

The Relevance of Octapace Culture Model to Faculty Performance in Bhopal- A Review

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Abstract - *The culture of the organisation is the most important factor that determines the level of dedication and participation of faculty fraternities. The term "OCTAPACE culture" is used to define a certain kind of corporate culture that places an emphasis on eight core characteristics or qualities. Effective corporate cultures are characterised by a number of defining characteristics, including openness, confrontation, trust, authenticity, proactive, collaboration, and experimentation. Other essential components are teamwork, autonomy, and proactive problem solving. The fundamental objective of this research is to investigate the extent to which the Culture of OCTAPACE has an impact on the level of performance shown by the faculty members in Bhopal. OCTAPACE encourages constructive leadership collaboration and effective communication in order to improve the overall performance of the faculty. This allows for the expression of novel ideas and points of view, the provision of shared support, and the investigation of opportunities to the fullest extent possible. In this research, the effectiveness of OCTAPACE Culture was investigated in terms of its ability to reduce the rate of teacher turnover and evaluate the performance of the teaching staff in terms of the graduation rates, job placements, and overall grooming of the students. The business of education is known to have a faculty turnover rate that is considered to be rather high. According to the findings of this study, the establishment of a prosperous organisational culture might be facilitated by the use of the eight pillars that constitute OCTAPACE.*

Keywords - OCTAPACE, Organisational Culture, Faculty Performance, Openness, Confrontation, Trust, Authenticity, Proactive, Autonomy, Collaboration, Experimentation

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INTRODUCTION

The success of institutions, regardless of their type, relies heavily on its faculty members, who contribute significantly to the attainment of organisational objectives. Thus, management must ensure that their workers are satisfied with their workplace. A robust and good organisational culture is vital for promoting employee commitment and enhancing production. So, an organization's positive culture will help to its general development and expansion. The working culture that a company fosters and promotes among its workers at the individual, group, and organisational levels is essentially a determinant of success in today's workplace. In order to achieve the aims of its people and the educational community as a whole, educational institutions must also overcome substantial obstacles. Academic institutions must consequently create a pleasant work environment and healthy workplace cultures that respect the flexibility to experiment with new ideas and viewpoints, cooperation, autonomy, and responsibility, as well as promoting connections with co-workers and

innovation. In this context, the relevance of faculty members who can raise their institutions is heightened. Academic leadership is required in order to develop a culture-friendly atmosphere, which would ultimately lead to qualitative changes in the workplace. Hence, policymakers and academics should foster a competitive work atmosphere that encourages logical and critical thought and constructive criticism. It emphasises the need for transformational leaders in higher education who can motivate faculty members to participate to the success of the organisation by fostering a healthy institutional culture.

An organisation consists of several subsystems and systems. All of these subsystems operate well when human resources collaborate and have strong morale. The importance of employee happiness to the success of any organisation is substantially more than we ever imagined. Without the contributions of the workers, the organisation would cease to exist. We also evaluate the quality of a company based on its organisational culture and employee satisfaction.

So, educational institutions cannot be left behind. India boasts one of the world's most comprehensive higher education systems. The objective of the 2012–2017 Five-Year Plan was to advance higher education by increasing the number of students and building new colleges and universities. According to UGC 2011, the primary purpose is to improve several areas of excellence and quality in all parts of higher education, including teacher enrichment, student recruitment, curriculum and assessment reform.

Higher education institutions worldwide are becoming and competing like corporations (Malhan, 2006). Higher education institutions embody the features of a service industry. Educational facilities are intangible, variable, dependent, and perishable, and the customer (the student) is involved in the process. Also, they are inseparable from the one supplying them. In addition, colleges and universities are experiencing a competitive environment that is favourable to teaching the function and relevance of service quality (Shank et al., 1995). In response to these trends, higher education institutions throughout the globe are bolstering their human resource capabilities in order to deliver high-quality educational services, to stay competitive in a highly competitive market, and to establish a sustainable competitive edge.

The potential for India to compete well in the modern economy worldwide depends on its higher education system. Throughout the last several decades, both the number of educational institutions in India that service this sector and the overall number of students enrolled have expanded considerably. Increased levels of education are significantly responsible for the strong economic growth patterns in India's service sectors, which have hampered the country's recent economic success. Both the development of communication and information technology and the globalisation of economies have contributed considerably to the present increase in schooling. Thousands of candidates enrol in and graduate from graduate and postgraduate programmes annually. This rising tendency has led to the conclusion that the education business has become a sought-after area of work, with highly qualified individuals applying willingly to deliver superior instruction.

Education is the key to a healthy future as well as meaningful and rewarding lives in a society increasingly driven by information. There is no shadow of a doubt that the growth of higher education will go in the same direction. As a result, the need for schools of higher learning to provide advanced degree will develop into a strategic concern (Duderstadt, J., 1999).

The primary purpose of this study is to explore the influence that Culture of OCTAPACE has on the work performance of faculty members at higher education institutions in the Bhopal area. Since it is student-driven and places a significant emphasis on providing high-quality services, the choice of the higher education institution is, in most cases, decided in order

to improve the present level of preparation for future leaders. The purpose of this culture is to put these eight values into action in order to create an environment that is trustworthy and confident, one in which both students and instructors have the sense that they are part of a diverse team working towards the objectives of the organisation. A culture of open doors is fostered through the internal communication strategy, which also promotes understanding. Transparency, conflict, trust, honesty, initiative, autonomy, collaboration, and innovation are among the most important characteristics of an efficient place of employment. Members are eager to impart knowledge onto one another and conduct themselves in a manner that is transparent, grateful, respectful, and sincere while interacting with one another. OCTAPACE encourages constructive leadership collaboration and effective communication in order to improve the overall performance of the faculty. This allows for the expression of novel ideas and points of view, the provision of shared support, and the investigation of opportunities to the fullest extent possible.

1.1 Organisation Culture

Organizational culture is a word that comes from the field of anthropology. It is defined as "a social force that governs forms of organisational behaviour by moulding members' perspectives on meanings and realities." In public institutions, there should be an emphasis placed on fostering a culture that is guided by values and takes into account the general welfare while carrying out legal mandates. Depending on the mission and structure of each public institution, this influence varies. Consequently, it appears plausible to infer that distinct organisational cultures are somewhat responsible for distinct ethical climates inside organisations. Different departments within an organisation may have distinct organisational cultures (Van Maanen and Barley 1984). On the basis of views about corporate culture It is vital to analyse the organisational cultures of all functional units. It is erroneous to draw conclusions about organisational culture based on the whole organisation.

The element of an organisation that shapes the attitudes and behaviours of its employees is its culture. Since the 1980s, "organisational culture" has been often utilised. Initially, the study of corporate climate was a primary focus of organisational research, but in the 1980s, the concept of organisational culture began to partly supplant it. The decision was made to redefine climate as the external embodiment of business values. Culture facilitates the learning of internal integration and problem-solving. (Shafritz and Ott 2001).

Culture-related concepts may be seen as having numerous layers. Integral to morality are ideas, attitudes, and standards. The notion of ethos was examined, which Pareek (1997) defined as an individual's or organization's core spirit constituted of

its beliefs, norms, or behaviours. Ethos is centred on fundamental principles or the idea that "workers must provide and get more from their occupations than just a paycheck."

Openness, confrontation, trust, authenticity, proactive, autonomy, collaboration and empowerment, and experimentation are the foundation of an effective business culture. These eight pillars of "OCTAPACE" stand for Openness, Confrontation, Trust, Authenticity, Proactive, Autonomy, and Empowerment, respectively. T.V. Rao put up the idea of an OCTAPACE culture with the intention of constructing organisations with a perspective that is focused on the future. The idea of an HR culture was conceived up by Pareek and Rao, who termed it the OCTAPACE culture. After then, the term was changed to OCTAPACE by adding an E in the middle to stand for both experimentation and empowerment. Not only does the word OCTAPACE, which stands for the eight phases (octa) that are required to build a functional ETHOS, make sense for these values, but there are other expressions that do as well.

It is believed that organisational culture is essential to the formation of a unique corporate identity, allowing businesses to regulate their brand and assume strategic leadership. Cultural factors determine the personality and character of an organisation. According to Peters and Waterman (1982), large firms should prioritise the establishment of a culture inside a business.

It is possible to refer to an organization's personality or character as its organisational culture. According to Schein, it is "the processes that are followed inside an organisation." According to Schein's study, there are three organisational culture analysis levels.

The first level consists of artefacts, which include all the events one hears, feels, and sees while encountering a novel community with an unexplored way of life (Schein 1992).

Artifacts consist of a wide variety of things, including but not limited to staff attire, office design, commonly used terminology and jargon, technology, rituals, and ceremonies. Finding and recognising artefacts is not difficult, but making sense of what they mean may be challenging, subjective, and unclear. All of a company's employees perform in accordance with the company's proclaimed values, which are not only speculative presumptions but are distinct collections of beliefs, conventions, and guidelines for appropriate conduct. These behaviour standards reflect the organization's beliefs, principles, ethics, and objectives (Schein 1992). Among the stated ideals are "Have fun and work smart" and "Believe in collaboration." According to Schein, cultural frameworks are based on a range of underlying assumptions that influence how individuals of an organisation perceive, assess, and feel about diverse situations and interactions.

The operations of educational institutions are dynamic, necessitating that their employees possess a unique set of work satisfaction traits. Also, the amount of commitment needed differs for various reasons, and as a consequence, the working conditions are rather diverse. In the education sector, there is a significant amount of interest in researching the phenomenon of job contentment and how it relates to organisational commitment and culture.

The personnel, goals, dimensions, capabilities, organisations, procedures, outcomes, victories, and defeats of an organisation all contribute to its organisational culture. The collective values, perspectives, and behaviours that exist inside an organisation constitute its character. The challenge for human resource specialists is effectively assimilating into the organisational culture. They must choose career paths that represent the company's culture and workers' views most appropriately. A hostile and exclusive culture is damaging to the broader interests of employees. Executive activities are kept secret; decisions are taken at the highest level; subordinates are often not trusted or confident; and workers are subject to stringent supervision.

1.2 Importance Of Culture

Schneider (1994) elucidated his standpoint on the solutions to this extensive set of questions.

- It offers consistency to the organisation and its members, which is required for the organisation to maintain its structure and order.
- It builds a lifestyle among individuals by establishing boundaries and ground rules.
- It establishes communication strategies for maintaining interpersonal connections.
- It develops internal effectiveness criteria via sanctions and incentives.
- It defines expectations and priorities via the exercise of power.
- It depicts successful and poor performance that is productive and result-oriented.

1.3 Functions Of Culture

The following are the cultural functions:

1. Culture contributes to the organization's recognition, and the culture linked with the organisation is constantly remembered.
2. The organisational culture establishes the boundary that no employee may breach. They accept inadvertently the constraint known as a cultural boundary.
3. The cultural recognition of many organisations provides them with a sense of pride and identity.
4. Individual fulfilment is facilitated by the organisational culture.
5. The culture of an organisation offers stability. Workers, consumers, financiers, and other

associated parties favour long-term employment with the firm.

6. The societal acceptance of the organization's culture promotes its growth and development in all aspects.
7. Workers try to achieve the standards that contribute to the development and success of the firm.
8. The organization's culture inspires and facilitates workers' enthusiastic job performance.
9. A healthy culture directs the attitudes and actions of workers towards the attainment of objectives. Disciplined workers instil discipline and good behaviour in other colleagues.
10. People are development-focused and self-disciplined as a result of the organization's tacit norms and culture.
11. Culture fosters positive attitudes and conduct, which in turn improve culture. It refers to the several cycles of positive behaviour, i.e., culture leads to good behaviour, which contributes to a positive culture, which promotes better behaviour. This cycle continues. The culture is valued by both employees and management.

1.4 Octapace Culture And Faculty Performance

Individuals' knowledge, skills, and capacities are enhanced via human resource development, a notion relevant at both the organisational and national levels. Human resource development has not been fully conceptualised by a lot of authors. As it is a relatively new idea that is still in the conception stage, they have defined the term from their viewpoint.

As a consequence of the global environment created by liberalisation, privatisation, and globalisation, there is a new focus on enhancing the performance of many sectors. An HR practise is any method that focuses on enhancing employee skills, dedication, and organisational culture. The practise may be a procedure, a method, an exercise, a standard, a rule, an expected or anticipated habit, or even a manner of behaviour. The three Cs of Human Resource Development (HRD) are competencies, culture, and commitment. Moreover, HRD refers to the development of competences, dedication, and culture (Rao, 1990). Each is essential for the efficient running of an organisation. Many organisational operations may not be completed with optimal cost-effectiveness or productivity in the absence of competencies. Companies simply cannot thrive without the presence of the proper culture. Culture gives organisations the vitality and sprit that is important for them to continue running successfully. It provides the oxygen required for their life. Its use is most evident when the organisation is threatened (Zytowski, 1970).

In order for an organisation to achieve its goals of being affluent, growth-oriented, and dynamic in an environment that is always shifting, HRD is very necessary. The abilities of employees must be consistently cultivated, refined, and used. HRD accordingly emphasises the boundless human potential of organisations. Human resource

development programmes that do not contribute to company objectives are likely to fail. The management team is responsible for developing the system's purpose, vision, and goals, assessing how well they align with the existing state of affairs, and formulating an HRD strategy. It is ultimately the responsibility of HRD to foster the development of self-management abilities inside the organisation. This will allow the organisation to effectively navigate new problems and achieve its objectives.

Continually enhancing employee capabilities necessitates an HRD environment characterised by O-openness, C-confrontation, T-trust, A-authenticity, P-proactivity, A-autonomy, C-collaboration, and E-experimentation. The organisation must have a hospitable atmosphere. This "permissive" or "developing" environment is characterised by the following characteristics:

- Seeing people as the most valuable and essential resource, so that money being spent on their development and well-being is seen as an investment rather than a cost.
- An atmosphere of trust.
- Cooperation and reciprocity among individuals, organisations, and units.
- A belief that workers have limitless potential and that each manager is responsible for developing his or her own subordinates.
- Encourage inventiveness, risk-taking, and experimentation.
- Freedom to freely discuss and express opinions.
- Use of processes include performance assessments, prospective evaluations, and career planning, etc.
- A policy of equitable compensation and incentives.

The aforementioned patterns vary not just across organisations, but also from unit to unit and layer to layer within organisations. The HRD environment is often dictated by the leadership's values and commitment. A business with a strong HRD culture may be very active and aggressive, exploiting opportunities to their maximum advantage. As favourable business conditions worsen, a firm with a bad HRD culture may endure stagnation and low morale (Hellricgel and Solcum, 1974).

1.4.1 Octapace Culture

Decentralizing human resources requires creating competence, culture, and commitment. In a specific kind of culture, competence and commitment may be continuously developed. If the situation is good, various results are conceivable. Consequently, developing a company's culture is crucial. The HRD environment should have the following qualities:

- It must enable employees to continually find new skills (individuals, pairs, and teams).

- It should include cultural education.
- It should foster the development of latent potential and new skills in individuals.
- It should encourage the growth of new competencies.
- It should be intrinsically compelling. In other words, it must have its own internal motivation. Individuals are committed to their activities and need no encouragement to act. They are proactive.
- It ought to foster initiative and experimentation. The pillars of advancement are initiative and experimentation. They allow people, groups, and organisations to fulfil their untapped potential.
- It should encourage individuals, teams, and groups to take action.
- It should provide delight and satisfaction to work. Never allow work to get tedious. A pleasant work environment makes work enjoyable. Relationships are important and facilitate progress.
- It should boost the creative and problem-solving abilities of people.
- It must encourage teamwork and spirit.

The term for this culture is OCTAPACE.

OPENNESS: Openness exists when people, couples, teams, and all other members of an organisation feel free to share their thoughts, views, and emotions to one another regardless of their position, title, etc. These assertions are not subject to any restrictions. They are encouraged to speak and have their voices heard. People are given the opportunity to develop their skills when their ideas are taken seriously. The organisation controls the manifestations of finding novel methods of operation, identifying new potential, and acting on the basis of the company's true internal talent. Few viewpoints can ultimately be accepted, tested, or implemented. This does not deter individuals whose ideas are disregarded. They continue to donate because it is their way of life.

CONFRONTATION: The culture of confrontation is the practise of confronting issues head-on. Individuals argue issues with scant consideration for one another's safety. Even if one side must do damage to the other, the issue is not ignored. People may be counted upon to see problems not as personal attacks, but as opportunities for development. This culture encourages problem-solving skills.

TRUST: Trust and dependability pertain to a culture in which individuals respond on verbal conversations and instructions without waiting for written instructions or explanations. There is no need for oversight and controls. There is no oversight to determine if they are telling the truth. Individuals, couples, and groups rely on one another to describe the world. In such a culture, integrity and dependability are of the greatest calibre. A culture of credibility is necessary for the growth of a culture of mutual trust. If every individual demonstrates trustworthiness, trust will surely follow. In institution-building processes, trust is a vital aspect.

Trust results in increased empathy, prompt assistance, less stress, and the elimination and simplification of paperwork and processes. Its simplicity indicates trust, as well as reduced paperwork, effective delegation, and higher productivity. Several studies have shown a substantial correlation between employee trust and workplace behaviour. Positive effects on his or her work performance are exerted by faculty members' trust in him or her, their superiors, the top management, staff members, and students; these influences are independent and complimentary. There is a strong association between teacher performance and student confidence. Absenteeism, lack of commitment, reluctance to deliver services in accordance with employment standards, difficulties reaching organisational goals, and, ultimately, a lack of trust may lead to a decline in the efficiency of faculty members and others (Wayne, 1989).

AUTHENTICITY: The concept of authenticity is courageously stating the truth and upholding one's word. It is defined by the amount to which individuals say and do what they mean. In a way, it surpasses trust and dependability. One may rely on individuals, partnerships, and organisations to keep their promise. They never make commitments or pledges to others. Also, they make every effort to fulfil their obligations. It is assumed that if they fail to execute, it will be due to unanticipated circumstances.

PROACTION: A proactive culture encourages initiative and activity from all parts of society. This initiative may be done in any area, such as defining roles, creating team goals, modifying old methods of work, initiating new activities, taking new initiatives, decreasing expenses, boosting quality, cultivating a good business culture, human resource management, etc. Pro-Action is a proactive strategy that involves taking the initiative, planning and carrying out preventative actions, and determining the possible benefits of an alternate course of action before actually taking action. Yet, he demonstrates proactive behaviour if, rather of repeating this pattern (of yelling), he responds in a calm manner and recommends that they tackle the issue together. A person has the ability to initiate a new process or construct a new pattern of behaviour when they take active action. Pro activity denotes distinctive behaviours. A person who is proactive functions on the levels of emotion, thinking, and action. In this perspective, being proactive is freeing oneself from current concerns and acting beyond them.

AUTONOMY: When every job holder in an organisation, regardless of status, have discretionary power in his role, autonomy occurs. The discretion may apply to any of the following: work procedures, decision-making, communication, etc. Hobbies and occupations should be open to individual choice. The higher the freedom to choose what to do or how to complete a task, the greater a person's autonomy. It

has been shown that most academic and research institutions are independent.

COLLABORATION: It is a culture in which employees are encouraged to collaborate and form teams in order to complete tasks more effectively and on time. There is a willingness to sacrifice for one another and greater objectives. The actions of individuals are governed by more expansive objectives, such as those of the business, the nation, and mankind as a whole. Individuals are willing to go to great lengths to aid one another, without compromising organisational goals. Especially, business goals predominate decision-making, and individuals have no departmental or team-specific allegiances when essential. The expenses involved with resolving interdepartmental issues are lower. The feeling of being a part of "us" is of the greatest calibre. Great team spirit exists. Internal departmental allegiance does not inhibit interdepartmental cooperation. The establishment of organisational identity and cohesiveness is fostered and empowered by the coherence of smaller groups inside the organisation. The practise of working together to complete a variety of tasks is known as collaboration. It suggests problem-solving through collaboration and team spirit. Collaboration leads in rapid support, cooperation, experience sharing, improved communication, and increased resource sharing. Indicators may include reports on productivity, a rise in meetings and staff involvement, a rise in shared decisions, improved resource use, and higher-quality meetings.

EXPERIMENTATION: Experimentation is the use of fresh and imaginative concepts that provide favourable results. Lecturers at educational institutions employ new tactics and relevant examples to capture students' interest. They adhere to the identical course of study that is offered at the appropriate institution, as is the case at many institutions, but professors might make these courses more engaging by providing students with opportunity to get practical experience. So many challenges might be remedied with the assistance of innovative strategies and their use to simplify affairs. The second synonym for innovation is creativity, which refers to the way academics infuse their lectures with new inventions, concepts, and/or ideas that lead to effective conclusions.

In spite of the fact that numerous studies have highlighted the instrumental value of cultures, there is still no widely accepted theory of how OCTAPACE Culture may affect the faculty turnover rate, their satisfaction, and their morale in educational sector organisations while providing quality education. This is despite the fact that numerous studies have highlighted the instrumental value of cultures. It has not been determined whether or whether there is a correlation between OCTAPACE Culture and higher education via the conduct of any research. Attrition, instructor satisfaction, employee morale, and education-based services are not included as objective metrics in the research that is now being conducted on culture and HRD. In addition to that, the sector of the

economy that deals with education has received a relatively little amount of attention.

In this research, the effectiveness of OCTAPACE Culture was investigated in terms of its ability to reduce the rate of teacher turnover and evaluate the performance of the faculty in regard to pupil outcomes, placements, and grooming. The education business is regarded to have a relatively high faculty turnover rate. Yet, there is no concrete evidence relating OCTAPACE Culture to the efficacy of instructors in the higher education sector. Bhopal is the epicentre of education.

1.4.2 Faculty Performance

The following are some of the criteria that are used to evaluate the performance of faculty members: the quality of lecture delivery; placement activities; attitude towards research orientation; student retention in class; responsibility and accountability; active participation in admissions and counselling; and student outcome.

The dedication of staff members and the effectiveness of groups both play a part in the growth of an institution's performance in relation to its potential to survive in the long run. Openness, cooperation, trust, honesty, autonomy, and the willingness to experiment are all factors that affect employee devotion. These aspects are crucial to an organization's success and continuous existence in its industry because they enhance employee dedication, and when individuals are positively devoted, they become more loyal and give their best. The capacity to deliver good lectures and actively engage in admissions and counselling is contingent upon the availability of an open atmosphere and honest, direct contact between management, senior students, and junior students. Faculty members who actively develop objectives will be aware of their obligations and dedicated to carrying them out. In addition to proposing academic and extracurricular adjustments, confrontation is beneficial for recommending upgrades to extracurricular activities. Trust is the most significant aspect since it is one of the variables that may motivate the others to have a positive attitude and demonstrate dedication (Hofstede, 1991). As they may freely attend seminars, conferences, and workshops, autonomy encourages a research-oriented mindset. If faculty members are provided power over a range of responsibilities, they will feel valued and gratified that their skills are being used to their utmost potential. Hence, their motivation and morale will grow. So, they will exert more effort and further enhance their performance. Faculty members undertake tutorial sessions through proactive approaches and may devise a variety of techniques to inspire students to do well by comparing their prior performance. Since the vast majority of students need placement after completing their studies and need the appropriate guidance to accomplish their objectives, placement activities are almost always

conducted in the real world. The application process as well as other co-curricular & extracurricular activities that require collaboration and coordination are both actively participated in by members of the faculty. Collaboration, cooperation, and synergy are fundamental to productivity and efficiency. As a consequence, the manager and subordinate create trusting interpersonal ties. This allows employees to align their own objectives with those of the organisation, therefore increasing productivity. By experimenting, faculty members increase the efficacy of their lectures in order to attract the largest number of students, hence facilitating student retention.

The organisational culture is the primary element impacting the commitment and engagement of faculty fraternities. Climate may influence motivation, job satisfaction, and output. The objective of this research was to assess OCTAPACE, a programme that is supported by educational establishments of higher learning, and to determine the elements that influence the choices of faculty members about whether or not to continue working there. In addition, the conceptual foundation for the existence of the OCTAPACE culture as well as the paradigm of teaching effectiveness in the university setting in the city of Bhopal were subjects of the research that was conducted. In addition, the purpose of the research was to elaborate on the significance of workplace culture and the development of strategies for improving the performance of human capital. The adoption of OCTAPACE's eight pillars would help to develop a successful organisational culture, according to the conclusions of this research.

CONCLUSION

The organization's culture is the most influential element in determining the amount of devotion and engagement among faculty fraternities. The term "OCTAPACE culture" is used to describe a kind of company culture that emphasises eight fundamental features or attributes. Effective business cultures are predicated on transparency, conflict, trust, authenticity, proactivity, autonomy, collaboration, and experimentation. Other essential components are initiative, autonomy, and cooperation. This study's major objective is to investigate how the Culture of OCTAPACE affects the performance of faculty members in Bhopal. In order to enhance the overall performance of the faculty, OCTAPACE promotes constructive leadership cooperation and effective communication. This enables the expression of innovative ideas and perspectives, the provision of mutual support, and the exploration of possibilities to the greatest degree feasible. The purpose of this research was to analyse the effectiveness of OCTAPACE Culture in terms of its ability to reduce the number of teachers who leave their jobs and to evaluate the performance of the faculty in terms of student results, placements, and grooming. It is well-known that the education industry has a faculty turnover rate that is believed to be rather high. Using

the eight pillars that comprise OCTAPACE may help the formation of a flourishing organisational culture, according to the conclusions of this research.

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