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Quality Management in the Museums of Lithuania

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ABSTRACT

This article analyzes the issues related to quality management in the museums of Lithuania as there is no imperative requirement for them to apply quality systems. Every museum is flexible to decide whether to implement or not any of the models. The questionnaire based on the literature review helped to reveal the reality of quality management and the attitudes of museums toward quality and its management. According to the findings, the majority of the museums do not apply any model for the improvement of quality and customer satisfaction, but all of them implement separate variables of the total quality management system.

KEY WORDS

Quality, quality management, public services, Lithuania, museums

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Introduction

Global competition, the market-driven logic of neoliberalism, and the revolution of information technology force public sector organizations to reform and modernize all performed functions. Lewkowska (2022) proposes to recoil on a quality culture both to improve organizational functions and to change the attitude toward the service customers. The quality management system is named by the author as a helpful means to maximize the results of an organization's operations and performance, to reach cost reductions, to reach customer and user satisfaction, and to increase competitiveness and flexibility. Several quality management models are devel-

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oped for constant quality improvement that requires the involvement of employees in achieving aims, managing the processes, and

Real-Time Marketing on Facebook Profiles of Museums in Response to the COVID-19 Pandemic

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ABSTRACT

The subject discussed in this article concerns the concept of real-time marketing (RTM)—a specific form of marketing communications focused on current events—which was employed by Polish museums on their Facebook profiles in the face of the ongoing pandemic. Exploring this topic required posing a relevant research question: *Have Polish museums been implementing any pandemic-themed RTM strategies on their Facebook profiles, and if so, to what extent?* The answer was obtained during qualitative research consisting of two stages, namely, verification of posts on museum Facebook profiles and determining which of them were RTM activities; and content analysis of these RTM posts with the use of a categorization key. Our analysis has revealed that the pandemic-themed RTM activities of the researched museums focused on eight topics, namely, the “stay-at-home” campaign, information about restrictions, museums vs. pandemic, promotion of online presence, ideas for spending free time, audience vs. pandemic, joy at museum reopening, and Brand Heroes.

KEY WORDS

Real-Time Marketing, facebook, museum, Poland, COVID-19

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Introduction

In its nascent stage, marketing was mainly used for the promotion of consumer and industrial goods. Marketing in culture was first mentioned in 1967 by Philip Kotler, who stated that once suitably modified to embrace the specific nature and function of culture, marketing could be successfully used in this sector (Kotler, 1967). The difficulty in defining the specificity of cultural marketing stems from the emerging discrepancy between

satisfying consumer needs and the view that art is an immanent value in itself and should be protected at all costs (Pluszyńska and Laberschek, 2020). Thus, it seems that the essence of cultural marketing is, first, to strike a balance between satisfying the needs of culture makers to implement artistic visions and the needs of consumers to experience particular cultural content, and, second, to generate advantages for institutions, artists, and the public. Hence,

Investigating Factors Hindering Intercultural Communication: Study of Ethnocentrism Level of Lithuanian and International Students

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ABSTRACT

Ethnocentrism refers to the degree to which one sees his or her culture as superior and the standard by which other cultures should be judged (Neuliep, Hintz, & McCroskey, 2005). Ethnocentrism negatively influences intercultural communication, especially one's motivation to interact with persons from different cultures (Goncz, 2018; Nameni, 2020; Pla, 2021). As ethnocentrism increases, cultural competence decreases. This study seeks to investigate the levels of students' ethnocentrism. The additional questions there are about differences between Lithuanian and international students' levels of ethnocentrism in the study. Students completed the Generalized Ethnocentrism (GENE) Scale (Neuliep and McCroskey). The scale, designed to assess people's ethnocentrism irrespective of cultural background, consists of 22 items assessed via a 5-point Likert-type scale, 15 of which assess ethnocentrism and 7 of which serve as distracters. Assessing ethnocentrism is important for training and development purposes. By comparing the levels of ethnocentrism, it can be better assessed whether an educational objective such as "Learning to live together" consisting of developing an understanding of other people and an appreciation of interdependence is being met. This information may be of use in the design of programs to improve the cultural competence of students.

KEY WORDS

Ethnocentrism, intercultural competence, education

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Introduction

It is believed that ethnocentrism is a nearly universal sociopsychological trait built into the culture's communication system. Everyone is, to some extent, ethnocentric (Neuliep, Chadoir, and McCroskey, 2001). However, ethnocentrism is also considered to be the

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Multicultural Leadership of *Kiai* for Managing Diversity in Indonesian Context: Spiritual, Intellectual, and Social Integration

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ABSTRACT

This study examines the multicultural leadership of *Kiai* for managing diversity in Islamic boarding schools (*Pesantren*). With the level of diversity of students and the social relations of *Pesantren* with diverse communities, it requires a leadership model that can accommodate diversity. This study uses a phenomenological qualitative approach. The researcher interviewed 29 informants: 16 at *Pesantren Al-Qodir* and 13 at *Pesantren Aswaja Nusantara*. One informant was interviewed as much as needed for information; there were one time and three times. Data analysis used a constant comparative analysis model. The research results at Two *Pesantren* show that two *Kiai* are multicultural leaders. The multicultural leader is formed from three patterns of integration in his leadership: spiritual, intellectual, and social. In the spiritual aspect, multicultural leadership integrates spiritual values and religious appreciation of human reality. In the intellectual aspect, multicultural leadership is driven by *Kiai's* knowledge, diverse knowledge perspectives, and openness to sources of knowledge from communities outside the *Pesantren*. On the social aspect, multicultural leadership builds relationships with diverse individuals and communities. *Kiai's* multicultural leadership in managing diversity occurs in two areas: managing *Pesantren's* internal diversity and external diversity of *Pesantren*.

KEY WORDS

Kiai, *Pesantren*, multicultural leadership, diversity management

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Introduction

Multicultural leadership is a study that pays attention to leadership in a multicultural society (Bordas, 2012; Zembylas & Iasonos, 2017). This leadership

theory developed along with increased multicultural studies in business and social organizations (Banks & Banks, 2019; Muna & Zennie, 2011). Multicultural leadership orientations

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Gamified Platforms: The Impact of Digital Incentives on Engagement in Learning During the COVID-19 Pandemic

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ABSTRACT

Gamified platforms have a great role in motivating students to proceed with enthusiasm in learning events and activities. The COVID-19 pandemic has generated some tensions and pressures that were reflected on students' engagement in learning when studying through digital platforms. Accordingly, this research examines the impact of using gamified platforms on engagement in learning during the COVID-19 pandemic. The quasi-experimental approach was used to compare the first experimental group that used the G1-Gamified platforms and the second experimental group that used the same platform but not gamified and was referred to as G2-Non-gamified platforms. The research sample in the quantitative study consisted of 60 students from the tenth grade in Jeddah, who were randomly distributed to the two research groups. A measure of engagement in learning has been developed and consisted of three themes with a total of 24 items. The results showed the preference of the first experimental group, which used gaming platforms, in improving indicators of engagement in learning through educational platforms during the pandemic. The research recommended the need to employ digital incentives such as points, badges, levels, and leaderboards in digital platforms to increase the effectiveness of these platforms in improving learning outcomes.

KEY WORDS

Gamified platforms, digital incentives, engagement in learning, COVID-19 pandemic

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Introduction

The COVID-19 pandemic is the largest emergency situation in history that disrupted the educational process and halted its practice in the usual ways (UNESCO,

2020). The learning response to the COVID-19 emergency may require extensive reliance on digital platforms to maintain the continuity of the learning process (Elbyaly et al., 2022b).

Valorization of Cultural and Social Heritage of the Post-Industrial Areas in the Upper Silesia, Illustrated with the Case of the Nikiszowiec District

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ABSTRACT

The article focuses on the social and cultural dimension of the process of revitalization and rehabilitation of abandoned and decaying industrial buildings occurring in large numbers in the Upper Silesia conurbation. These processes are of increasing importance from the point of view of social change in respect of social structure, as well as in terms of the integrity and identity of local communities living in residential neighborhoods near degenerated areas and industrial buildings. Particularly focused on buildings that are revitalized and rehabilitated are young people who shape social and cultural identity with the local communities and with the region.

KEY WORDS

Socio-cultural revitalization, transformation of post-industrial areas, marketing of places, communication dimension of the revitalization process, identity of the place

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Introduction: social and communication aspects of the revitalization of degraded urban space

As a preliminary remark, it should be emphasized that the understanding of the processes of revitalization, restructuring, and rehabilitation of buildings and post-industrial areas, as included in the title, is based on the original meaning of the concept of

revitalization—restoring the driving forces to local communities, increasing the development potential, and stopping the development of negative social trends in local space understood holistically as a set of functional relations between infrastructure/space (in this case, a