

Editorial

Dear Readers -

We are extremely pleased to offer you the new issue of a scientific journal called *Cultural Management: Science and Education (CMSE)*, created on the initiative of research staff and teaching faculty at the WSB University (Poland). Our journal, which is published by Logos Verlag Berlin – Academic Publications in Science and Humanities (Germany), is a peer-reviewed professional journal dedicated to the advancement of best practice and the latest thinking in cultural management, including the results of basic and applied scientific research by international authors in the English language.

While developing the foundations for the journal, we have tried to ensure that it takes the form of a platform for sharing knowledge

and experience, for passing on information, and, above all, that it is an invitation to undertake joint scientific initiatives and research assignments. We will therefore publish results of the latest research, case studies, reviews of existing theories, book reviews, and articles referring to important research areas which require detailed consideration in the sector of culture.

We hope that you will find the articles in the journal an interesting read, that they inspire new research, and that the results will find use in practise. We wish you a good read, and also encourage you to participate in the preparation of subsequent issues of *Cultural Management: Science and Education*.

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Total Quality Management in the Archeological Museums of Greece

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ABSTRACT

A widely accepted method of measuring the quality of services is SERVQUAL, introduced by Parasuraman, Zeitham, and Berry in 1985. SERVQUAL measures the gap between the expectations and the perceptions of the customers about the efficiency of services based on five dimensions: (1) tangibles, (2) reliability, (3) responsiveness, (4) assurance, and (5) empathy. Subsequent studies have examined the effectiveness of this model in various fields, such as retail trade and tourism (Finn & Lamb, 1991; Maher et al., 2011). Various critics of this tool state that there is greater focus on customer perceptions than on customer expectations, so that the gap between expected and actual service performance cannot be accurately determined (Daskalaki et al., 2020). In addition, the use of SERVQUAL in measuring the quality of services in museums is quite ineffective. For this reason, Frochot and Hughes (2000), based on the service quality model SERVQUAL, developed another specialized model for evaluating cultural services, the HISTOQUAL scale. The main approach of HISTOQUAL is based on the comparison between visitor perceptions and their expectations. The article analyzes the HISTOQUAL in the Archeological Museums of Greece.

KEY WORDS

Museums, quality, services, expectations, tourism

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Introduction

The museum's service quality is assessed according to the specialized scientific tool of HISTOQUAL scale, which is a modification of the SERVQUAL scale. The HISTOQUAL scale has five levels and not seven like SERVQUAL: The first dimension is responsiveness, which is directly related to the effectiveness and ability of staff to identify the needs

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Museum as a Learning Organization: The Power of the Museum Exhibition and New Organizational Knowledge

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ABSTRACT

This article is a presentation of the results of research on the exhibition named The Power of the Museum, which took place at the National Museum in Krakow in 2020/2021. The exhibition became, for the authors, a case study conducted using the methodology of humanistic management. The aim of the analysis undertaken in the text is to show the museum and its employees as a learning organization in the situation of introducing an innovation, which was an exhibition organized in an innovative way for the institution. The authors focused on describing the new fields of knowledge activated in the team, including the education department, i.e., the curators of The Power of the Museum exhibition, the conservators, or the curators employed in this position. Mapping the implementation of new knowledge was also an important part of the research. The authors were interested in systemic and informal standards in the perception and use of educators' competences. They also addressed the problem of the formation of informal relationships and the generation of institutional trust in the exhibition implementation process.

The authors adopted a perspective in which they were interested in the process of exhibition making, the shifts of responsibilities between museum departments, and, as a result, the creation of new individual, organizational, and systemic knowledge. With this optic, the article answers the research question of how to structurally open up exhibition work to continuous learning, not only at the level of the subject matter but of the exhibition staging process itself. In this respect, it is an innovative view not only from the perspective of the management of a museum institution but also fits into the broader field of museological reflection.

KEY WORDS

Museum, learning organization, exhibition, museum education

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Culture and Change Management in Schools: The UAE National Wellbeing Strategy 2031

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ABSTRACT

This research article aims to examine the culture of the educational sector in the United Arab Emirates. It also explores the approach to change management in the school sector, with a focus on how transition happens in schools and the particular difficulties that come with it compared to other fields. This article uses an 8-step change model developed by John Kotter for managing organizational change, particularly in schools in the UAE context. By following the 8-step model, it will manage the resistance to the change. The schools can successfully navigate the complexities of organizational change and achieve their goals for transformation.

The article also seeks to define psychological safety in the workplace and examine how to implement the UAE National Wellbeing Strategy 2031 in schools. The study will offer recommendations for relevant strategies that can help maintain the school change process without resistance and create a positive learning environment. This research contributes to a deeper understanding of the importance of employee well-being and psychological safety in successful school transition processes.

KEY WORDS

UAE, education sector, learning environment, resistance to change, Kotter's 8-step change model

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Introduction

As the world undergoes rapid changes, the education sector must also adapt to keep pace with the current events. However, transforming the schooling system is a complex task that involves numerous stakeholders, such as government officials, administration, teachers, students, and parents. Of these groups, teachers hold the most significant responsibility for effecting cultural change, as they are the primary connection between all parties involved. The education sector in the

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Culture of Educational Institutions on Psychological Empowerment of Women Employees in Higher Education Institutions

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ABSTRACT

Women's empowerment is a worldwide issue addressed by the government in every country. It has been the main agenda point discussed in all government plans. In India, we aim to achieve women's empowerment and gender equity, one of the sustainable development goals to be achieved by 2030. Women's empowerment is achieved by creating a conducive social environment that facilitates individual or collective decision-making for social transformation. This can be achieved by looking at women's empowerment from a psychological perspective. This study aims to find the impact of institutional culture on the psychological empowerment of women faculty in higher education institutions. It also aims to find suitable institutional culture types to enhance women's psychological empowerment in institutions. This study was developed based on self-determination theory proposed by Edward Deci and Richard Ryan in 1985. Descriptive research was conducted, and quantitative analysis was carried out with IBM SPSS and AMOS version 23. A sample of 385 women faculty working in higher education institutions in India was contacted to collect primary data. Structural equation modeling was used to test the proposed model, and it was found to be acceptable. Statistical analysis of the data reveals that there exists a strong positive relationship between dimensions of institutional culture and psychological empowerment.

KEY WORDS

Institutional culture, women empowerment, psychological empowerment, higher education institutions, cultural environment

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Validating the Intercultural Sensitivity Scale in the Hungarian University Context

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ABSTRACT

Understanding the level of intercultural sensitivity among employees is crucial for managers to identify potential issues and develop strategies, particularly in intercultural contexts. Thus, the main aim of this study is to validate Chen and Starosta's (2000) Intercultural Sensitivity Scale in the Hungarian context. To that end, the authors distributed the 24-item questionnaire to 361 Hungarian university students at a private business school, examining the scale's five factors, namely Interaction Engagement, Respect for Cultural Differences, Interaction Confidence, Interaction Enjoyment, and Interaction Attentiveness. A confirmatory factor analysis was then carried out using SPSS AMOS 26.0.0, which indicated that the five-factor model did not fully align with the data from the Hungarian cohort. The findings of this study demonstrated a lack of independence among the five factors, highlighting the complexity of measuring intercultural sensitivity in varying cultural contexts. To improve the validity and reliability of the instrument and better assess intercultural sensitivity among Hungarian populations, major changes to the items of the questionnaire are suggested.

KEY WORDS

Intercultural sensitivity scale, confirmatory factor analysis, intercultural competence, managing across cultures, validation

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Introduction

International business has evolved from simple exchanges between countries of similar cultural backgrounds to a complex landscape teeming with various cultures (Ści-biorska-Kowalczyk & Cichoń, 2017). Those in

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Key Factors in Intergenerational Knowledge Transfer: A Case Study of Allameh Tabataba'i University in the Academic Environment of Iranian Universities

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ABSTRACT

This study investigates the pivotal factors influencing intergenerational knowledge transfer within the academic environment of Iranian universities, with a focused case study on the administrative staff of Allameh Tabataba'i University. Employing a dual-phase research process, the first phase involves an in-depth literature review and the application of the Delphi method to distill expert opinions, culminating in the identification of key knowledge transfer factors, and the development of a comprehensive questionnaire. The subsequent phase entails the distribution of this questionnaire among the administrative staff, resulting in the collection and analysis of 261 responses through exploratory and confirmatory factor analysis tests. Significantly, the study unveils a nuanced classification of knowledge transfer factors into four distinct categories: knowledge characteristics, individual attributes, interpersonal dynamics, and contextual influences. Beyond mere classification, the research identifies specific items wielding the most substantial impact on intergenerational knowledge transfer.

KEY WORDS

Intergenerational knowledge transfer, knowledge sharing, knowledge transfer, academic environment, factor analysis

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