
A PHILOSOPHICAL VIEW OF ORGANIZATIONAL CULTURE POLICY IN CONTEMPORARY UNIVERSITIES

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Abstract

The identity and uniqueness of an educational institution, among other things, can be maintained through the creation and support of organizational culture. Due to team spirit created and maintained in universities they are able to compete not only in the Russian national education system but also confidently declare their projects in the world of global educational services. The purpose of the paper is to identify the features of organizational culture in the competitive environment of modern universities. The authors present their views on how the organizational culture of the university is created in this competitive environment. This process represents a well-planned policy that takes into account social demands, economic interests of the educational organization and its established traditions and values, continuity of human resources policy, and creation of conditions for further development of the academic staff professional interests and career paths. The practical implementation of the policy proposed will help create an educational corporation with the predominance and development of intellectual capital, academic freedom, thus providing further impetus for the development of Science.

Keywords: analysis, pedagogical, bases, environment, university

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1. Introduction

In the postmodern era, qualitative changes in the structure and framework of society have caused serious contradictions between traditional pedagogical thinking and social reality: rules of behaviour in new commercial structures fundamentally differ from the traditional attitudes of the pedagogical community. Modern corporations have offered new models of business and corporate culture: accuracy, prediction, financial success, precise estimates of service prices and business competition are only a few to be named. The point of discontinuity, or the gap in the 1990s when the trajectory of Russia's development changed, caused Russian universities to change into organizations providing educational services differentiated in terms of the level and cost of these services. It was not only the state but also organizations, certain groups, and persons that influenced trends in the demand for higher education, i.e. influenced the educational demands of society. Being in a competitive environment, educational institutions were forced to transform themselves to financially self-sufficient and legally independent entities that actively take care of their public image and form boards of trustees to support the interests of their customers [1]. In the new conditions, the need to create an organizational culture of universities became acute. Economic policy in the field of education has led to such a phenomenon as educational institution culture, commonly known as organizational, due to which the higher education institutions became active players in the market of educational services. In addition, there was a tendency of 'merging' educational institutions with industrial or financial corporations.

When discussing the issue of organizational culture, in our opinion, it is necessary to determine the implication of this concept. Organizational culture refers to the culture of schools, universities, not-for-profit groups, government agencies, or business entities. In business, terms such as corporate culture and company culture refer to a similar concept. The philosophical review of the scientific literature made it possible to admit that there is a lot of subjectivity in understanding and interpretation of corporate culture. The definition and concept of corporate culture – its principles and features – are described as 'the environment, ambiance, everything that surrounds us, what (and who) we are dealing with at work'. According to this interpretation, corporate culture is a system of material and spiritual values that interact with each other, are inherent in the corporation, reflect its individuality, and are manifested in the behaviour, interaction, and environment perception and self-perception [2].

The significance of the topic considered is increasing due to contradictions between *the Russian pedagogical traditions* and *modern trends in education*.

These pedagogical traditions are based on the community consciousness and inherent orientation to the highest human ideals. The priorities of modern trends are closely associated with success in the operation of certain educational institutions which achieved the goals set by optimizing their economic and intellectual opportunities, using high educational technologies to enter the

international market of educational services that eventually allows them to take a certain place in the competitive environment.

It was the authoritarian state in the USSR with a centralized management system where competition (which plays an essential role in creating corporate culture) in society was deliberately suppressed. Egalitarianism, being the essence of the system, was necessary for the functioning of the Soviet management system [3]. Consequently, labour and economic culture cultivated in the Soviet state acquired mobilizational and extreme character due to the country's nature, climate, religion, as well as the state structure and economic management peculiarities. Under the pressure of external necessity and inspired by ideological slogans, the Soviet workers were capable of over-intensive, selfless work in the crucial moments of the country's history. However, the extreme rise of labour enthusiasm was short-lived, not constant; it was replaced by stagnation as soon as external incentives encouraging employees to work harder became irrelevant [4].

We can say that Soviet organizations paid attention to corporate culture though they did it in their own unique way. The following are the most striking examples: socialist competition or socialist emulation, the struggle for the possession of the Transferable Red Banner (a single physical copy of the award was transferred to the next winner in the competition held annually or quarterly), the desire to exceed annual and five-year plan targets, timing of any changes and achievements in organizations to memorable national anniversaries or public holidays, Honor Boards, joint celebrations of public holidays, etc. All of this was done to make employees feel like valued members of the team; the events helped to create a special internal atmosphere and psychological climate, contributing to a specific image and reputation of the organization in society. In fact, all these features were essential for the corporate culture of that period. Similar attitudes could be found in *educational institutions* where *organizational culture was created by teachers' altruistic values and value orientations of the youth*.

The overwhelming numbers of teachers in modern Russian universities are people educated in the Soviet Union. In the USSR, uniformity in management, unification, control, bureaucracy, low standard of living, state monopolies in all spheres of society including economy did not necessitate thinking about the image, reputation, or culture of organizations. The factor that united people was always associated with a political party and its goals. Within a communist society, people were expected to act in the interest of the majority of society. Specifically, the individual was expected to work and act to promote the betterment of the community, i.e. the person should subordinate to the interests of the nation and the masses; personality, initiative, and individuality were suppressed.

In the postmodern era, the opposite extremes come to the fore in Russia: the importance of personal freedom in contrast to equality; priority given to personal welfare, increased value attributed to money, goals always justifying the means, which encouraged the increase of criminal business. Orientation towards the future, developed in Soviet times, was transformed into prioritizing

short-term benefits. As a result, small and medium-sized businesses often lacked a clear development plan with a long-term strategy.

What the country faces now is a generation gap which manifests itself through polarity of value orientations and important priorities.

Contemporary state policy is directed toward the formation and development of society organized as a single social system. This finds its reflection in the formation and training of organizational culture and organizational spirit. Universities have also been incorporated in this process as active players in the market for educational services because they cannot remain aloof from this process. Under the contemporary economic conditions, academic administration attempts to solve the task of the solidarity of the staff through production and cultivation of values that are shared by both sides: the teaching staff who are the carriers of altruistic value installations, and the students who are focused more on individual success. Students are the ones emphasizing the freedom of actions, personal initiative, and personal economic projects to be the constituents of this success.

The attempts on the side of the universities to solve the appointed task include searching for non-traditional material as well as non-material incentives to stimulate their employees. They sometimes revive the traditions of the USSR, for example, the so-called Boards of Honor (displayed near entrances with listed names and achievements). Also encouraged are competitions with collective responsibility for achieving the results, elevating the priority of the overall interests of the organization above the personal ones. In the university environment, it can be formulated as: *between the ideas about organizational culture, created by financial and other corporations, and historically prevailing pedagogical values which influence the development of special features characteristic to the organizational culture of an educational institution.*

In Russia, there are many university authorities who consider the implementation of a strategy based on the use of better human resources to be costly. However, if we analyse this strategy's influence on the formation and improvement of the phenomenon (i.e. organizational culture), we will see that it is this strategy that ensures the long-term success of the business. Failures and successes (in business) are often based on reasons directly or indirectly related to their corporate culture. Psychological climate, the style of management in the team, and the image of the enterprise are the factors that affect its productivity and, ultimately, the competitiveness of its outcome, the amount of profit, etc.

As we have already noted, modern universities are active players in the market involving educational services. Hence they can be considered as business companies. Therefore, the head of any educational institution should be able to foresee the consequences of their actions and decisions both for the intra-organizational relations and the reputation of the university. There is no doubt that modern university management of the educational process, its technical support and the quality of educational services should be successfully combined with the implementation of the code of conduct for all staff and students reflecting the basic goals and ethical values significant for the university.

Here we should not forget about the phenomenon of historical-pedagogical values developed in the Russian educational system. We specify only a few of them. The first concerns the professional practice of the academic staff which involves a variety of activities. In addition to delivering lectures and seminars, the teaching faculty is supposed to spend a certain amount of their time preparing for their lectures and constantly expanding their knowledge through reading and research activities. After all, it is the combination of factors involving the level of the teacher's experience and knowledge, his/her outlook, scientific interests, the ability to transfer the teacher's knowledge to students, to captivate them, and to inspire them to engage in scientific work that ultimately ensures high-quality education outcomes as a whole.

Secondly, in educational institutions, the formalization of relations has been poorly developed. The Department (as an essential component in the structure of any university) is considered as 'another home, and colleagues as 'a second family'.

Third, at the mental level, the teacher is not allowed to express indifferent, unfriendly attitude towards students. Moreover, if we take into account the fact that the vast majority of teachers are women, we can talk about a 'maternal attitude' towards students.

Fourth, work in the education system provides an opportunity to achieve a higher status: at lower education levels, it is the title of Honoured Teacher of Russia; at the university level, it is an academic degree or title. In commercial organizations, there is no system for achieving similar statuses.

This is the main reason why the features of organizational culture in modern educational institutions are of interest as historical, pedagogical, cultural and educational phenomena.

The cultural orientation of an educational institution and, at the same time, the fact of cultural activity are associated with a graduate model and focused on social, personal, information and environmental competences of an individual [5]. Applied meanings of the model imply special knowledge, skills, and abilities that ensure the independent performance of professional actions and further professional development. These levels can be achieved alongside with all components of organizational culture (pedagogical, organizing, environmental, informational, reflective). Each of these components is currently undergoing a fundamental development in corresponding scholarly traditions. The pedagogical component does not compensate for the whole complex of functions of an educational institution. Its impact extends mainly in the field of ethical relations and ethics of pedagogical science. It does not disclose other issues including the necessary organizing one [6].

The environmental component of organizational culture, taking into account many ethical components, does not consider other important educational aspects [7]. The organizing component of the educational institution's culture leaves aside the issues of science ethics [8]. The informational component cannot replace the organizing and other components of culture that function successfully in education [9, 10]. The communicative component never replaces

all other aspects of the educational institution's organizational culture [11]. Thus, a single component of culture alone is not productive. Only their joined impact and interaction turns an educational institution into a single organism in which all spheres of culture function successfully. The most common concept of this sort of integration is the concept of organizational culture discussed here.

2. Research methodology

The methodological research is based on general philosophical (metaphysical) and general scientific approaches used in system analysis and theoretical modelling:

- metaphysical conception of systematicity, comprehensiveness, specificity; the principle of unity of theory and practice, the principle of social determinism and historicism;
- the axiological approach according to which values are formed both at the personal level and the level of collective consciousness;
- cultural approach considering the peculiarities of national and religious components in the formation of organizational culture;
- synergetic approach with functional essence including self-creation, self-preservation, self-improvement, and self-reproduction of the order in the structure and functioning of a university as a system, in our case it is organizational culture;

To solve the issues and verify the research results, the following set of methods was used:

- the method of comparative analysis of pedagogical processes;
- content analysis of philosophical, pedagogical, and sociological research works.

The theoretical basis of the research covers fundamental works on pedagogy, marketing, as well as conference proceedings and discussions published in scientific foreign and Russian journals.

The authors used empirical methods of observation and modelling in educational and organizational processes.

3. Literature review

Research in the field of organizational culture does not have a long history. Only 40 years ago, the term organizational culture was almost unknown in organizational theory. The first scientific works about organizational culture appeared at the beginning of the 1980s. Their emergence was motivated by new conditions in management, a growing uncertainty (dynamism) in the external environment, scientific and technological progress, growth of education level, and changes in employee motivation. The concept of corporate culture emerged as a consciously cultivated reality in the 1960s.

The concept can be discussed from the points of view of three scholarly traditions differing in understanding its essence and research direction.

The first one can be called 'behavioural'. Representatives of this scholarly tradition started their study with searching and analysing the laws of creation of common values, concepts, rules, and norms of the staff behaviour in the workplace [12]. The second one can be called the 'school of performance'. It focused on the impact of organizational culture on the performance of the business or organization [13]. In the framework of the third school, 'school of modelling', organizational culture is perceived as a specific subject area. Proponents of this school develop models to create and develop the culture, propose methods of evaluation, and classify the types, etc. [14].

Max Weber, the founding father of the social sciences, studied corporatism and organizational culture [15]. He discussed the basics of organizational self-organization, the relationship of moral and ethnic principles and socio-economic well-being of organizational structures and developed a model of 'the rational organization of (formally) free labour'.

Modern American researchers formulate management recipes for improving the quality and competitiveness of companies and offer advice for increasing the efficiency of firms in a competitive environment [16]. Their Western European colleagues analyse the causes, signs of conflicts; give their typology and methods to solve. In their opinion, if one wants to manage without conflicts, one must strive to work constructively together and bring the team to success. This is no easy task. The manager should set a task, determine the rights and responsibilities of employees, and find methods of their motivation, means of achieving the goal and methods of inspecting the results. This is especially important for proper organizing and directing the work process when there is a clash of opinions in the team [17].

V.O. Klyuchevsky [18] and N.A. Berdyaev [19] in their works managed to reveal the relationship between the Russian national character and specifics of natural-and-climatic conditions. First of all, we are talking about the ability of the Russian people to withstand extreme conditions, ability to tolerate them [18, p. 47-49]. The compressed cycle of agricultural work in Russia did not contribute to improving the peasants' habit of regular and hard work. The natural environment defined features of economics and management, the system of activities, labour skills and abilities.

Theoretical provisions concerning the content of pedagogical culture were considered in detail by S.A. Amonashvili [20]. Based on scientific facts, experimental data, and using a wealth of personal experience, the researcher analysed the essence of authoritarian and imperative pedagogical thinking and practice rooted in the Soviet secondary school and reflected on the origins of Humane Pedagogy. In his works, he substantiates the need to adopt classical pedagogical values and their fundamental concepts of spirituality and humanity, love and good, peace and goodness. Only through the change of pedagogical consciousness on the basis of these concepts, it will be possible to overcome the 'scourge' of education - authoritarianism with its consequences of multiplication of non-spirituality and immorality in the modern society. On the one hand, the growing anxiety in society for the fate of education gives hope for the possibility

of updating the pedagogical consciousness; on the other hand, it is associated with the creative potential developing in the pedagogical community.

In modern pedagogical literature, issues of organizational culture formation, and the content of the definition itself are considered from different sides. For example, L.G. Korchagina [21] allocates personal-creative, heuristic and activity components as the main components of the organizational pedagogical culture. According to the author, they accumulate the ability to reflect, recognize human values, the values of pedagogical work, professional self-improvement, empathy, forecasting the persons own actions.

V.I. Maksakova [22], continuing the analysis of professional and pedagogical aspects of organizational culture, offers the following elements: informational, technological and axiological. Information means basic knowledge that humanity, ethnicity, or a group of people is provided with. The technological element is associated with mastering a set of operational and intellectual skills that ensure teacher's high-quality professional activities. The axiological one involves universal and group values. These elements are interrelated and are implemented through competencies related to skills [22].

A consistent view of organizational culture is expressed by A.I. Prigozhin [23]. In his opinion, the key role in organizational culture formation and further development belongs to authorities of an enterprise or business who determine the functions of employees and increase their motivation. Unfortunately, this position is not shared by all researchers. Their main critical argument is that this approach does not take into account the need of the employee to get satisfaction from one's own professional creativity within the labour process; it is fully focused on organizing the process. This is dissonant with the teacher's professional conduct and development which are unthinkable without creativity and academic freedom.

The thesis we wish to propose and test by our study is that university is a corporation of a unique type which, for successful functioning in a competitive environment, should form its organizational culture on the basis of both historical phenomena of pedagogical culture and new features of organizational ethics characteristic of business structures.

4. Results and discussion

The formation of organizational culture in universities in a modern, competitive environment is a well-planned policy that takes into account the social order of society, economic interests of the educational organization, its traditions and values, the preservation of personnel continuity, and the shaping of conditions for the development of professional interests and career paths of the teaching faculty.

1. Team culture in a university, which is often called organizational culture, should be considered as a phenomenon because, on the one hand, it has the characteristics of a business structure: namely, goal-setting, reliance on the support of society, financial independence, legal sovereignty, and its own

historical ideology. On the other hand, it is focused on the moral consent of all its members; on partnership with the society, openness and common value orientations of all participants in the educational process from managing staff and teachers (who make up a constant element of the university) to students, undergraduates and graduate students acting as variables of the learning process but accepting and broadcasting the organizational culture of their Alma mater [24]. The basis of the ideology of organizational culture in the university is associated with the principles of humanism [20, p. 28] and pedagogy of personal growth of the student [21, p. 60-61]. A specific feature of the higher education institution as a unique business corporation is the predominance of intellectual capital, as well as the academic freedom of teachers which enables the development of science and personal growth.

2. The basis of the University organizational culture is the value of the individual as a specific carrier of culture. Its content includes: the value of interpersonal relationships, the generation of moral consciousness, the installation of the concept of 'vocation', the removal of the problem of alienation, discipline, satisfaction of creative and spiritual needs of the individual, a combination of collective and personal goals which is achieved by methods of educational rather than managerial nature [20, p. 31].

3. The conditions for the formation of the organizational culture in the university are the historical-pedagogical values. The subjects of organizational culture formation are state and non-state educational institutions designed to respond to the needs of the state and society. The situation of pluralism and competitiveness creates a favourable situation for the organization of the educational process in the organizational spirit which allows improving the training of future professionals focused on the traditions of their profession [22, p. 120-124]. Thus the current philosophical "discourse must be constituted with regard for the reality of the pluralist society in such a way that the diverse, competing interpretations of reality would get space to publicly articulate their visions of reality with the aim of attaining the highest possible level of inner *resonance* among those listening to them" [25, p. 190].

4. In the organizational culture of the University, a number of components can be identified, namely: pedagogical [6], environmental [7], organizing [8], informational [9, 10], communicative [11]. The organizational culture in a university combines individual and collective needs and forms the necessary educational and moral environment conducive to the training of highly qualified specialists.

5. The university organizational culture is determined by its axiological foundations, by the tradition of solidarity within the emerging intergenerational relations, and on the philosophical and ideological competence of teachers. These teachers should critically aware, among other things, that "philosophy which brings the reason beyond the science of facts must not adhere to the subjective games of the spirit and cannot deal only with the formal aspect of the ideas" [26] but must go deeper in a search for foundational meanings. (We argue that it becomes apparent that educators need to focus their educational efforts

“towards social thinking, which is not obvious, but is the result of the permanent formation of the moral dimension of man” [27].) The theories of Russian philosophers [18, 19] along with the presence of domestic pedagogical schools [20] serve as a pedagogical resource for the formation and development of the university organizational culture.

5. Conclusions

University as an independent entity creates and develops its own values allowing it to be successful in a competitive environment. The axiological basis providing for its operation involves the teachers' academic freedom, innovative activities, organizational and economic sustainability. Organizational stability allows forming the structure and solving the issues of staffing. Economic stability ensures stable operation in a competitive environment. The innovative activity provides an educational institution with intellectual potential while organizing the process of incremental growth of scientific knowledge. Academic freedom helps to create a situation of creative self-realization and maintenance of professional enthusiasm. Freedom and flexibility are manifested not only at the individual, but also at the organizational level of the educational corporation. It may be accompanied by large and rapid structural changes (opening of new departments, research, and educational centres, business incubators). Academic freedom (in the sense of autonomy) implies self-government and independence from external political, economic and social forces.

These values are impossible without a genuine, authentic teacher who matures inwardly into 'relational' authenticity as a moral subject [28-32] and who uses the rich experience of domestic and foreign pedagogy to form such organizational culture which ultimately contributes to the education and training of a competitive specialist with an active life position. The uniqueness of the university administrative management is that it is based on both modern management theory and historically established methods and forms of teaching practice.

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