig. “Double C Cube” Organizational Culture Model

Source: compiled by the author.

“DOUBLE C CUBE” MODEL OF ORGANISATIONAL CULTURE BY R. GOFFEE AND G. JONES

Due to the lack of description of this model in the Russian language, it is recommended to adapt it for diagnosing the organisational culture of a socially responsible university (see Figure).

As shown in Figure, *sociality* and *solidarity* can be of high or low levels, and their combinations yield four types of organisational culture: *networked*, *communal*, *mercenary* and *fragmented* ones. Each of them can exist in both positive or negative forms.

It is advisable to indicate a brief authorial interpretation of these types below:

- “*Networked organisational culture* is manifested by a high level of sociality and a low level of solidarity. The environment of networked cul-

Table 1

Impact of Sociality and Solidarity on University Activities

Definition of the term	Positive aspects for the entity	Negative aspects for the entity
Sociality is the level of friendliness among members of a community that arises naturally	Working in a friendly environment is emotionally comfortable: it helps boost morale and team spirit. Sociality stimulates creativity as it promotes teamwork, free exchange of information and openness to new ideas. Healthy sociality creates an environment when employees are willing to go beyond formal job duties because they do not want to let colleagues down	The prevalence of friendly relations in a work team may end up that a poor labour of individual members is not assessed critically. An environment with a high level of sociality often creates reluctance among friends, no need to argue or criticise one another
Solidarity is the level of similarity of interests and unanimity to adopt organisational goals and objectives	It contributes to coordinated action of the entity's employees and successful achievement of set goals. It helps maintain an environment with clear rules	Excessive striving for uniformity in understanding organisational goals and objectives may exert pressure on or cause discomfort to employees who disagree with this. Organisational cultures with high solidarity can be extremely rigid and intolerant of dissent-minded individuals, and may have immoral goals and means of achieving them

Source: compiled by the author.

tures is extremely friendly. Employees communication excessively, in easygoing and informal manner. However, concurrently, they take different views on organisational goals and objectives.

- *Mercenary organisational culture* is the opposite of networked culture and is manifested by a low level of sociality and a high level of solidarity. Businesslike style is preferable: idle conversation is considered a waste of time and everything is focused on achieving the set goal.

- *Fragmented organisational culture* is distinguished by a low level of sociality and solidarity. Employees tend to identify themselves rather with their profession, not so much with their entity.

- *Communal organisational culture* is defined by high levels of sociality and solidarity. Employees in such organisations are very friendly towards one another and get along well both in their personal lives and in their professional activities." [16].

The choice of sociality and solidarity as key indicators requires special explanation. The results of multiple studies and scientific debates convincingly indicate that these represent two

fundamental universal patterns of behaviour (or two typical ways of establishing contacts) [15] (Table 1).

Table 1 shows that both sociality and solidarity can have similarly positive and negative effects on organisational activity.

Conceptually, this model relies on four methodological principles.

First principle: *a single type of organisational culture can define any entity*. This does not mean that many organisations have several subcultures inherent in different departments, which may be due to the specific nature of their work, specific nature of management, clients and competitive environment.

Second one: *there is a certain life cycle for changing types of organisational culture: communal → networked → mercenary → fragmented*.

Third one: *none of the four organisational cultures is good or bad in itself*, but only in so far as it corresponds to the demands of competitiveness. The competitive environment, current tasks, the entity's history, the leader's personality, national culture and employee preferences determine the choice.

Fourth principal: *each of the four types can have both a positive and a negative form of expression.* Incorporating a third dimension into the traditional two-dimensional model of organisational culture becomes an advantage of this model: it reinforces its predictive capability, allows for a more *accurate assessment* of the correspondence between a culture type and the requirements of development of entities, and for the choice of appropriate managerial interventions.

For instance, the type of culture may correspond to the requirements of organisational development, however, it manifests itself in a negative form as yet. In this case, the managerial task is to change the form, but not the type.

METHODOLOGY FOR DIAGNOSING THE ORGANIZATIONAL CULTURE OF A UNIVERSITY USING THE “DOUBLE C CUBE” MODEL OF R. GOFFEE AND G. JONES

For effective application of this model of R. Goffee and G. Jones, it is advisable to develop a practical methodology.

1. Thus, the procedure for diagnosing the organisational culture of a university can be fulfilled within four stages:
2. Designing observation sheets to identify the type of organisational culture. The focus should be on the following elements: physical space of the university, communication process, time, and individuality of academic staff.
3. Conducting a survey to identify the type of organisational culture.
4. Conducting a survey to identify the form of manifestation of organisational culture.

Determining the form of manifestation of organisational culture based on scenario analysis.

Stage One: designing observation sheets to identify the type of organisational culture.

Observation Sheets to Identify the Type of the Organisational Culture of University

Instruction. For each observed area, select the single most appropriate answer option.

Physical Space of the University

The description of the university's physical space should have the following details: whether it is divided into sections, and if so, between whom; whether the space reflects power, status and connections within the entity; how employees decorate their space; how the space is operational.

Potential answers

Networked culture. Office doors are open or unlocked, employees move freely between rooms. Offices may be decorated with family photographs, cards, cartoons, humorous notes, photographs of colleagues. Much space is dedicated for social needs: bars, coffee lounges, sports facilities, etc.

Mercenary culture. Space is arranged functionally for employees to do their jobs. Open-plan layouts or flexible use of desks are possible, which is an efficient and inexpensive way to achieve goals. Work areas have very little space wasted. Among interior decorations, one can see predominantly awards, signs of recognition and achievements, etc.

Fragmented culture. Space is designed for the employees to work without interruptions behind closed doors. Offices are well equipped. Most of the time, employees work from home, they travel on business trips, or participate in conferences, etc. Corporate space is very limited in a virtually fragmented organisation.

Communal culture. Large spaces are divided either formally (open-plan layout) or informally (numerous offices). Minimal barriers between departments and functions. Social spaces provide extensive opportunity for informal socialisation; drinks and food are available at workstations. Corporate logos are everywhere, improvisational décor is adapted to the language of the entity's values, mission or creed.

Communication Process of the University

The communication process should be analysed: how do employees prefer to exchange information and ideas — by email, telephone or fax? How much time do they spend talking to one another?

Potential answers

Networked culture. Employees talk a lot in the office. Besides a formal hierarchy, communication represents face-to-face conversations, phone calls, emails, 'pre-conference meetings'. Paper documents could have handwritten comments prior to their transfer further to the next level.

Mercenary culture. Communication is swift and work-oriented. Brief memos and reports containing large amounts of data leave no time for idle talk. Conflicts are rarely resolved amicably and clashes are more frequent. Communication ignoring boundaries (hierarchical, geographical, etc.) is conventional and permissible when necessary for solving specific tasks.

Fragmented culture. Personal communication is limited to brief chats in the corridor or by phone, as well as through documents (but there is no guarantee that they will be read). Significant information is channeled beyond the entity to clients and professional colleagues. It is difficult to arrange and hold meetings.

Communal culture. Communication is multi-channel, but oral communication predominates. Nevertheless, non-verbal communication is also important: clothing, colour and symbols can be of help here. Inter-level, interdepartmental and even cross-cultural barriers in communication are easy to overcome.

Time

The third important area of observation determines how employees control their time effectively. How long do they stay at the office? Is an overtime considered the norm? Is it possible to leave home ahead of supervisors? How closely does the organisation monitor the time an employee spends at workplace?

Potential answers

Networked culture. Employees socialise freely during the working time and face no penalties for it. Informal communication often occurs after the working day. Colleagues know each other well, and many have known each other for a long time.

Mercenary culture. Prolonged work hours are customary, although it is acceptable for employees to leave the office when the work is done. This

is clearly defined with an explicit measure of time and work output. Personal time is valued and protected when possible. Employees do not know each other well enough. Conversations beyond operational activities are regarded as a waste of time.

Fragmented culture. Employees attend their workplaces only when they need to work, their flexible attendance is standard. The measure of their labour is the results, not time, most of which is dedicated to improving personal professional and technical skills. Anything hampering this (colleagues, administrative matters, even clients) is considered impractical. Employees who have worked together for years may not know each other well. An essential skill is time prioritising often by means of tracking complex work schedules.

Communal culture. Employees literally live at work, It becomes their life-style and any social activity not related to professional interests may be regarded as a waste of time: work is leisure, and vice versa.

Individuality of Academic Staff

It is worth finding out the manifestation of academic staff's individuality. Do they identify with their group, unit, department, the institution as a whole, profession, trade union, or possibly with clients?

Potential answers

Networked culture. Academic staff identify with one another; close ties in combination with sociability contribute to common interests. Differences are subdued, and even if they are strong, they appear only as slight variations in clothing or speech patterns. Colleagues avoid displaying excessive individuality, which is represented in social rituals and persists even after they leave the office.

Mercenary culture. Academic staff are united by shared experience, goals and interests, rather than by common moods and feelings. Although norms of behaviour exist there like everywhere else, differences among colleagues are acceptable and approved if they help achieve results.

Fragmented culture. Academic staff cherish freedom and individualism, personal professional excellence. Profound controversies exist among employees, but they hardly hinder achieving the goals: the interdependence level is low. Thereby, the atmosphere reaffirms freedom values. Loyalty to the entity is in all probability professional.

Communal culture. Academic staff identify with the values and mission of the entity. Work becomes a lifestyle. Commitment to the entity is very high.

Data processing. The predominant type of organisational culture is preliminarily determined through the choices among all four observed areas.

Stage Two: conducting a survey to identify the type of organisational culture

Instruction. Below we suggest 23 statements describing the nature of social interaction in university's structural units. Rate your level of agreement or disagreement on a 5-point scale with the statements (with reference to your structural unit: department, laboratory, etc.):

- 1 point — completely disagree;
- 2 points — disagree;
- 3 points — undecided;
- 4 points — agree;
- 5 points — completely agree.

Circle your answer option in the questionnaire.

1. Our unit clearly knows its goals and objectives (1 2 3 4 5).
2. Employees in our unit are genuinely good to one another (1 2 3 4 5).
3. Our unit follows established principles and instructions in its work (1 2 3 4 5).
4. Employees in our unit understand each other well and rarely argue (1 2 3 4 5).
5. If someone performs poorly, the reaction of others is principled (1 2 3 4 5).
6. Employees in our unit keep in touch with each other beyond work (1 2 3 4 5).
7. Our unit is focused on achieving success (1 2 3 4 5).
8. Employees in our unit help each other, since they like one another (1 2 3 4 5).
9. In a competitive situation, employees maximise their advantages (1 2 3 4 5).

10. Colleagues are friendly with each other sincerely and selflessly (1 2 3 4 5).

11. Strategic goals of the unit are shared by all employees (1 2 3 4 5).

12. Employees confide in each other about personal matters (1 2 3 4 5).

13. Employees build lasting, close ties with each other, hoping they may be useful (1 2 3 4 5).

14. All employees clearly understand the reward and discipline rules (1 2 3 4 5).

15. Employees are well aware of each other's personal lives (1 2 3 4 5).

16. The unit is determined to defeat competitors (1 2 3 4 5).

17. Employees are urged to handle difficulties by showing flexibility (1 2 3 4 5).

18. Achieving planned targets is the only most essential principle (1 2 3 4 5).

19. In order to achieve a result, existing rules may be broken (1 2 3 4 5).

20. In our unit, it is traditional to complete all started projects (1 2 3 4 5).

21. When people leave the entity, their former colleagues keep in touch with them to know how they are doing (1 2 3 4 5).

22. Everyone understands responsibility of mapping out tasks: where someone ends the work, another one begins (1 2 3 4 5).

23. Employees protect and support each other in difficult situations (1 2 3 4 5).

Data processing

Solidarity scale: 1, 3, 5, 7, 9, 11, 14, 16, 18, 20, 22, 23.

Sociality scale: 2, 4, 6, 8, 10, 12, 13, 15, 17, 19, 21, 23.

Scores for each scale are summed, averaged, and plotted on the corresponding axes, which range from 12 to 60 and intersect at point 36. The quadrant in which the projection of the scale values falls will indicate the type of organisational culture of the university.

Stage Three: conducting a survey to identify the manifestation form of organisational culture

Instruction. Using the questionnaire in Stage Two answer the following questions for your ob-

tained organisational culture type quadrant. Rate your level of agreement or disagreement with the statements on a 5-point scale:

- 1 point — completely disagree;
- 2 points — disagree;
- 3 points — undecided;
- 4 points — agree;
- 5 points — completely agree.

Networked culture

1. Too much gossip prevail in the entity (1 2 3 4 5).
2. Close relationships help people communicate quickly (1 2 3 4 5).
3. Presentations have more show elements than content (1 2 3 4 5).
4. People do not let rules constrain them; they cut through red tape (1 2 3 4 5).
5. Friendship often prevents people from making tough decisions (1 2 3 4 5).
6. Friendship means that people stay together even in difficult times (1 2 3 4 5).

Mercenary culture

1. The results-driven system makes people act against each other (1 2 3 4 5).

2. People think mainly about their personal goals and tasks ahead of the entity's overall results (1 2 3 4 5).

3. People spend too much time finding out how much competitors will pay them (1 2 3 4 5).
4. The criteria for success and failure are clear, agreed upon and publicly announced (1 2 3 4 5).
5. Different parts of the organisation are so focused on their own goals that they miss business opportunities requiring collaboration (1 2 3 4 5).
6. Priorities are targeted quickly and followed with full determination (1 2 3 4 5).

Fragmented culture

1. No one interferes with people doing their jobs as well as possible (1 2 3 4 5).
2. People have difficulty taking each other as colleagues (1 2 3 4 5).
3. The entity's success is largely the sum of personal successes (1 2 3 4 5).
4. People avoid tasks or activities that may benefit the entity as a whole (1 2 3 4 5).
5. There are few rules or meetings that hinder work (1 2 3 4 5).
6. People try to avoid each other (1 2 3 4 5).

Table 2

Analysis of Scenarios to Identify the Form of Manifestation of the Organizational Culture of the University

No.	Networked culture	Mercenary culture	Fragmented culture	Communal culture
Scenario 1. An employee asks for help with work	A. Yes, they will help, expecting a return favour someday. B. Yes, they will help, depending on who is asking	A. Typical reaction: to think of, how will this help the business? B. Typical reaction to think of, what will this give me personally?	A. Employees express surprise, and then they politely refuse. None of them sees any reason in helping for themselves. B. Employees express surprise, and then they strongly refuse. They believe it is improper to ask for extra work.	A. Yes, they will help, if it reflects positively on their own work B. Yes, they will provide help, because the person needs help
Scenario 2. A major award is granted to the best employee	A. The next weeks, employees try to get into his circle of acquaintances. B. Rumours spread that the award is not so really deserved	A. Everyone works harder to improve one's own results B. Employees set themselves the goal of "outsmarting" the best employee by all means, fair or unfair	A. Employees see this both as an evidence that they work with real "stars" and as confirmation of their elite status B. Employees see this as proof that the entity underestimates them	A. Colleagues throw a big party; they are genuinely happy. B. Employees see this as a proof of the entity's effectiveness.

Table 2 (continued)

No.	Networked culture	Mercenary culture	Fragmented culture	Communal culture
Scenario 3. A new CEO is appointed from outside	A. There is a line of employees to get familiarised with him at once. B. Employees take a cautious approach: "we shall wait-and-see"	A. Employees require whether his activities at his previous job were successful. B. Employees ask, "Who is this person? Does he endanger my work position?"	A. Employees wonder: what can this person do for me? B. Employees wonder: how to make sure he does not burden me with work	A. Employees help him to get and apply the entity's key values. B. Employees sadly compare him with the previous CEO.
Scenario 4. A task force is set up to develop the company's creed	A. Employees strive to join the developers' group to review and expand the entity's goals and values. If they cannot join the group themselves, they try to ensure worthy colleagues are included. B. Employees engage in lobbying to make sure that the "right" people join the group who will keep the existing order of things	A. Employees support it because the task force will clarify goals and objectives. B. Most employees perceive the task force as a derailment that may hinder receiving a bonus.	A. Employees find this unnecessary: everyone should simply focus on what they do best. B. Employees ignore the group or torpedo its activity.	A. Employees are pleased: it is good when core values are constantly developed and refined. B. The sneaking suspicion, it is an exercise in futility. The current creed is excellent and it has proven itself over the entire entity's history
Scenario 5. The company must lay off employees	A. Senior managers speak with their subordinates to ensure the entity undertakes the reduction correctly. B. Employees spread around rumours as to who should leave and will leave	A. Employees take this as a task to strengthen the entity, and win competition. B. Employees start looking for jobs with competitors to see if they can get a higher payroll there.	A. The staff exercises influence to keep the best employees. B. There starts a war of all against all.	A. Executives try to spread the adverse impact fairly among their employees. B. Employees think that the layoff would have been unnecessary if the entity had adhered to its core values (principles)
Script 6. A gross error occurred	A. Executives speak with their staff as to how to respond quickly and effectively to the situation and derive maximum feedback for the entity. B. Colleagues conspire to shift the blame onto someone else	A. Employees try to find out whose error it was, correct it and move on fast. B. Employees do their best to make it look as if a rival is to be blamed for the mistake	A. Employees believe that those responsible for it no longer deserve privileges and should not be regarded as the best ones. B. Employees are indifferent: "I don't care"	A. Employees help those responsible for the mistake to learn the necessary lesson. B. They all do their best to show that the error did not happen

Table 2 (continued)

No.	Networked culture	Mercenary culture	Fragmented culture	Communal culture
Scenario 7. One of the colleagues has introduced a trailblazing idea	A. Employees spread the idea throughout the entity and after work they attend a meeting to discuss it informally. B. Employees hinder the spread of the idea because "it was not invented here"	A. Employees immediately introduce it in their work. B. Employees steal the idea and pass it off as their own invention	A. Employees benefit from success and use the idea to ask for some more resources. B. The staff strongly disparages the idea	A. The trailblazer gains general public recognition, trying swiftly to put it in practice and see, if it brings some benefit. B. Employees think this is a grand idea and yet further proof of the entity's invulnerability
Scenario 8. A random encounter with a colleague after work	A. Employees take the opportunity to socialise and get to know each other better. B. Employees take the opportunity to obtain as much information as possible from the interlocutor, but they share as little as possible	A. Employees discuss the common work, however, when the talk ends, there is nothing more to say. B. They discuss as if they are trying to prove who is better at work	A. Everyone is limited to a casual greeting. B. They reluctantly recognise each other and greet by a wave of the hand	A. They talk non-stop together about their work. B. They passionately speak about their and work, however, they never accept anyone else to join their talk, even their family members.
Scenario 9. An employee who has been working for many years in the entity is fired for underperformance	A. Senior management dismisses the employee with minimal losses, providing him with the services of an excellent outplacement firm. B. The employee is granted an easier job within the entity	A. They do it fast and efficiently: a talented employee takes the open position. B. They sack him publicly, often in a humiliating manner	A. Employees think this is not their problem, and they are only interested in their own performance. B. Employees complain a lot, but do nothing to influence the situation	A. The termination is made quickly and delicately, with the office events to commemorate the person's prior achievements. Employees maintain contact with him after dismissal. B. The entity misses the chance to accomplish this maintaining dignity and dismisses the person with emotional stress
Scenario 10. A new competitor enters the market	A. Colleagues work together to find the ways to make this entry more difficult and expensive. B. Employees convince each other, the competitor is no serious threat	A. Resources are quickly mobilised to eliminate the newcomer. B. Employees ignore the competitor until its activities affect their personal or their unit's performance	A. The entity tries snatching the laurels of the newcomer. B. Employees show lack of interest in this	A. The entity responds quickly, using innovation and applying its capabilities. B. Employees believe no one can compete with them and thereby they soft-pedal the situation

Source: compiled by the author.

Communal culture

1. The team has all the necessary resources and data to achieve success (1 2 3 4 5).
2. People judge what and how we do it, and discuss this with each other (1 2 3 4 5).
3. The entity's leader would be practically impossible to replace (1 2 3 4 5).
4. People align with the entity's values and adhere to them in practice (1 2 3 4 5).
5. People feel confident and secure about the future (1 2 3 4 5).
6. People all over the entity talk and exchange ideas (1 2 3 4 5).

Data processing. High scores for statements 1, 3 and 5 indicate a negative form of manifestation of culture, while high scores for statements 2, 4 and 6 indicate a positive form.

Stage Four: identifying the form of manifestation of organisational culture based on scenario analysis

This assessment (like the *Stage Three* questionnaire) is aimed at identifying the positive or negative form of the organisational culture type obtained from the *Stage Two* questionnaire.

Instruction. Work only with the scenarios for the quadrant of the organisational culture type obtained in Stage 2 (*Table 2*). For each of the presented scenarios, select one answer option that is characteristic of your entity. Place a “tick” next to the selected answer option.

Data processing. Answer A indicate a positive form of culture and answer B constitute a negative form.

CONCLUSIONS

The scientific novelty of the research lies in structuring the procedure for diagnosing the organisational culture of a university based on

the model of R. Goffee and G. Jones “Double C Cube”. The author's original algorithm consists of four stages: 1) developing observation sheets; 2) conducting a survey to identify the type of organisational culture; 3) conducting a survey to determine the form of manifestation of organisational culture; 4) identifying the form of manifestation of organisational culture based on scenario analysis. This will generate a comprehensive assessment of the university's organisational culture and build a rationale for the vector of change in its values to achieve the university's strategic objectives.

The given methodology allows not only diagnosing the organisational culture of the entire university but also identifying distinct subcultures with two possible strategies for understanding and managing them. The first strategy implies that differences between university subcultures can and must be overcome in order to create a single strong culture. The second one is based on the assessment of the *naturalness* and *inevitability* of their existence, since this is determined by objective factors: differences in methodological standards and the possibilities for implementing research results. In the light of this kind of understanding, there is no need to control subcultures or eliminate differences between them. It is more productive to develop a common vector for the university's academic culture, within which they may well sustain their specific characteristics.

Testing the “Double C Cube” model for diagnosing the organisational values of a socially responsible university and using the comparative method to assess the diagnostic results have demonstrated the possibility to obtain an adequate overview of organisational values and determine the vector of their development.

REFERENCES

1. Kudryashova E.V., Sorokin S.E. Social responsibility in the context of the third mission of universities. *Vestnik Severnogo (Arkticheskogo) federal'nogo universiteta. Seriya: Gumanitarnye i social'nye nauki* = *Vestnik of Northern (Arctic) Federal University. Series: Humanitarian and Social Sciences*. 2018;(5);142-149. (In Russ.). DOI: 10.17238/issn2227-6564.2018.5.142

2. Mantaeva E. I., Goldenova V. S., Slobodchikova I. V. Social responsibility of the university at the regional level. *Nauchnye trudy Vol'nogo ekonomicheskogo obshchestva Rossii = Scientific Works of the Free Economic Society of Russia*. 2020;223(3):323-328. (In Russ.). DOI: 10.38197/2072-2060-2020-223-3-323-328
3. Volnistaya M. G. Methodology of institutional change in university education. *Zhurnal Belorusskogo gosudarstvennogo universiteta. Sociologiya = Journal of the Belarusian State University. Sociology*. 2021;(2):50-57. (In Russ.). DOI: 10.33581/2521-6821-2021-2-50-57
4. Isaenko E. V., Tarasova E. E., Gomonko E. A. Role of universities in achieving the sustainable development goals: Key areas of activity and promotion strategy in the educational services market. *Vestnik Belgorodskogo universiteta kooperatsii, ekonomiki i prava = Herald of the Belgorod University of Cooperation, Economics and Law*. 2024;(1):9-20. (In Russ.). DOI: 10.21295/2223-5639-2024-1-9-20
5. Clark B. R. Creating entrepreneurial universities: Organizational pathways of transformation. Bingley: Emerald Group Publ.; 2001. 180 p. (Russ. ed.: Clark B. R. Sozdanie predprinimatel'skikh universitetov: organizatsionnye napravleniya transformatsii. Moscow: NRU HSE Publ.; 2011. 240 p.).
6. Petrova O. V., Sekerin V. D. Formation of the concept of a socially responsible university. *Upravlencheskie nauki = Management Sciences*. 2025;15(4):110-121. (In Russ.). DOI: 10.26794/2304-022X-2025-15-4-110-121
7. Mai D. H., Borytko N. M. Developing social responsibility of a university in the new social context. *Mir universitetskoi nauki: kul'tura, obrazovanie = The World of Academia: Culture, Education*. 2021;(8):58-66. (In Russ.). DOI: 10.18522/2658-6983-2021-8-58-66
8. Dorofeev D. Yu., Markov B. V. Mission of the university in the process of civilizational development. *Lichnost'. Kul'tura. Obshchestvo = Personality. Culture. Society*. 2021;23(4):59-71. (In Russ.). DOI: 10.30936/1606_951X_2021_23_4_59_71
9. Maksaev A. A., Shevchenko D. A., Shtezel A. U. Internal communications of socially responsible marketing of the university. *Ekonomika ustoichivogo razvitiya = Economics of Sustainable Development*. 2020;(3):68-73. (In Russ.).
10. Dill D. D. The management of academic culture revisited: Integrating universities in an entrepreneurial age. In: Stensaker B., Välimaa J., Sarrico C. S., eds. *Managing reform in universities: The dynamics of culture, identity and organizational change*. London: Palgrave Macmillan; 2012:222-237. DOI: 10.1057/9781137284297_12
11. Petrova O. V. Methodology of innovative development of the university on the basis of the value management model. *Drukerovskii vestnik*. 2024;(3):227-235. (In Russ.). DOI: 10.17213/2312-6469-2024-3-227-235
12. Izmailova M. A. Formation of intellectual capital and knowledge management in the context of the university's social responsibility. *Social'naya politika i social'noe partnerstvo = Social Policy and Social Partnership*. 2014;(11):5-10. (In Russ.).
13. Beyteikin O., Yalçinkaya M., Doğan M., Karakoç N. Organizational culture at the university. *The International Journal of Educational Researchers*. 2010;2(1):1-13. URL: https://www.researchgate.net/publication/322570426_The_Organizational_Culture_At_The_University
14. Fralinger B., Olson V. Organizational culture at the university level: A study using the OCAI instrument. *Journal of College Teaching & Learning*. 2007;4(11):85-98. DOI: 10.19030/tlc.v4i11.1528
15. Goffee R., Jones G. The character of corporation: How your company's culture can make or break your business. 2nd ed. London: Profile Books; 2003. 256 p.
16. Petrova O. V., Grudzinskiy O. A. Organizational culture as a development factor for an innovative university. *Vestnik Nizhegorodskogo universiteta im. N. I. Lobachevskogo = Vestnik of Lobachevsky State University of Nizhni Novgorod*. 2012;(4-1):12-18. (In Russ.).

ABOUT THE AUTHOR



Olga V. Petrova — Cand. Sci. (Soc.), Leading Researcher of the Institute for Research on Socio-Economic Transformations and Financial Policy, Financial University under the Government of the Russian Federation, Moscow, Russian Federation
opet1208@gmail.com

Conflicts of Interest Statement: The author has no conflicts of interest to declare.

*The article was received on 11.01.2026; revised on 20.01.2026 and accepted for publication on 02.02.2026.
The author read and approved the final version of the manuscript.*