

PERCEPTIONS OF ORGANIZATIONAL VALUES
AND CULTURE AT VARIOUS LEVELS
OF AN ORGANIZATION

By

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perception of the organization's values. Basic conclusions showed that there were different perceptions of values among the various levels within the organization.

The second instrument used was The Organizational Culture Assessment Instrument (OCAI). Scores from this assessment were plotted on quadrants and assisted in the diagnosis of the organization's cultural strengths, cultural type, and cultural congruence. Results from the OCAI were calculated and plotted in three ways:

1. For each individual
2. Averaged for each of the three levels of the organization
3. Averaged for the entire group

Results from this quantitative instrument showed very little difference in cultural perception among the three levels of the organization.

After the results were obtained and evaluated from each of the two instruments, recommendations were made.

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Chapter 1

INTRODUCTION

Many books have been written about organizational culture in the past few decades. Some authors include Cameron and Quinn, Kennedy, Denison, Deal, and Pfeffer.

What is culture? Does every organization have one? Is the culture of an organization important? What comprises a culture? How is a culture changed? Should it be changed?

Studies have shown that there is a direct connection between an organization's performance and profits and the nature of the culture residing within that organization. Denison (1990) states that . . . shared meaning has a positive impact because an organization's members all work from a common framework of values and beliefs that forms the basis through which they communicate. A high degree of shared meaning and a common frame of reference can increase an organization's capacity for coordinated action and promote a more rapid decision process (p. 9-10). He continues to say that the theory of corporate culture and organizational effectiveness has a direct impact on its effectiveness and performance. Strategies, structures, and their implementation are rooted in the basic beliefs and values of an organization and present both limits and opportunities for what may be accomplished (p. 175).

In order to survive in today's competitive world, organizations are recognizing that they must not only be concerned with what's going on outside of the company, but what is manifesting internally as well. In *The Character of a Corporation*, Goffee and

Jones (1998) state that because of powerful forces of organizational disintegration, culture matters more today than in any period in business history.

How can the culture of an organization be described? Goffee and Jones (1998) allude that culture is not a concept that invites precise definitions, and sees culture viewed by many as a fuzzy, amorphous abstraction (p. xvi).

Hofstede and Neuijen (1990) coin culture as a fad that has no consensus about definition, but agree with others who state that culture consists of the following characteristics: “(1) holistic, (2) historically determined, (3) related to anthropological concepts, (4) socially constructed, (5) soft, and (6) difficult to change” (p. 287). Many other researchers simply term culture as “the way we do things around here.”

Throughout this research study, culture will be referred to in the context expressed so encompassing by Goffee and Jones (1998):

It is perhaps the single most powerful force for cohesion in the modern organization. Culture comes down to a common way of thinking, which drives a common way of acting on the job or producing a product in a factory. Usually these shared assumptions, beliefs, and values are unspoken-implicit. And yet in their silence, they can make the difference between a company that wins and loses, and for the individual, they can make the difference between commitment and disaffection—between joy on the job and drudgery. Culture, then, is about sustainability. . . . the social architecture of success-or failure (p. 14-15).

Significance of the Study

Cultures come in many forms even within one organization, come into being for many reasons, and are evolving all the time. Even within the common walls of a professed congruent organization, sub-cultures that operate in contrast to top management's espoused values may exist (Goffee & Jones, 1998, p. 42).

Denison (1990) emphasizes the positive impact that a "strong culture" can have on effectiveness and argues that a shared system of beliefs, values, and symbols, widely understood by an organization's members, has a positive impact on their ability to reach consensus and carry out coordinated actions (p. 8). A high degree of shared meaning and a common frame of reference can increase an organization's capacity for coordinated action and promote a more rapid decision process (p. 10).

Goffee and Jones (1998) articulate that somewhere in the elusive concept of corporate character—culture, if you will—lies a main source of sustainable competitive advantage (p. xvii).

. . . rarely in our professional lives is something so critically linked to success perceived to be so "soft"—so nebulous and indefinable. Revenues can be tallied. Customer retention rates measured. Market share calculated. But the impact of a company's culture on performance can only be inferred. And it's a brave company that pays a lot of attention to a dynamic that can only be inferred. Brave and smart (p. 8).

Presented in an empirical study that examined the relationship between CEO perceptions of organizational culture and performance in a large sample of Canadian

hospitals, Rondeau and Wagar (1998) cites Denison (1990), Kotter and Heskett (1992), Barney (1986), Gordon and DiTomasco (1992), and Cooke and Rousseau (1988):

How an organization's culture contributes to its overall effectiveness has long interested both academics and practitioners. The prevailing wisdom suggests that when organizations create strong and vibrant cultures they do so as a means to ensure superior performance over the long term. This proposition has some appeal when one considers that culture provides a type of social cohesion that guides and directs employee beliefs, attitudes, and behaviors. A strong culture also makes it easier for employees to make sense of organizational events, determine what actions are important, improve communication and cooperation, and reduce role ambiguity. Strong cultures also assist organizations in achieving their strategic objectives.

. . . organizations wishing to remain responsive to ever-changing consumer demands and expectations must nurture a culture that emphasizes customer service and employee development (p. 16-17).

The culture of an organization impacts people, how they feel about themselves, and how they perform. Having an understanding of where their culture is today and where it needs to be to be effective in the future may help people mitigate how they can support the culture, survive in the culture, and how culture can help them both professionally and personally (Krueger, personal communication, May 17, 2001).

Culture impacts the performance of an organization. There are studies that corroborate this including: Denison, 1990; Rousseau, 1990; Calori and Samin, 1991;

Gordon and DiTomaso, 1992; Kotter and Heskett, 1992; Marcoulide and Heck, 1993; Denison and Mishra, 1995; and Collins and Porres, 1996.

The organization that this study focuses on is a college. Like other organizations, its ability to perform expected services will be, to a large extent, dependent on its culture. It is important how the culture is perceived within an organization. If perceptions vary between the different levels of an organization, it is highly probable that the overall cohesion of the culture may impact its service and delivery.

There are few studies existing that focus directly on the disparity or similarity of employee perceptions at various levels of the organization.

Purpose of Study

The purpose of this research study is to determine to what extent cultural perceptions vary at different levels of a particular educational organization.

Research Objectives

The primary objectives for this study are:

1. To identify competing values between the levels of the organization that may be factors preventing the organization as a whole from operating at its optimum and attaining its organizational goals.
2. To provide insight into possible gaps regarding cultural variables that may exist between various levels of the organization, providing an opportunity for management to explore possible interventions and improve upon the culture in order to close those gaps.

Achieving these objectives will help to prove or disprove the following null hypothesis: There will be no difference in the perceptions of organizational values and categories of culture at various levels of an organization.

Chapter 2

LITERATURE REVIEW

This chapter references several of the resources utilized in preparing this study and is organized into three categories: culture and values within society, culture and values within an organization, and culture and values within an individual organization.

Societal Culture

The word “culture” was introduced into anthropology and made a technical term by Edward B. Tylor, the British pioneer in this science. In the opening words of *Primitive Culture* (1871) (as cited by White and Dillingham, 1973) he describes culture as “that complex whole which includes knowledge, belief, art, law, morals, custom and any other capabilities and habits acquired by man as a member of society (p. 21).

The word “culture,” to those who study man, means the lifeway of a population isolated in a particular sense and in a general sense means the total of all the lifeways of all peoples. The most critical characteristic of culture in either of these contexts is that it is learned, shared, and patterned behavior which forms an integrated system. Within this system particular constellations of traits cluster as particular patterns; these in turn are integrated with one another into systemic patterns which in their totality produce a cultural pattern that is particular and unique in its configuration (Oswalt, 1970, pp. 15-16).

Triandis (1994) believes that although there are many definitions of culture, most researchers agree that there are basically four characteristics: (1) culture emerges in adaptive interactions; (2) as humans interact with each other,

they reach agreements and develop language...and definitions of concepts; (3) they develop symbols; (4) evaluations, patterns of behavior, intellectual, moral, and aesthetic standards, knowledge, religion, and social patterns (p. 16).

Culture...has been defined as *learned behavior*. It includes all the patterned, habitual actions and ideas and values we perform, hold or cherish as members of an organized society, community or family (Shapiro, 1957, p. 19).

...culture by its nature is not an obvious phenomenon until we have learned to recognize it. From infancy, even from birth, we are conditioned to specific patterns of behavior until they become almost automatic. We are punished for infractions and are praised, or at least escape punishment, for conformity. We learn what is expected of us.... We acquire goals and ideals.the influence of culture becomes habitual and subconscious and makes life easier... Like the air we breathe, culture is taken for granted and we are hardly aware of it (p. 21).

The essence of culture is pattern. This means that the whole is greater than the sum of its parts and, indeed, that the parts can be understood only in terms of the whole (Shapiro, 1957, p. 66). Culture is an integrated whole. Everything is related to everything else in a cultural system (White and Dillingham, 1973, p. 13).

What is a cultural system? A system is an organization of phenomena so inter-related that the relation of part to part is determined by the relation of part to whole. In a tribe the relationship of individual to individual is determined by the relationship of the individual to the whole. This is what a system is (White and Dillingham, 1973, p. 43).

Triandis (1994) goes on to say that culture consists of shared elements; since interaction normally requires a shared language and the opportunity to interact...one can conveniently use (1) shared language, (2) time, and (3) place as hypotheses to identify those who are likely to belong to the same culture (pp. 18-19).

Culture is a set of human-made objective and subjective elements that in the past have increased the probability of survival and resulted in satisfaction for the participants in an ecological niche, and thus became shared among those who could communicate with each other because they had a common language and they lived in the same time and place (p. 22).

White and Dillingham (1973) state that the function of culture is to make life secure and enduring for the human species . . . culture serves inner psychological or spiritual needs. One of the tremendously important functions of culture is to satisfy these needs, to give man courage, confidence, morale, comfort, consolation (pp. 12-13).

Triandis (1994) breaks culture down into two aspects; objective which encompasses tools, roads, radio stations; and subjective which encompasses categorizations, associations, norms, roles, and values. Subjective culture influences behavior (p. 2).

He suggests the following when analyzing cultures;

Pay attention to categorizations-making the same response to discriminably different stimuli (p. 88)

Associations-categories become associated to each other by frequent co-occurrence (p. 95)

Beliefs-links between categories are beliefs; they can make people feel good or bad (p. 95)

Evaluations-categories can become closely associated with positive or negative emotions (p. 96)

Norms-ideas about what is correct behavior for members of a particular group (p.100)

Roles-how a person in a certain position in a social system should behave

Goals-values and other elements that may be revealed in interaction with people from another culture (p. 103)

Ask people about their beliefs, evaluations, norms, roles, goals, and values (p. 103).

Fiske (1990, 1992) (as cited by Triandis, 1994) delineates the four elementary forms of social behavior:

- (1) communal sharing explained as the sort of social behavior that goes on in families in most cultures. When resources are available in a family, people share them according to their need. The essence of this social behavior pattern is sharing by all those who belong to the group according to need.
- (2) authority ranking; people pay attention to status and divide according to rank . . . the essence of this behavior pattern is rank and hierarchy.
- (3) equality matching; people do not share according to what they need, or according to status, but they share equally. The essence of this behavior pattern is equality and equal sharing.
- (4) market pricing; you receive something you want in exchange for something

you give. The key feature of this form is that the more you give, or contribute, the more you get. The essence of this social pattern is proportionality (pp. 149-150).

Shapiro (1957) states that process also enters into the anthropologist's consideration when he studies cultures in contact or conflict with each other. Under such circumstances patterns may be disturbed, they may reassert themselves in the same or a slightly different guise, or they may break up and new ones emerge. Above all he is deeply aware of the continuity of change (p. 67).

Edward Sapir (1932) (as cited by White and Dillingham, 1973) states that culture cannot be realistically disconnected from the individuals who carry it. Culture cannot be divorced in actuality from people; there is no such thing as culture apart from people (p. 30). Man and culture constitute an inseparable couplet. By definition there is no culture without man and there is no man without culture. All definitions are arbitrary (p. 9).

Culture is to society what memory is to individuals. In other words, culture includes traditions that tell "what has worked" in the past. It also encompasses the way people have learned to look at their environment and themselves, and their unstated assumptions about the way the world is and the way people should act (Triandis, 1994, p. 1).

Bohannan (1995) states that culture can be thought of as unstated assumptions, standard operating procedures, ways of doing things that have been internalized to such an extent that people do not argue about them (p.16).

Culture is transmitted across time periods and generations; cultural elements are transmitted to a variety of other people, such as the next generation, coworkers, colleagues, family members, and a wide range of publics (p.19).

A culture that cannot change is a dead culture. Innovation is a vital part of cultural dynamics.

Cultural change occurs whenever people accept innovations that their neighbors (however that is defined) have made as improvements in carrying out their daily tasks. The rate of cultural change may be so slow as to be almost imperceptible. It may speed up with population increase or decrease or with changes in the environment, including the social environment (p. 61).

All culture is changing all the time. Because no culture is ever static, any description of a culture as if it were static is misleading, because such a description ignores cultural processes and hence makes it impossible to assign cause and effect within the processes. No natural beginning point or end point to cultural change is meaningful except in the light of a specific problem (p. 93).

Societal Values

Where do values come from? Kuczmariski and Kuczmariski (1995) answer:

We believe that values stem over time from four factors: (1) family and childhood experiences, (2) conflict events which evoke self-discovery, (3) major life changes and experiential learning, and (4) personal relationships with “important” individuals. Everyone has different values that are shaped by these four factors. The combination and ongoing occurrence of these various events,

combined with our own learning and self-discovery, is what changes and reshapes our values over time (p. 43).

So values come from self-learning and self-discovery (p. 44).

Thus, when a combination of these values-shaping factors are at work, often concurrently, they can have a profound impact on our personal values formation and development (p. 45).

Both Fiske (1990, 1992) and Hofstede (1980) (as cited by Triandis, 1994) discuss cultural values. Research done by Hofstede in 1968 and 1972 incorporating 116,000 surveys from IBM employees, summed social values into the following four groups: (1) power distance; sees a large distance between those in the upper part of a social structure and those in the lower part of that structure. This corresponds very closely to Fiske's authority ranking; (2) uncertainty avoidance; reflects the avoidance of situations where the outcome is uncertain. Cultures high in communal sharing often have very clear norms for proper behavior in social situations and avoid new situations with no clear norms. There is no close relationship to any of Fiske's system; (3) individualism; closely linked to Fiske's market pricing. (4) masculinity; refers to the tendency of members of the culture to value activities that are more common among men than women. Does not have a relationship with Fiske's systems (p. 152).

Throughout their book *Values-Based Leadership*, Kuczarski and Kuczarski (1995) mention the term anomie. Anomie is defined as:

(1) The lack of purpose, identity, or values in a person or in a society-disorganization, detachment, or rootlessness. (2) Normlessness-condition of

society characterized by a breakdown of norms that rule the conduct of people and assure the social order. (3) Personal unrest, alienation, and uncertainty that comes from a lack of purpose or ideals (p. 15).

Anomie means alienation. It results from individuals and groups not having values and norms. Anomie leaves individuals feeling isolated, disillusioned, and disjointed. It leaves organizations dysfunctional, divided, and disrupted. It stems from groups and individuals that lack cohesive social and interpersonal guidelines for interaction. Without a solid foundation of values or beliefs, meaningful norms cannot be developed. Without an accompanying set of norms to guide interpersonal communication and behaviors, anomie reigns and runs rampant (p. 17).

The lack of values in society results in the following:

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|---|
| Increased crime and child abuse |
| Greater chemical dependencies |
| Eroding educational systems |
| Cascading family values |
| Economic bi-modality |
| Lack of pluralism |
| Emerging diversity revolution |
| Decreased privacy resulting from information |
| Increased television watching |
| Lack of quality time on personal relationships (p. 41). |

Organizational Culture

As discussed in chapter one, the following definition of organizational culture is being used for this research paper:

It is perhaps the single most powerful force for cohesion in the modern organization. Culture comes down to a common way of thinking, which drives a common way of acting on the job or producing a product in a factory. Usually these shared assumptions, beliefs, and values are unspoken-implicit. And yet in their silence, they can make the difference between a company that wins and loses, and for the individual, they can make the difference between commitment and disaffection—between joy on the job and drudgery. Culture, then, is about sustainability. . . . the social architecture of success-or failure (Goffee and Jones, 1998, pp. 14-15).

Cameron and Quinn (1990) explain:

It was not until the beginning of the 1980s that organizational scholars began paying serious attention to the concept of culture. The reason organizational culture was ignored as an important factor in accounting for organizational performance is that it refers to the taken for granted values, underlying assumptions, expectations, collective memories, and definitions present in an organization. It represents “how things are around here.” It reflects the prevailing ideology that people carry inside their heads. It conveys a sense of identity to employees, provides unwritten and, often unspoken guidelines for how to get along in the organization, and enhances the stability of the social system that they experience. Unfortunately, people are unaware of their culture until it is

challenged, until they experience a new culture, or until it is made overt and explicit through, for example, a framework or model. This is why culture was ignored for so long by managers and scholars. It is undetectable most of the time (p. 14).

Using the term *organizational culture* helps differentiate the culture of the overall organization from the values, preferences, or inclinations of individuals (personal culture) or from the language, norms, or philosophies of a nation or civilization (societal culture) (p. 134).

The culture of an organization operates at both a conscious and unconscious level. Clearly, corporate culture generates strong but subtle pressures to think and act in a particular way (Furnham and Gunter, 1993, p. 88).

Culture drives the organization and its actions. It is somewhat like “the operating system” of the organization. It guides how employees think, act and feel. It is dynamic and fluid, and it is never static. A culture may be effective at one time, under a given set of circumstances and ineffective at another time.

There is no generically good culture (Hagberg and Heifetz, 2000, <http://www.hcgnet.com>).

. . . circumstances keep changing and that what was functional in one period . . . can become dysfunctional in another (Triandis, 1994, p. 17).

Goffee and Jones (1998) explain:

. . . no business strategy or program can or will succeed without the appropriate organizational culture in place. Even the most expensive and

elegantly designed building cannot stand without a sound infrastructure of beams and girders. Organizational culture is that underlying social architecture” (p. 9).

Denison (1990) cites his own 1982 work where he divides the culture and climate domain into three separate levels:

(1) the values and beliefs that underlie actions; (2) the patterns of behavior that reflect and reinforce those values; and (3) the set of conditions, created by these patterns of behavior, within which organizational members must function (p. 33).

. . . most organizations, in their many parts, are characterized by several cultures at once, and it is critical that leaders and individuals alike understand where these different cultures exist, how they work together, and how they clash (Goffee and Jones, 1998, p. xv). Cultures come in many forms even within one organization, come into being for many reasons, and are evolving all the time (p. 42).

Organizational Values

What are core values in an organization? According to Krueger (1996), values are: “a set of beliefs that influence the way people and groups behave; they are the “soul” of the organization; effective values are deep rooted; and core values help form a social psychology that can support or overcome individual psychology.”

Krueger goes on to list some of the reasons why core values are important to the successful operation of any organization:

They influence behavior, they communicate what we really believe, they provide a moral compass and continuity through change, they help decision making throughout the organization, as well as decentralize decision making.

Most core values come from the founders of an organization but are integrated into all levels and functions of the organization (presentation, September, 2000 and on-line <http://www.ppc.uwstout.edu/ppcteaching.html>).

The values, or perceptions thereof, are the driving force of an organization. In a values driven organization, the company's mission, vision, strategic planning, and everyday decision-making are based on its core values.

Much of the published research on organizational culture has emphasized the central importance of the values and beliefs that lie at the core of an organization's social system. The most frequent topics of interest have been the ways in which organizations develop and maintain these central values and the behaviors that accompany them, or the manner in which these values and behaviors are transmitted to new members of an organization (Denison, 1990, p. 4).

Again referring to the term anomie [a lack of values], Kuczmariski and Kuczmariski (1995) expound:

When anomie creeps into an organization, it weakens the ties and social bonds that usually hold workers together and keep them going. When people do not feel compelled to conform to established norms, social cohesion and organizational integrity break down. Anomie appears when individuals are not in some way connected as a group. There is no sense of personal identity, mission,

or purpose. Norms and values can provide “bonding power” for individuals within a group. Anomie dilutes and waters down the social glue (p. 17).

A lack of values in an organization results in the following:

| |
|--------------------------------|
| Low employee morale |
| Lack of loyalty |
| Insufficient employee advocacy |
| Lack of professional passion |
| Weak leadership |
| Meaningless division of labor |
| Labor specialization |
| No sense of belonging |

DeGeus (as cited by Krueger, 1996) underscores the importance of a common set of values in decision making. DeGeus discussed how the early founders or managers in long lived companies used values to survive and pinpoints one of the reasons why companies with a common set of core values contribute to organizational longevity. DeGeus further believed that “More likely than not, in deeply troubled times when nobody knew the answer to totally new problems, the sharing of a set of common values helped companies to make choices to which the individual employees could subscribe.” Having many people in the organization believing in the values is implicit. If people do not understand, believe in and practice the values, the ability for the organization to live through difficult times is impeded (<http://www.ppc.uwstout.edu/ppcteaching.html>).

Kuczarski and Kuczarski (1995) comment: Values are enduring beliefs. If values are in place, it is likely that the task at hand, will endure

hardships of any kind. If a group has established and clearly identified what it highly regards, cherishes, and believes in-its values- then it will be able to handle the disheartening and challenging ups and downs that happen along any journey.

Values influence the decisions that we make and impact the courses of action that we take. If a group has commonly agreed-upon values in place, then the group's decisions and actions will be influenced by them. The group will be able to handle "mistaken turns" during their own organization's journey.

Maintaining your values requires both commitment and risk taking (1995, p. 238).

Societal and organizational sicknesses can be improved with sustaining values and norms that are embraced by both individuals and organizations. (p. 40).

Blanchard and O'Connor (1997) believe that "In a company that manages by its values, there is only one boss-the company's values" (p. 55).

Culture in an Individual Organization

This study centers on the three organizational levels of a post secondary education institution and focuses on their perceptions of the organization's basic core values and culture.

Why would a company be interested in assessing its culture? According to Hagbert and Heifetz (2000):

Cultural assessment can enable a company to analyze the gap between the current and desired culture. Developing a picture of the ideal and then taking a realistic look at the gaps is vital information that can be used to design

interventions to close the gaps and bring specific elements of culture into line. They go on to say that understanding and assessing your organization's culture can mean the difference between success and failure in today's fast changing business environment. On the other hand, senior management, particularly the CEO, often has a view of the organization's culture that is based more on hope than a view grounded in objective fact. In reality, what management pays attention to and rewards is often the strongest indicator of the organization's culture. This is often quite different than the values it verbalizes or the ideals it strives for.

A thoughtful assessment of the culture can facilitate the alignment of values and strategic goals across subcultures. . . (<http://www.hcgnet.com>).

Furnham and Gunter (1993) state that in asking about an organization's culture, we are really asking how effectively that organization is mobilizing its human resources. A knowledge of climate variables enables management to harness those forces toward the accomplishment of organizational goals.

The emphasis on the perceptual nature of organizational culture raised several questions . . . A major issue concerned the importance of the *actual* situation versus the *perceived* situation in determining behavior and attitudes in organizations. A second question concerned relationships between *objective* and *perceptual* factors, especially in terms of determinants and accuracy of such perceptions. . . . different levels of situational and individual variation operated at different levels of explanation (p. 120).

They go on to state that organizational culture may be traced back to the founders, at least in part, of the company, or to those who strongly shaped it in the recent past. These persons often possess dynamic personalities, strong values, and a clear vision of how the organization should be. Since they are on the scene first, and/or play a key role in hiring initial staff, their attitudes and values are readily transmitted to new employees. The result is that these views become the accepted ones in the organization, and persist as long as the founders are on the scene, or even longer (p. 76).

In *Diagnosing and Changing Organizational Culture*, Cameron and Quinn (1999) expound on perceptions within various levels or subunits of an organization:

Inside an organization, subunits such as functional departments, product groups, hierarchical levels, or even teams may also reflect their own unique culture. Difficulties in coordinating and integrating processes or organizational activities, for example, are often a result of culture clashes among different subunits. . . . One reason is that each different unit often has developed its own perspective, its own set of values, its own culture . . . It is easy to see how these cultural differences can fragment an organization and make high levels of effectiveness impossible to achieve. Emphasizing subunit cultural differences, in other words, can foster alienation and conflict (p. 15).

Hagbert and Heifetz (2000) note:

. . . often the culture in large organizations is not singular or uniform. Organizations can vary widely in terms of the degree of cultural integration and the strength of the subcultures that coexist. Subcultures may share certain

characteristics, norms, values and beliefs or be totally different. These subcultures can function cooperatively or be in conflict with each other. In general, subcultures can differ by function, (engineering vs. marketing), by their place in the hierarchy, (management vs. administrators, assistants) . . .

(<http://www.hcgnet.com>).

Cameron and Quinn (1999) continue:

On the other hand, it is important to keep in mind that each subunit in an organization also contains common elements typical of the entire organization. Similar to a hologram in which each unique element in the image contains the characteristics of the entire image in addition to its own identifying characteristics, subunit cultures also contain core elements of the entire organization's culture in addition to their own unique elements (p. 15-16).

To cope with personnel problems that they face almost daily, it is helpful for managers to understand the perceptions which employees hold of different aspects of the organization (Furnham and Gunter, 1993, p. 112).

Culture is the focus of a complex set of forces within an organization that impinge upon those who work in it. A knowledge of culture variables enables management to harness those forces toward the accomplishment of organization goals (p. 113).

. . . almost all organizations develop a dominant type of organizational culture. They tend to emphasize one or more of four culture types above others—namely, adhocracy, clan, hierarchy, or market cultures. Particular types of cultures form as a result of certain values, assumptions, and priorities becoming

dominant as the organization addresses challenges and adjusts to changes. These dominant cultures help the organization become more consistent and stable as well as more adaptable and flexible in dealing with its rapidly changing environment. Whereas these culture types tend to evolve in predictable ways over time, organizations face the need to change cultures in connection with many other forms of organizational changes (Cameron and Quinn, 1999, p. 126).

The quantitative assessment instrument chosen for determining and assessing the organizational culture in this study was The Organizational Culture Assessment Instrument.

. . . the investigator uses questionnaires and/or interviews to assess particular dimensions of culture. A quantitative approach allows multiple viewpoints to be considered in evaluating the attributes of an organization's culture (Cameron and Quinn, 1999, p. 135).

They elaborate on the nature of this instrument:

The OCAI is based on a theoretical model entitled the Competing Values Framework. This framework is extremely useful in helping to organize and interpret a wide variety of organizational phenomena.

The Competing Values Framework . . . is a framework that was empirically derived, has been found to have both face and empirical validity, and helps integrate many of the dimensions proposed by various authors. In brief, the Competing Values Framework has been found to have a high degree of congruence with well-known and well-accepted categorical schemes that organize

the way people think, their values and assumptions, and the ways they process information (pp. 28-29).

They go on to cite Alpert and Whetten (1985), Schein (1985), and O'Reilly, Chatman, and Caldwell (1991) in clarifying that:

There is always an underlying glue that binds the organization together. In assessing an organization's culture, therefore, one can focus on the entire organization as the unit of analysis, or assess different subunit cultures, identify the common dominant attributes of the subunit cultures . . . (pp. 15-16).

The 1985 work of Martin, Sitkin, and Boehm (as cited by Denison, 1990) explains that the meaning of a set of stories is widely shared and that differences in shared meaning can be used to test for "groupings" – the different meanings can be used to distinguish the "old guard" from the "new guard," as well as to distinguish organizational members by function and hierarchical level.

He further cites Joyce and Slocum (1982, 1984) who demonstrate a similar point by cluster-analyzing questionnaire responses to find groupings of individuals who share perceptions and meanings. These clusters also revealed "meaning clusters" that often reproduced known groupings such as function or job type (p. 34).

. . . organizational culture is extremely broad and inclusive in scope. It comprises a complex, interrelated, comprehensive, and ambiguous set of factors. Consequently, it is impossible to ever include every relevant factor in diagnosing and assessing organizational culture (p. 29).

Values In an Individual Organization

Kuczarski and Kuczarski (1995) note that there is often a disparity between the values of management and the values of employees within the same organization.

Management preaches one set of values to employees but practices a different set themselves. Employees can sense this inconsistency. . . . When this disparity of “values gap” prevails within organizations, no single set of values for employees and management is followed or adhered to. Confusion results. (pp. 53-54).

. . . U. S. management literature rarely distinguishes between the values of founders and significant leaders and the values of the bulk of the organization’s members. Descriptions of organizational cultures are often based only on statements by corporate heroes. In our case, we have assessed to what extent leaders’ messages have come across to members. We conclude that the values of founders and key leaders undoubtedly shape organizational cultures but that the way these cultures affect ordinary members is through shared practices. Founders’ and leaders’ values become members’ practices (Hofstede and Neuijen, 1990, p. 309).

Many organizations are making efforts to create norms and values but are falling short in demonstrating commitment to the values.

. . . many employees detect a divergence between their organization’s stated norms and values and the mechanisms to reinforce them. . . . interviewees

recognize that their organizations manage to uphold some of the values, but are still aspiring toward others (Kuczarski and Kuczarski, 1995, p. 57).

Unwritten, informal, and unclear norms and values are leading causes of employee dissatisfaction. Following is a list of some of the factors relating to the decrease in satisfaction, morale, and production in the workplace (p. 53).

- Values-less leadership
- Lack of commitment to values
- Personal values disconnected from the organization's
- Low self-esteem
- Lack of trust
- Insufficient feedback, rewards

The starting point to resolving the issues in a value-less organization begins with the identification and cultivation of group and individual norms and values. Group-derived norms and values will collectively change the mindset and attitudes of individuals within work organizations. By counteracting the key components of an organization that lacks values, a new social order can evolve. The formula in achieving this includes:

- Instilling and cultivating individual and group values
- Developing norms to guide communications and behaviors
- Empowering individuals to develop meaningful personal relationships
- Infuse meaning into peoples' jobs
- Providing individuals with a genuine sense of equality and attachment to work organizations (pp. 45-46).

Krueger (1996) suggests that effective core values have the following characteristics and should be considered when an organization is creating its basic core values: The values should be clear and succinct; there are usually no more than six and no less than two values; they are thought about and iterated a lot; they stay the same through time and are sacred; they are widely and frequently communicated; they provide substantial guidance; and finally, profitability is not the primary ingredient (presentation, September, 2000 and on-line <http://www.ppc.uwstout.edu/ppcteaching.html>).

If positive norms and values are exemplified by leadership within an organization, then employees can believe in them. When leaders demonstrate the desired norms and values on a daily basis, they lend credibility and authenticity to them. Trust is present. If management were to adhere to the same values they preach to employees, there would be greater commitment to making the norms work (Kuczmariski and Kuczmariski, 1995, p. 58).

A values-full organization is made up of a group of people who have identified a core set of values that are important to them. They have prioritized these enduring beliefs. They have organized them into a value system. Holding onto their values requires a commitment to them. And when they are in place-and commitment is strong-then greater risk taking is possible (p. 238).

Similar Studies

It was difficult to find similar studies that were based on the perceptions of organizational culture and values at various levels of an organization. Hofstede and

Neuijen (1990) performed a study in 1985 and 1986 in which they used both qualitative and quantitative survey instruments to measure organizational culture in 20 units of ten different businesses in Denmark and the Netherlands. The survey instruments used were personal interviews and a quantitative questionnaire, comparable, yet much more elaborate than those used in this study. Supervisors selected respondents taking part in the interview section of the research, while respondents for the questionnaire survey were chosen through stratified random sampling.

The data consisted of answers to questionnaires about employees' values and perceptions of the work situation.

The results Hofstede and Neuijen (1990) reported show that nationality, as well as education, age, seniority, and hierarchical level, strongly affected the answers on questions dealing with values. For the answers on questions dealing with perceived practices no such dominant effect of demographic characteristics was evident (p. 301).

Conclusion

Culture develops from the need to maintain effective working relationships among organization members. Depending on the nature of its business, and the characteristics of the person it must employ, different expectations and values may develop. . . . Just as groups go through a well-known sequence in their development, remembered as forming, storming, norming and performing, so do corporate cultures. Indeed it is the development of behavioral norms that is at the very heart of culture (Furnham and Gunter 1993 p. 77).

Cameron and Quinn (1999) clarify that . . .without personal behavior change on the part of the organization's members, organizational culture change will be frustrated. A change in culture, in the end, depends on the implementation of behaviors by individuals in the organization that reinforce and are consistent with the new cultural values. It is possible to identify a desired culture and to specify strategies and activities designed to produce change, but without the change process becoming personalized, without individuals being willing to engage in new behaviors, without an alteration in the managerial competencies demonstrated in the organization, the organization's fundamental culture will not change (p. 105).

Hagberg and Heifetz (2000) state that it is critical that you find out who you really are as well as striving for who you want to be. . . . Cultural assessment can provide measurable data about the real organizational values and norms that can be used to get management's attention. It can dispel some of management's illusions about what really matters in the organization and will tell them how far off the mark things really are. Management may find that it is not practicing what it preaches (<http://www.hcgnet.com>).

Management's responsibility in a People Process Culture is to "lead with core values." Exercising this responsibility includes communicating to assure that people understand the values and believe in the values, standardizing the values, defining what they mean and give examples of the value, telling value stories, and practice using the values.

Communicate to assure that people understand the values and believe in the values; daily, weekly, monthly. Encourage people to use the values to make decisions (Krueger, presentation, September, 2000 and on-line <http://www.ppc.uwstout.edu/ppcteaching.html>).

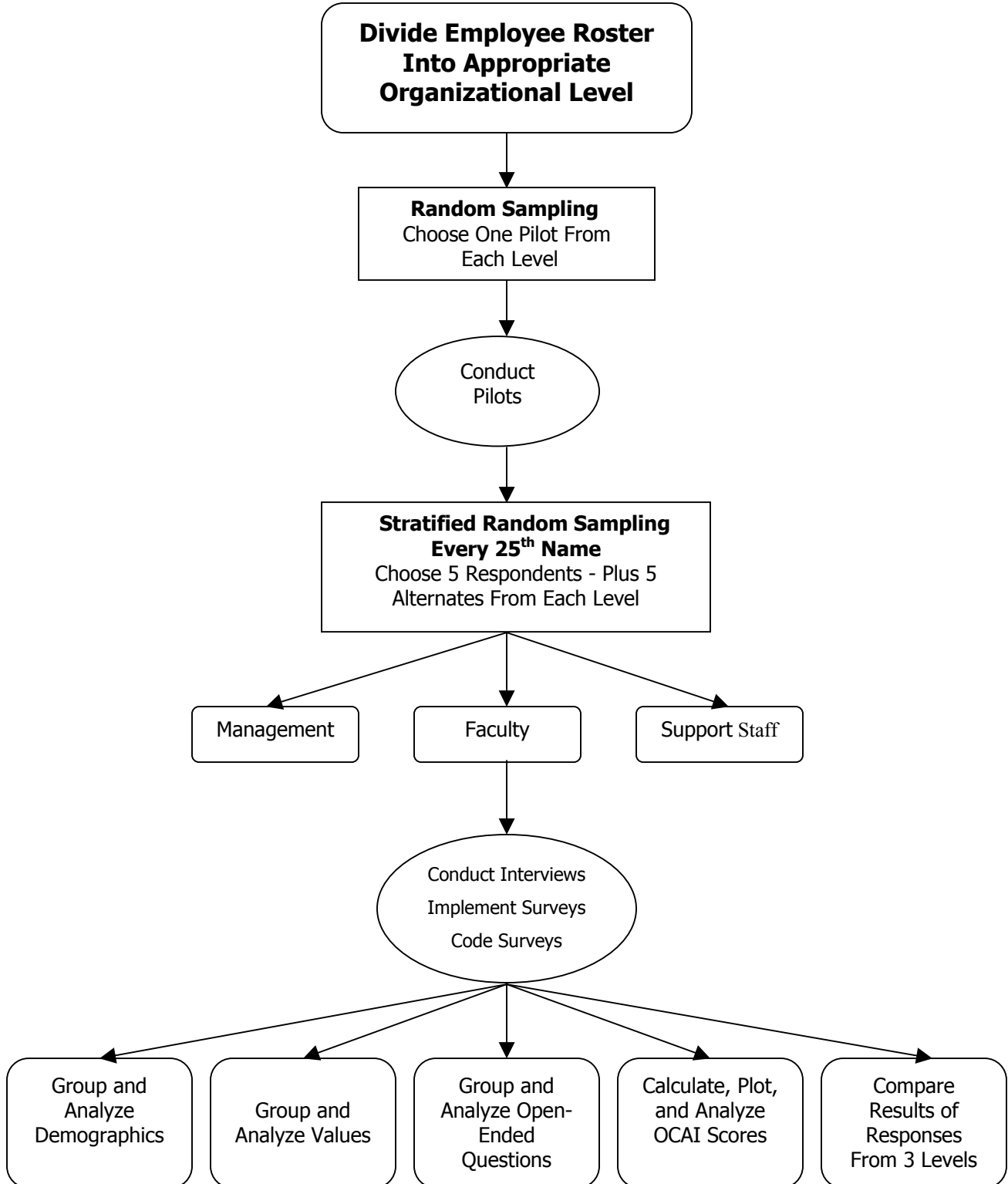
The behavior that is modeled by the leader and the management team profoundly shapes the culture and practices of the organization. . . . The behavior of members of the senior team, their reactions in a crises and what they routinely talk about, all sets the tone of the culture.

. . . paradoxically, organizational culture creates both stability and adaptability for organizations. It creates stability by being the glue that holds the organization together. Culture reinforces continuity and consistency in the organization through adherence to a clear set of consensual values. Culture also fosters adaptability by providing a clear set of principles to follow when designing strategies to cope with new circumstances (Hagbert and Heifetz 2000, <http://www.hcgnet.com>),

Prahalad and Hamel (as cited by Cameron and Quinn, 1999) clarify that core competence and strategic intent are prerequisites to organizational adaptability, and both are grounded squarely in the organization's unique culture (p.131).

Chapter 3

METHODOLOGY PROCESS FLOW



METHODOLOGY

This study consists of both qualitative and quantitative research. The qualitative portion focuses on the possible inconsistencies in the perception of core organizational values from the perspective of the three levels of an organization. The quantitative portion of the study focuses on the possible inconsistencies in four specific categories of organizational culture, again viewed from the perspective of the three various organizational levels.

The subject organization is a two-year post secondary educational institution located in the Midwest comprising of about 420 employees. The levels of the organization are: management, consisting of 80 employees, faculty, consisting of 152 employees, and support staff consisting of 188 employees.

Survey Instruments

Two separate survey instruments were used in the study. The qualitative instrument was created by the researcher to interpret the subjects' perceived core values operating within the organization and was broken down into three sections.

Section one asked for demographic information such as gender, age, longevity with the organization, and level within the organization. Section two of the instrument listed 18 core values (Blanchard & O'Connor, 1997, p. 112) and asked participants to rank the top three values perceived as being practiced on a daily basis within the organization. Space was provided for participants to list additional values if necessary. Section three consisted of four open-ended questions regarding values. Dr. Charles Krueger, People Process Chair from the University of Wisconsin Stout and the researcher

jointly authored the questions. A sample of the survey is found in Appendix A on page 89.

The quantitative survey instrument used in the study was the Organizational Culture Assessment Instrument (OCAI) and specifically “assesses six key dimensions of organizational culture: dominant characteristics, organizational leadership, management of employees, organizational glue, strategic emphases, and the organization’s criteria of success” (Cameron and Quinn, 1997, p. 19).

Cameron & Quinn state (1997): The instrument is in the form of a questionnaire that requires individuals to respond to just six items. Although there are a variety of ways to assess organizational culture, this instrument has been found to be both useful and accurate in diagnosing important aspects of an organization’s underlying culture. It has been used in more than a thousand organizations that we know of, and it has been found to predict organizational performance. Its intent is to help identify the organization’s current culture. The same instrument helps identify the culture organization members think should be developed to match the future demands of the environment and the challenges to be faced by the company (p. 18).

A sample of The Organizational Culture Assessment Instrument can be found in Appendix B on page 91.

Each of the subjects completed the OCAI twice. The first OCAI was completed and scored as the subject currently perceives the culture of the organization. The second OCAI was completed and scored as the subject would like to see the organization’s culture five years into the future.

Pilot Study

Three pilot studies were performed consisting of one participant from each of the three levels of the organization. The participants were chosen randomly from the employee roster and interviews were performed at each of the individual's home.

The values survey was administered first, followed by the OCAI. Completion of the surveys took each participant about 20-25 minutes. Each pilot participant was then asked the following questions:

1. Do you feel any values should be added to the list provided?
2. Are you uncomfortable or confused by any of the four open-ended questions?
3. How did you feel about having to complete the OCAI twice?
4. Did you feel the survey took too long to complete?
5. What suggestions do you have?

All three of the pilot participants answered "no" to questions one and two, none of them had a problem with completing the OCAI twice, and everyone was comfortable with the time it took to complete the instruments. A suggestion was made that the researcher inform the subject up front that the OCAI would be completed twice, and that doing so would enable the subject to more effectively make the comparison between the current organizational culture to that of the desired future culture.

Subjects

Five subjects from each of the three organizational levels (management, faculty, and support staff) were selected by using stratified random sampling, resulting in a population of 15 participants. An employee roster was obtained which not only contained

the names of the employees but also provided job titles, email addresses, and office phone numbers. The employee roster was then divided into three categories, one for each level of the organization. Every 25th name in each category was subsequently chosen to participate in the study, with an additional five names being selected in each level as alternates. Since there were not an equal number of employees in each of the three organizational levels, choosing every 25th name for the sample allowed each name on the roster the chance to be selected several times. When the end of a list was reached, the researcher jumped back to the beginning of the list and continued counting until reaching 25. After the initial five subjects were chosen, the counting continued until the five alternates were chosen for each of the organizational levels. Potential subjects were then contacted via email requesting participation in the study.

The five employees initially contacted from the management level immediately responded positively. One faculty member responded, but declined due to the hectic end of the school year schedule. Two support staff replied; one declined giving no reason, with the other agreeing to participate.

Subsequent phone calls were made to non-respondents. In all, four alternate faculty members and three alternate support staff were used in the study.

Interviews were then scheduled, with the location of the on-campus meeting determined by each participant. Three days of interviewing concluded the data-gathering portion of the research study.

Data Processing

To insure anonymity and confidentiality, participants are identified only by a code that was assigned to each survey at the time of the interview. The code consists of a letter

denoting the level of the subject within the organization (M for Management, F for Faculty, or S for Support Staff), followed by a number between one and five. For example, the code for the first manager interviewed is M1, the code for the third faculty member interviewed is F3, and so on.

After the interviewing process, the first step was to organize each of the completed individual surveys into the appropriate organizational level. The values instruments were then analyzed separately according to the demographics, values list, and open-ended questions.

Demographics

Demographic information for each participant was grouped into the appropriate organizational level as follows: gender, longevity with the organization, and age.

Values Analysis

Each of the three values chosen by the individual participant was given a point value between one and three, with three allocated to the strongest value. Combining the points from each of the five participants, the top three values were determined for each level of the organization. If more than one value had the same score, the tie was broken by calculating the number of respondents who choose each value. For example, if the values “teamwork” and “quality” each had a score of six, with three respondents choosing “quality” but only two respondents choosing “teamwork”, then “quality” would have been rated higher than “teamwork” (see Table 4.7 on page 52). Results from the three organizational levels were then compared and analyzed. Following the comparison

between levels, the top three overall values for all participants were calculated and analyzed. Table 4.9 on page 53 exhibits the results of these calculations.

Open-Ended Questions Analysis

Answers from each of the four open-ended questions were copied verbatim and comments were categorized as either negative or positive. Responses were then studied for common themes within each of the three levels as well as any overall themes from the combined group.

Organizational Culture Assessment Instrument

The OCAI scores from each of the 15 participants were entered onto an Excel spreadsheet. First, the respondents were sorted into the appropriate organizational group. The following process was followed for each OCAI survey:

The first step is to add together all A responses in the Now column and divide by 6. That is, compute an average score for the A alternatives in the Now column. Next, add together all B responses and divide by 6. Repeat this computation for the C and D alternatives. The second step is to add all A responses in the 5 Years column and divide by 6. In other words, compute an average score for the A alternatives in the 5 Years column. Next, add together all B responses and divide by 6. Repeat this computation for the C and D alternatives... Each of these scores relates to a type of organizational culture (Cameron & Quinn, 1999, p. 25-27).

After completing this process, the next step was to combine the average individual scores in each of the three organizational levels resulting in one group OCAI score for each of the four categories. After comparing the outcome between the three

levels of the organization, responses from all participants were averaged to obtain an overall organizational culture perspective. The Excel spreadsheet is in Appendix G on page 106.

The next step was to plot the combined averaged group scores on a quadrant. Cameron & Quinn (1999) state, “The OCAI focuses on some core attributes of an organization that reflect its culture. The ratings of these core attributes produced an indication of the types of culture that are dominant in the organization. In other words, the responses to the six questions helped highlight aspects of the organization’s culture that identify its general culture type (p. 55).

Individual quadrants were prepared for responses pertaining to NOW perceptions and responses pertaining to five years into the future. The quadrants reflecting the results of the combined calculations from each level are found in Tables 4.15-4.17 on pages 61 – 63. Finally, responses from the entire group of the 15 subjects were averaged and plotted on a separate quadrant in Table 4.18 on page 64, and were subsequently compared and analyzed.

Assumptions of Methodology

Several assumptions of the research were made. First, it is assumed that the open-ended questions were good questions relative to the subject of interpreting organizational values.

It is assumed that the respondents answered all of the questions honestly. During the interview process, the researcher was cognitive of non-verbal communication such as the subjects’ body language, eye contact, and gestures. No inconsistencies were noted.

Finally, it is assumed that the *Organizational Culture Assessment Instrument* (OCAI) is a valid and reliable survey instrument.

Limitations of Methodology

Cooperation within the organization proved to be a limitation since the study was conducted at the end of the academic school year, making it difficult for many faculty members contacted to participate in the research due to hectic schedules.

Because of the nature of this research, that is, a study that used the same participants for both the qualitative and quantitative instruments, an overall smaller sample size resulted.

A broader limitation may be the quality of responses from the subjects. Given the small overall number of participants taking part in this study, fear of possible repercussion due to anonymity must be considered.

There may be a chance of error due to the selection of every 25th name on the employee roster. However, it was concluded by the research advisor that the error would be very slight and approval to proceed with this method was given.

The lack of time and funds limited further and more extensive research.

Chapter 4

FINDINGS AND RESULTS

Of the two instruments utilized in the research study, the qualitative values survey instrument was the first to be analyzed. Each of the three sections of the instrument; demographics, values, and open-ended questions, was individually analyzed. The values survey can be found in Appendix A on page 89.

Demographics

Demographics regarding gender, age and longevity with the organization was determined from the first section of the qualitative survey instrument. Results for each of the organizational levels are listed in Table 4.1 below.

| ORGANIZATIONAL LEVEL | GENDER | AGE | LONGEVITY |
|----------------------------------|---------------------|------------|------------------|
| FACULTY | 3 Female 2 Male | 46 – 55 | 8 – 20 years |
| SUPPORT STAFF | 4 Female 1 Male | 26 – > 55 | 1 – 33 years |
| MANAGEMENT | 4 Female 1 Male | 36 - > 55 | 1 – 25 years |
| ALL PARTICIPANTS COMBINED | 11 Female 4 Male | 26 - > 55 | 1 – 33 years |

Table 4.1 Participant Demographics

The process of stratified random sampling resulted in 73% female subjects and 27% male. The oldest respondents came from the faculty level with the support staff having the youngest respondents. The greatest range of longevity came from the support staff area, with faculty comprising the slightest range of 12 years.

Values

The outcome from the analysis of the second section of the values survey resulted in a ranking of the top three perceived values within each level of the organization. The researcher was explicate in clarifying to the respondents that the values chosen were to be the values being practiced within the organization on a daily basis as perceived by the individual. In most cases, additional dialogue transpired between the respondent and the researcher as to the possible disparity between the respondent's personal perception of practiced values and that of top management's espoused values. In all cases, the researcher was confident that each respondent fully comprehended the nature of the question before continuing with the interview process.

The strongest value chosen by each respondent was given a score of three points, with the second value given a score of two points, and the third value given one point. Table 4.2 below identifies the values as perceived and ranked by each of the five Faculty respondents.

| SCORE | RANK | F1 | F2 | F3 | F4 | F5 |
|--------------|-------------|-----------|------------|------------|------------|------------|
| 3 | Strongest | Respect | Control | Commitment | Commitment | Efficiency |
| 2 | Second | Quality | Power | Quality | Quality | Control |
| 1 | Third | Integrity | Commitment | Teamwork | Teamwork | Power |

Table 4.2 Top 3 Individual Faculty Core Values

Table 4.3 below illustrates the tallied scores for each value, the number of respondents who listed the value, and the longevity of the respondents choosing the value.

| TOTAL SCORE | VALUE | # OF TIMES VALUE CHOSEN | LONGEVITY OF RESPONDENT |
|-------------|-------------------|-------------------------|-------------------------|
| 7 | CONTROL | 3 | 8 – 20 years |
| 5 | QUALITY | 3 | 2 – 11 years |
| 4 | COMMITMENT | 2 | 11 – 20 years |
| 3 | Power | 2 | 17 – 20 years |
| 3 | Respect | 1 | 3 years |
| 3 | Loyalty | 1 | 8 years |
| 3 | Efficiency | 1 | 17 years |
| 1 | Teamwork | 1 | 11 years |
| 1 | Integrity | 1 | 2 years |

Table 4.3 Faculty Ranking of Perceived Core Values

As a whole, the respondents from the Faculty level perceived CONTROL as the strongest value practiced within the organization with QUALITY and COMMITMENT following. When comparing the values chosen to the longevity of the respondents, control and commitment showed little variation. However, the respondents choosing quality as a practiced value tended to be employees with less time working in the organization. A comment shared by one of the Faculty respondents was that, as a whole, loyalty to students is a very strong value widely practiced within the Faculty level, but is not a value practiced throughout the organization.

A list of all values selected and corresponding data received by the Faculty is provided in the table.

Table 4.4 below identifies the values as perceived and ranked by the five Support Staff respondents.

| SCORE | RANK | S1 | S2 | S3 | S4 | S5 |
|-------|-----------|---------------|------------|---------------|---------------|---------------|
| 3 | Strongest | Teamwork | Quality | Relationships | Power | Power |
| 2 | Second | Cooperation | Teamwork | Teamwork | Control | Control |
| 1 | Third | Collaboration | Commitment | Fairness | Relationships | Relationships |

Table 4.4 Top 3 Individual Support Staff Core Values

Table 4.5 below reveals that the respondents from the Support Staff level perceive **TEAMWORK** as the strongest value practiced within the organization followed by **POWER** and **RELATIONSHIPS**.

| TOTAL SCORE | VALUE | # OF TIMES VALUE CHOSEN | LONGEVITY OF RESPONDENT |
|-------------|---------------------|-------------------------|-------------------------|
| 7 | TEAMWORK | 3 | 1 – 33 years |
| 6 | POWER | 2 | 13 – 21 years |
| 5 | RELATIONSHIP | 3 | 4 – 21 years |
| 4 | Control | 2 | 13 – 21 years |
| 3 | Quality | 1 | 33 years |
| 2 | Cooperation | 1 | 1 year |
| 1 | Collaboration | 1 | 1 year |
| 1 | Commitment | 1 | 33 years |
| 1 | Fairness | 1 | 4 years |

Table 4.5 Support Staff Ranking of Perceived Core Values

TEAMWORK and **RELATIONSHIP** was chosen as practiced values regardless of longevity with the organization, whereas power was chosen primarily by those who have been with the organization for a longer period of time.

Value responses from the Management level of the organization follow in Table 4.6.

| SCORE | RANK | M1 | M2 | M3 | M4 | M5 |
|-------|-----------|--------------|-------------|--------------|------------|------------|
| 3 | Strongest | Relationship | Efficiency | Relationship | Control | Power |
| 2 | Second | Teamwork | Control | Respect | Efficiency | Control |
| 1 | Third | Respect | Cooperation | Security | Teamwork | Efficiency |

Table 4.6 Top 3 Individual Management Core Values

The strongest value perceived by the respondents from the Management level is **CONTROL**, closely followed by **EFFICIENCY** and **RELATIONSHIPS**.

| TOTAL SCORE | VALUE | # OF TIMES VALUE CHOSEN | LONGEVITY OF RESPONDENT |
|-------------|----------------------|-------------------------|-------------------------|
| 7 | CONTROL | 3 | 3 – 25 years |
| 6 | EFFICIENCY | 3 | 3 – 25 years |
| 6 | RELATIONSHIPS | 2 | 1 – 21 years |
| 3 | Teamwork | 2 | 1 – 25 years |
| 3 | Respect | 2 | 1 – 21 years |
| 3 | Power | 1 | 3 years |
| 1 | Cooperation | 1 | 14 years |
| 1 | Security | 1 | 21 years |

Table 4.7 Management Ranking of Perceived Core Values

There was little variation in longevity among the top three values chosen within the management level.

A comparison of the values chosen by all of the levels is listed below in Table 4.8.

| FACULTY | SUPPORT | MANAGEMENT |
|-------------------|----------------------|----------------------|
| CONTROL | TEAMWORK | CONTROL |
| QUALITY | POWER | EFFICIENCY |
| COMMITMENT | RELATIONSHIPS | RELATIONSHIPS |
| Power | Control | Teamwork |
| Respect | Quality | Respect |
| Loyalty | Cooperation | Power |
| Efficiency | Collaboration | Cooperation |
| Teamwork | Commitment | Security |
| Integrity | Fairness | |

Table 4.8 Comparison of Core Values Between Organizational Levels

The data from the three levels was then combined and tabulated to produce the top three values practiced within the organization on a daily basis as perceived as a whole by the 15 respondents chosen for the study. The results are presented in Table 4.9 below.

| VALUE | TOTAL SCORE | LEVELS OF ORGANIZATION CHOOSING VALUE | # OF RESPONDENTS CHOOSING VALUE |
|-----------------|-------------|---------------------------------------|---------------------------------|
| CONTROL | 18 | ALL | 8 |
| POWER | 12 | ALL | 5 |
| TEAMWORK | 11 | ALL | 6 |
| Relationship | 11 | Support/Management | 5 |
| Efficiency | 9 | Faculty/Management | 4 |
| Quality | 8 | Faculty/Support | 4 |
| Respect | 6 | Faculty/Management | 4 |
| Commitment | 5 | Faculty/Staff | 3 |
| Cooperation | 3 | Support/Management | 2 |
| Loyalty | 3 | Faculty | 1 |
| Integrity | 1 | Faculty | 1 |
| Collaboration | 1 | Support | 1 |
| Fairness | 1 | Support | 1 |
| Security | 1 | Management | 1 |

Table 4.9 Combined Ranking of Core Values as Perceived By All Participants

As a whole, the 15 respondents involved in the study chose CONTROL as the strongest value being practiced daily within their workplace, receiving the highest score of 18, with over 50% of participants throughout the three levels choosing the value. The second most prevalent value chosen by the overall respondents was POWER. A total of five respondents chose the value and were from all levels of the organization. The third value perceived as being practiced on a daily basis according to participants within all levels was TEAMWORK. Six respondents chose this value resulting in a combined score of 11.

Throughout the values section of the study, the subject's longevity with the organization seemed to have little bearing on responses.

OPEN-ENDED QUESTIONS

Complete verbatim responses to the third section of the qualitative instrument are found in Appendix C on page 97. Portions of individual responses to each of the four open-ended questions are categorized below in Tables 4.10-4.13 according to the

appropriate organizational level, lists whether the response was positive or negative, and identifies a common theme.

1. WHAT ARE THE RESULTS WHEN THESE VALUES ARE PRACTICED?

| RESPONSES | POSITIVE RESPONSES | THEME | NEGATIVE RESPONSES | THEME |
|----------------------|------------------------------------|----------------------|---------------------------------|------------------------------|
| FACULTY | Enjoyable work environment | Pride | Minimal teamwork | Don't feel valued |
| | Good product | | Minimal collaboration | Lack of teamwork |
| | | | Values inconsistently practiced | |
| | | | Lack of loyalty/quality | |
| | | | Frustration | |
| | | | Devalued/demeaned | |
| | | | | |
| SUPPORT STAFF | Pull together | Teamwork | Distrusting | Lack of Trust |
| | Work together | Collaboration | Mistrust | |
| | Teamwork | | Low morale | |
| | All levels get along w/ each other | | | |
| | Friendships | | | |
| | | | | |
| MANAGEMENT | | | | |
| | Understanding the process | Informed | Mistrust/suspicion | Don't feel valued |
| | Appropriate decisions | | Lip service from top management | Don't "walk the talk" |
| | Respect | | Push-pull effect | Inconsistency |
| | | | Diluted teamwork | |
| | | People devalued | | |

Table 4.10 Common Themes of Open-Ended Questions by Organizational Level

2. ARE VALUES IMPORTANT IN THE WORKPLACE? WHY?

| RESPONSES | POSITIVE RESPONSES | THEME | NEGATIVE RESPONSES | THEME |
|----------------------|---|-------------------------------------|---|--|
| FACULTY | Values are inherent | Integrity Pride | Same values should be practiced as stressed by management | Inconsistency between espoused values and the values actually practiced |
| | Values extremely important | | Management's values are over others' | |
| | If we "walk the talk", staff feels valued | | Don't know which values to respond to | |
| | Gives workplace and relationships integrity | | If we don't "walk the talk", staff feels mistrust (currently) | |
| | Quality | | | |
| | Pride for students' success | | | |
| | | | | |
| SUPPORT STAFF | Values produce pride in efforts | Direction | | |
| | People work together | Guidance | | |
| | Develops strong work ethic | | | |
| | Guide the "way we do things around here" | | | |
| | Need values for stability | | | |
| | Impacts negatively when values aren't met | | | |
| | | | | |
| MANAGEMENT | Establish boundaries/personal expression | Guidance Direction | | |
| | Leads to respect | | | |
| | Determine work ethics | Values people | | |
| | Core values help organization function | | | |
| | Basis for relationships | | | |
| | Helps student success | | | |
| | Work toward common goal | | | |

Table 4.11 Common Themes of Open-Ended Questions by Organizational Level

3. WHERE DID THESE VALUES COME FROM?

| RESPONSES | POSITIVE RESPONSES | THEME | NEGATIVE RESPONSES | THEME |
|----------------------|--------------------------------------|--------------------------|---|---------------------------|
| FACULTY | Family Past work environments | Family | Don't know where values practiced here came from-not same as mine | Conflicting values |
| | | | | |
| | | | | |
| SUPPORT STAFF | Parents/siblings | Home | | |
| | Work | Management | | |
| | Church | | | |
| | High level management | | | |
| | | | | |
| | | | | |
| MANAGEMENT | Family | Family/friends | Lack of trust | Lack of trust |
| | Friends | | | |
| | This organization | This organization | | |
| | Church | | | |
| | Teachers | | | |
| | Covey | | | |

Table 4.12 Common Themes of Open-Ended Questions by Organizational Level

Question three responses were similar in all of the three levels with responses that personal values came from their families.

Comments from Faculty members again referred to conflicting values with management, mentioning a lack of trust. This also encompasses the lack of trust comment that came from Management.

4. DO THE ORGANIZATIONAL VALUES HERE ALIGN WITH YOUR PERSONAL VALUES?

| RESPONSES | POSITIVE RESPONSES | THEME | NEGATIVE RESPONSES | THEME |
|----------------------|---------------------------|------------------|----------------------------------|--------------|
| FACULTY | Only one | Partially | No – don't "walk the walk" | No |
| | Sometimes | | | |
| | Stated values - yes | | Practiced values - no | |
| | | | | |
| SUPPORT STAFF | So far, yes | Sometimes | Not always | No |
| | Some do | | No | |
| | | | | |
| MANAGEMENT | Some | Some | Some-Too much time spent at work | Some |
| | Most | | No | |
| | Yes | | | |

Table 4.13 Common Themes of Open-Ended Questions by Organizational Level

As a whole, the faculty did not feel that the organizational values aligned with their personal values, while the support staff and management as a whole stated that some organizational values aligned with their own values while others did not.

After analyzing all responses from the four open-ended questions, the common overall themes were determined and compared to the top three perceived overall values:

| POSITIVE OVERALL THEMES | OVERALL VALUE | NEGATIVE OVERALL THEMES | OVERALL VALUE |
|--|----------------------|---|----------------------|
| Pride | Teamwork | Feelings of not being valued | Control |
| Direction | Teamwork | Lack of trust | Power |
| Organizational values sometimes align with personal values | | Inconsistencies of practicing espoused values | Control |
| Values come from family | | | |
| Guidance | Teamwork | | |

Table 4.14 Overall Themes of Open-Ended Questions

Organizational Culture Assessment Instrument

The second instrument used in the research was the Organizational Culture Assessment Instrument (Appendix B, page 91) and constitutes the quantitative portion of the study. The following several pages reveal the results of the OCAI as plotted on eight separate quadrants. The first three quadrants represent the plotted results of the OCAI scores as each of the three individual levels perceived the current culture of their organization. The fourth quadrant is the result of the average of the OCAI scores from the entire 15 respondents as the group perceived their current organizational culture.

The next three quadrants represent the plotted results of the OCAI scores as each of the three individual levels would like to see the organizational culture five years into the future. The eighth and final quadrant is the result of the average of the OCAI scores from all of the respondents as they would, as a whole, like to see the organizational culture in five years (*Note* each notch on the quadrant represents ten points).

Cameron and Quinn (1999) explain, “Each quadrant has been given a label to distinguish its most notable characteristics—clan, adhocracy, market, and hierarchy. The Clan quadrant is in the upper left, the Adhocracy quadrant is in the upper right, the Hierarchy quadrant is in the lower left, and the Market quadrant is in the lower right. It is important to note that these quadrant names were not randomly selected. Rather, they were derived from the scholarly literature that explains how, over time, different organizational values have become associated with different forms of organizations. We discovered that the four quadrants that emerged from these analyses match precisely the main organizational forms that have developed in organizational science. They also match key management

theories about organizational success, approaches to organizational quality, leadership roles, and management skills” (pgs. 32-33).

The four types of culture relating to each of the quadrants as described by Cameron and Quinn (1999) are:

The Hierarchy Culture - “The organizational culture compatible with this form (and as assessed in the OCAI) is characterized by a formalized and structured place to work. Procedures govern what people do. Effective leaders are good coordinators and organizers and drive the organization toward productivity, results, and profits. Maintaining a smooth-running organization is important. The long-term concerns of the organization are stability, predictability, and efficiency. Formal rules and policies hold the organization together” (pg. 34).

The core values related to the hierarchy culture are control and accountability.

The Market Culture – “...a type of organization that functions as a market itself. It is oriented toward the external environment instead of internal affairs. It is focused on transactions with (mainly) external constituencies including suppliers, customers, contractors, licensees, unions, regulators, and so forth.” “...the market operates primarily through economic market mechanisms, mainly monetary exchange. That is, the major focus of markets is to conduct transactions (exchanges, sales, contracts) with other constituencies to create competitive advantage. Profitability, bottom line results, strength in market niches, stretch targets, and secure customer bases are primary objectives of the organization. The glue that holds the organization together is an emphasis on winning.” “...the core

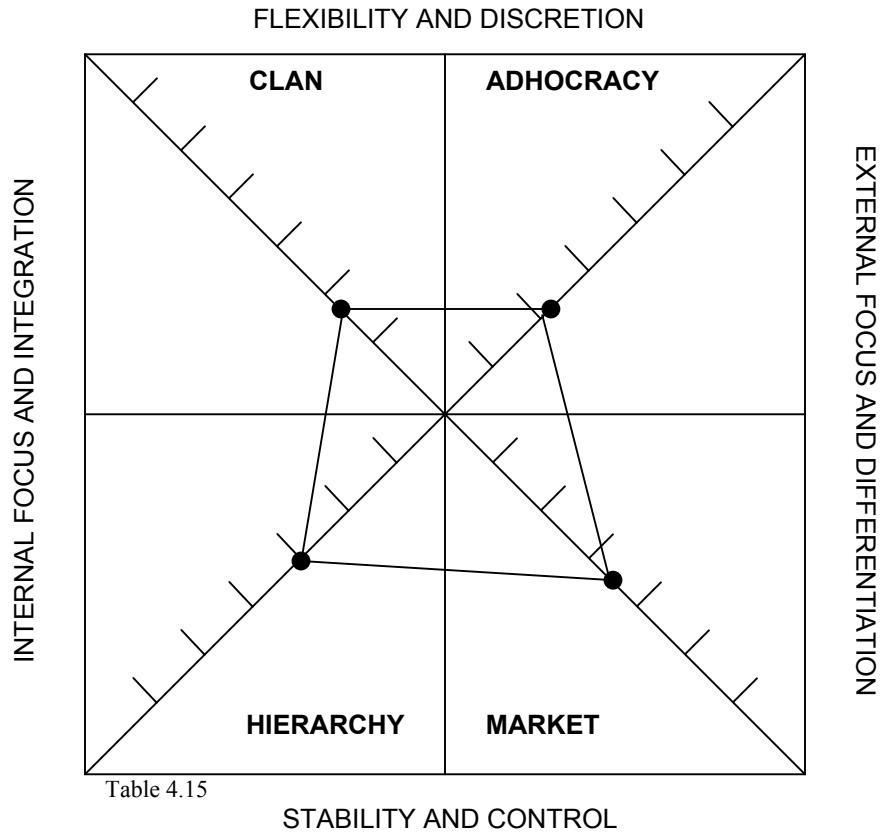
values that dominate market type organizations are competitiveness and productivity” (pg. 35-36).

The Clan Culture – The upper left section of the quadrant is titled a clan because “of the similarity to a family-type organization” Assumptions of a clan culture “are that the environment can best be managed through teamwork and employee development, customers are best thought of as partners, the organization is in the business of developing a humane work environment, and the major task of management is to empower employees and facilitate their participation, commitment, and loyalty” (pg. 37).

In a clan culture, an organization is determined to be successful based on its internal climate and concern for people, and its core values are teamwork, participation, and consensus.

The Adhocracy Culture – “OCAI assesses his type of culture as a dynamic, entrepreneurial, and creative workplace. Leadership is visionary, innovative, and risk-oriented and emphasizes being at the leading edge of new knowledge, products, and/or services. An Adhocracy Culture is held together through commitment, experimentation and innovation and is successful when producing unique and original products and services. The core values practiced in this culture type are adaptability, flexibility, and creativity where uncertainty, ambiguity and/or information-overload are typical” (pg. 40).

FACULTY NOW



Results of the tabulated OCAI scores taken from the Faculty level revealed that the culture of the organization is presently operating as a market culture with 32 points, but almost equally operating as a hierarchy culture, with 30 points. The strongest value chosen in this group was control. The clan culture received 18 points, with the adhocracy culture receiving 21 points.

When reviewing individual OCAI scores within the Faculty level, the responses from participant F5 were, in several instances, significantly dissimilar to those of the remaining respondents in the group. In addition, responses from F5 were inconsistent with his/her own scores ranging from as low as 5 to as high as 80 within three of the four single categories. Individual Faculty scores can be found in Appendix D on page 100.

SUPPORT STAFF NOW

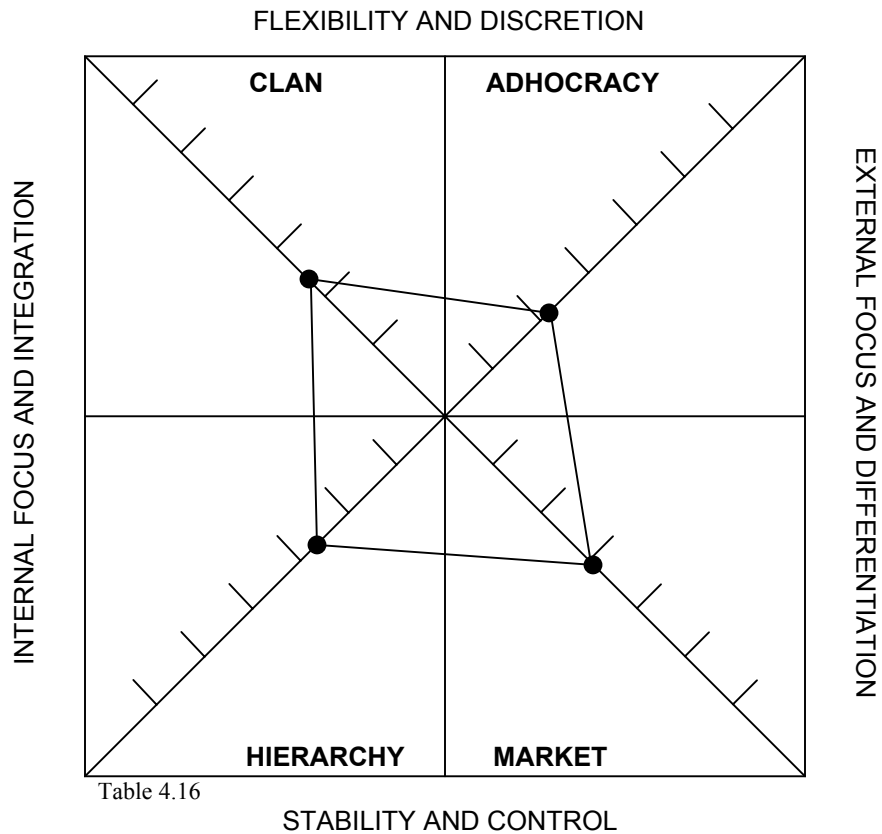
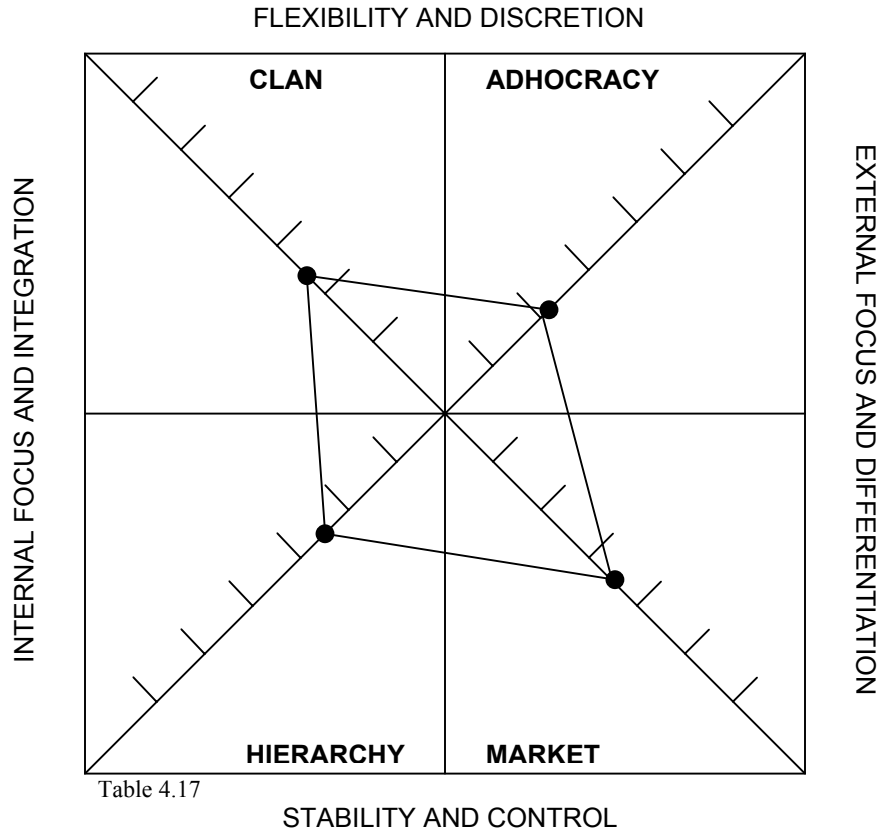


Table 4.16

There was only slight variation among the four culture types in the OCAI scores obtained from the Support Staff. The highest score of 30 was in the market culture with hierarchy slightly behind with a score of 27. Clan and adhocracy scored only one point apart with 22 and 21 respectively.

When comparing individual OCAI scores within the Support Staff level, responses from participant S4 varied considerably in three of the four categories as compared to the remaining respondents within this level. See Appendix E on page 102 for individual Support Staff OCAI scores.

MANAGEMENT NOW



Keeping in line with the scores obtained from the Faculty and Support Staff, the Management level seemed to agree that the organization is currently operating in a market culture, but there is a larger variance between market with 33 points, and hierarchy with 24 points.

Review of individual OCAI scores within the Management level revealed that respondent M2 had a much lower score in the Clan category and a much higher score in the Market category as compared to the other four respondents. The variation of the scores from M2 resulted in an average group score of about 5 points lower in the Clan score and about eight points higher in the Market score. The individual scores for the Management level of the organization are found in Appendix F on page 104.

COMBINED AVERAGE 3 LEVELS OF ORGANIZATION NOW

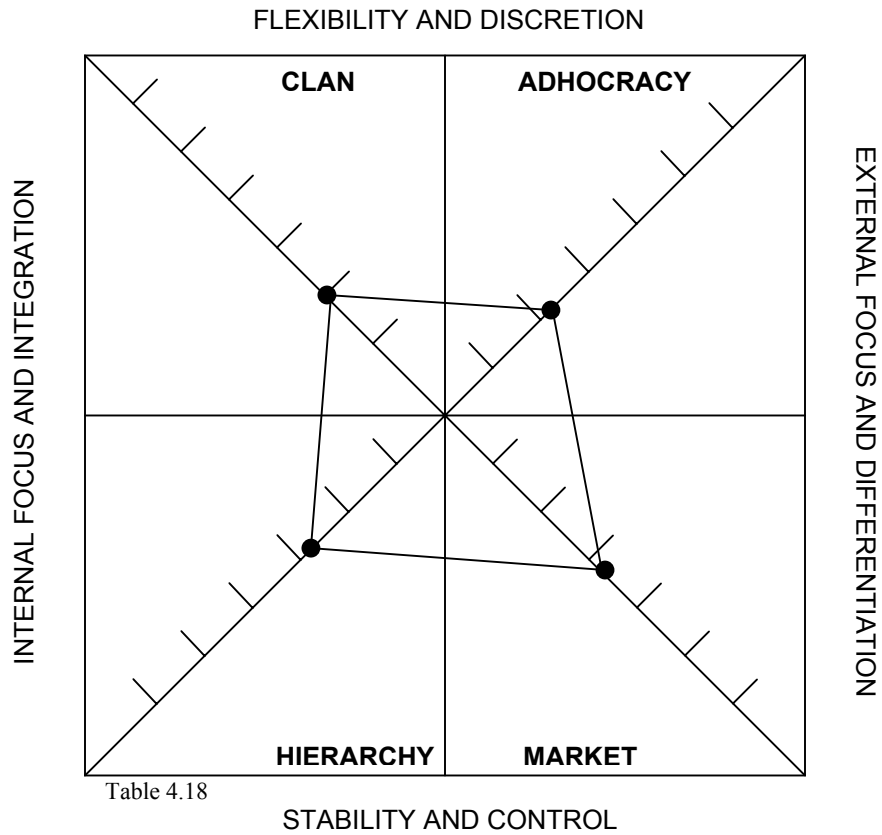
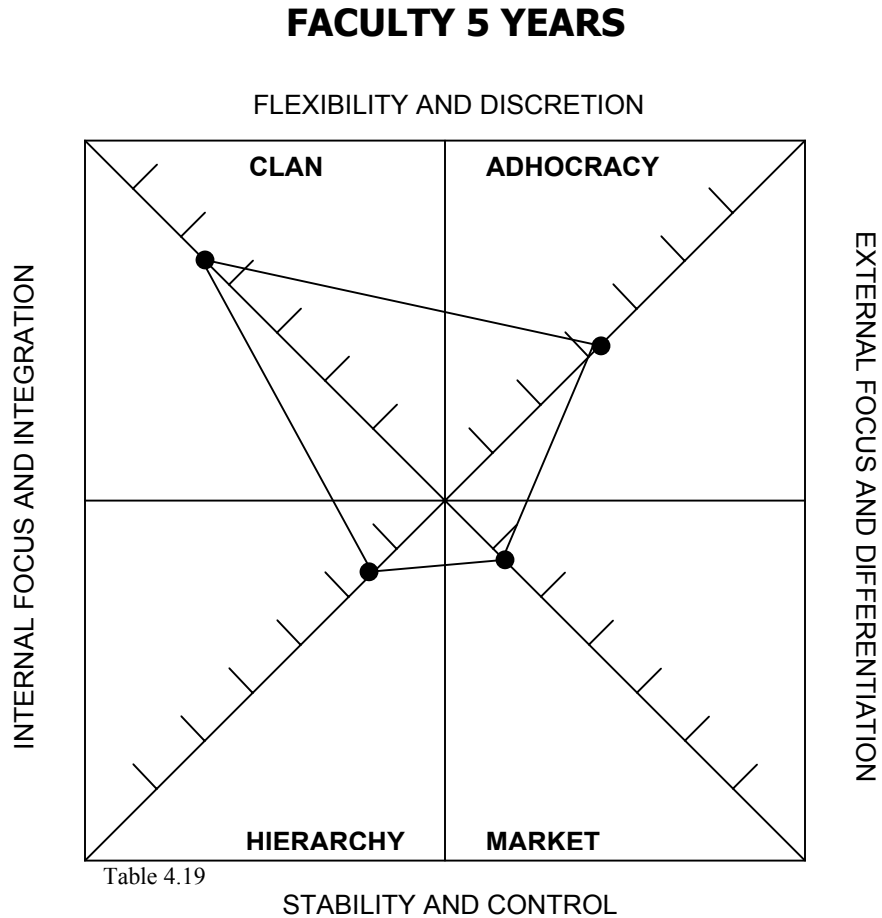


Table 4.18

The outcome from averaging the combined OCAI scores from the three levels of participants was consistent with the results of the individual levels of the organization. The market culture scored highest with 32 points, with the hierarchy culture following closely behind with 27 points. A score of 20 points was reached for clan and 21 for the adhocracy culture.

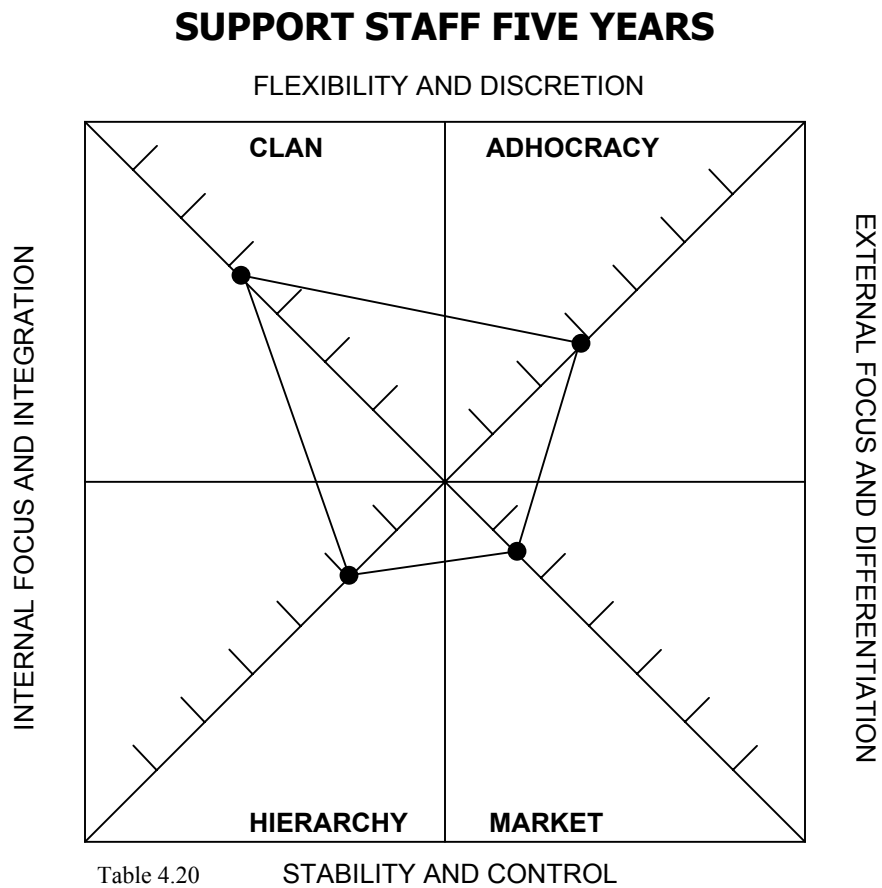
Desired Future Culture

The following four quadrants represent results from the OCAI for each of the three levels, as well as a combined averaged score for the type of culture the respondents would like to see in their organization five years from now.



There was a significant difference in the future OCAI scores in comparison to the existing culture scores. The Faculty’s apparent desire is to have the organizational culture make almost a complete transformation from the existing market/hierarchical culture. A score of 45 was reached for a clan culture, with 32 points scored for an adhocracy culture. Scores were extremely low for market and hierarchy, 11 and 12 respectively.

For the most part, individual scores ran relatively consistent within the Faculty level in this portion of the assessment. There was a substantial variation, however, between two of the respondents in scores for question 3B in the adhocracy category. This question pertained to management’s style within the organization pertaining to risk-taking. There were a notable number of zero scores within the section pertaining to the glue that holds the organization together. See Appendix D, page 100 for a copy of the individual Faculty OCAI scores and Appendix B, page 91 for a copy of the OCAI assessment.



Overall scores show that the Support Staff hopes to see a shift toward a clan culture within the next five years along with an emphasis toward the adhocracy clan. The

clan culture received a score of 38 with adhocracy receiving 29 points. A score of 14 was tabulated for market and 20 for hierarchy.

In some instances, there were wide gaps in scoring within this group. For example, three respondents scored question 1A with 50 points leaning toward a family-oriented clan organization. The remaining two respondents within the level scored the same question with 15 and 20 points respectively but scored question 1B with 50 and 60 points, leaning strongly toward an adhocracy environment. There were vast scoring extremes within categories for respondent S2, which obviously had an effect on the average scores. See Appendix E, page 102 for a copy of the individual Support Staff OCAI scores and Appendix B, page 91 for a copy of the OCAI assessment.

MANAGEMENT FIVE YEARS

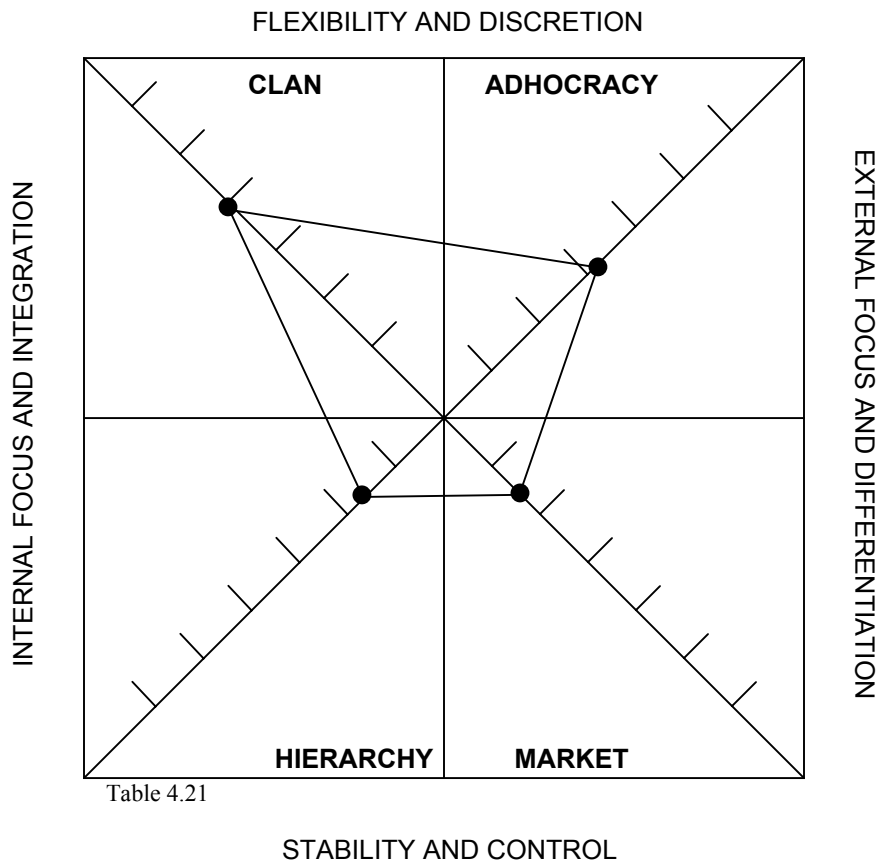


Table 4.21

As with the previous two levels, the Managers would like to see the organizational culture drastically change toward a clan mixed with adhocracy culture within the next five years. Management gave clan a score of 39 and adhocracy a score of 31. The market culture received a score of 15 with the hierarchy culture receiving 16 points.

Respondent M2 scored the clan culture significantly lower than the remaining respondents in the group but scored higher than the average for the adhocracy. There was little variation in individual scores pertaining to the market culture with all scores coming in below 18. Respondent M2 scored the hierarchy culture slightly higher than the remaining four respondents. Overall, the individual scores from respondent M2 resulted in only a few points variation when calculating the average for the Management group. See Appendix F, page 104 for a copy of the individual Management OCAI scores and Appendix B, page 91 for a copy of the OCAI assessment.

COMBINED AVERAGE 3 LEVELS OF ORGANIZATION FIVE YEARS

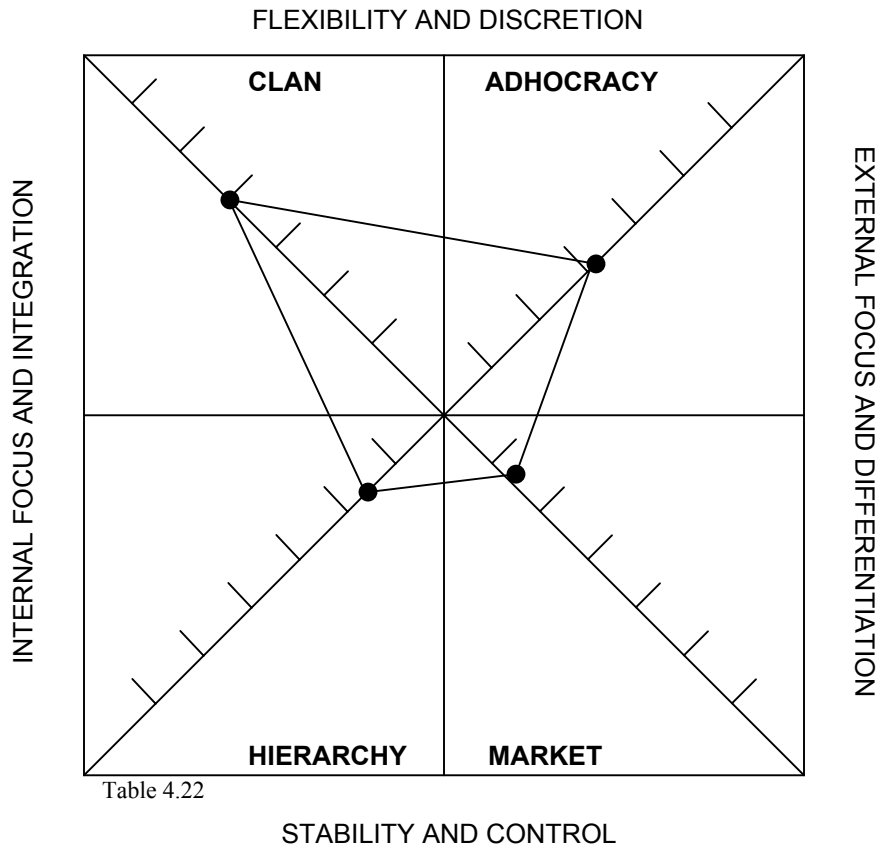


Table 4.22

In keeping with the consistency of the results from the individual levels, the combined average of all participants revealed a strong desire to have a clan culture in their organization in five years, along with a heavy mix of adhocracy. The average scores for all participants were clan, 40, adhocracy, 31, hierarchy, 16, and market, 13. The participants as a whole hope to have a future organizational culture that is almost the opposite of what exists today.

Chapter 5

CONCLUSIONS, COMPARISONS AND RECOMMENDATIONS

Chapter one of this research study provided a brief description of organizational culture as defined by Goffee and Jones (1998), provided the purpose of the study, and listed the primary objectives of the study. Chapter two referred to the key resources utilized for presenting this research topic. Chapter three detailed the method and instruments used to perform the study and chapter four analyzed the collected data from each of the three levels of the subject organization.

The final chapter summarizes and compares the overall responses among the three levels of the subject organization for both of the survey instruments used in the study. A comparison was made within each level looking for consistencies in answers relating to core values. This was followed by a comparison of the responses received from the OCAI survey instrument. A conclusion regarding the main question of the study, along with a recommendation was made.

Values Comparison

Faculty and Support Staff

Based on the results of the study and analysis of the evidence from the two research instruments, there is a difference in the perceptions of the values among the three levels of the organization.

There was little consistency when comparing the top three core values chosen between the Faculty and Support Staff. The core values of CONTROL and QUALITY

were rated number one and two respectively within the Faculty level, but numbers four and five within the Support Staff level. COMMITMENT, rated third by Faculty, came in close to the bottom at number eight with the Support Staff. The Support Staff chose TEAMWORK as the top core value they perceived as being followed within the organization on a daily basis, while the Faculty rated the same value number eight. RELATIONSHIPS was not chosen at all by the Faculty but was number three with the Support Staff.

Faculty and Management

Both the Faculty and Management agreed that CONTROL was the strongest value perceived as being used within the organization on a daily basis, and agreed that RESPECT was rated fifth. Some of the same core values were chosen by both groups but were ranked quite differently.

Support Staff and Management

Both levels agreed that REALTIONSHPIS was the third value perceived as being used within the organization. Although both groups selected several of the same values, ranking was distinct to each group.

Overall Values Comparison

All levels chose the values of CONTROL, POWER AND TEAMWORK. Of the fifteen total respondents, the eight who chose CONTROL felt that it was either the top or second most prevalent value being practiced within the organization. It is concluded that although the respondents perceive their workplace as a team environment, it is achieved through CONTROL and POWER.

Open-Ended Questions Comparison

Faculty

The Faculty members of the study responded more negatively to the first question, answering that there are situations when they do not feel valued and feel a lack of teamwork due to some of the values being practiced within the organization. On the other hand, a feeling of pride is felt when other values are practiced. Several comments were made during the course of the Faculty interviews regarding inconsistencies between values actually practiced by upper management and those preached by upper management.

The open-ended responses supported the perceived values chosen by the Faculty in the previous section of the survey. If the Faculty feels they are being CONTROLLED (strongest value chosen), they are likely to feel undervalued. The second negative theme found was that of a lack of teamwork. TEAMWORK was rated eighth out of the nine overall values chosen by this group of respondents, again supporting their responses. The Faculty's comments pertaining to the inconsistencies between espoused values and the values actually being practiced are consistent with the perceived value of CONTROL. They did note feelings of integrity and pride when the espoused values were practiced, possibly relating to the perceived value of COMMITMENT. Comments from Faculty members referred to conflicting values with management, mentioning a lack of trust, consistently tying back to the issue of CONTROL.

Support Staff

Responses from the Support Staff resulted in a positive theme of TEAMWORK due to the perceived values of their group, supporting the strongest value chosen by the group in the first survey.

In some cases perceived values resulted in low morale and mistrust, which could be caused from the perception of POWER.

Management

Respondents from the Management level stated that in some instances the perceived values being practiced helped them to feel informed of what was going on within the organization, which would be consistent with the perceived value of EFFICIENCY. In most cases, the values perceived as being practiced caused them to feel under-valued. Their interpretation is that of top management inconsistently practicing the espoused values and not “walking the talk.” This perception is likely causing the issue of mistrust and is supported by the perception of being CONTROLLED. Management’s theme of valuing people as a positive outcome solidifies their perception of RELATIONSHIPS as a value.

Overall Open-Ended Questions Comparison

Respondents from all levels felt that practicing positive values in the workplace was important, and that positive outcomes resulted.

The Support Staff and Management concurred that a sense of guidance and direction resulted from practicing positive values, paralleling with the perceived value of RELATIONSHIPS, chosen by both levels.

Responses from both the Support Staff and Management stated that some of their personal values had come from within the organization, again connecting back to the value of RELATIONSHIPS.

As a whole, the Faculty did not feel that the organizational values aligned with their personal values, while the Support Staff and Management as a whole stated that some organizational values aligned with their own values while others did not.

In general, based on data collected in the personal conversations that took place during this process, the Faculty seemed to have the most negative responses and feelings of discontent, while the Support Staff seemed to be the most content and positive about the organization. Responses received from the Management participants revealed that there was a disconnection within the Management level itself, stemming from the perceived actions of top Management's not "walking the talk."

Organizational Culture Assessment Instrument Comparison-NOW

Faculty

The strongest value perceived by the Faculty was CONTROL, which strongly corresponds to a hierarchy culture, the group's second highest rated category in the NOW OCAI. The highest rated culture category chosen by this group was the market culture, which supports the second and third core values of QUALITY and COMMITMENT. Results obtained from the OCAI survey instrument were consistent with the core values chosen by the Faculty level of the organization.

Support Staff

The scores for the four quadrants of the OCAI obtained from the Support Staff had a range of only nine points, denoting the perception of a somewhat balanced organizational culture at this time. Consistency can be seen when comparing the group's top three ranked values to the OCAI results. TEAMWORK, the group's top ranked value, aligns with a clan culture, with POWER aligning with a hierarchy culture. RELATIONSHIPS, the third ranked value, are consistent with both a market culture as well as a clan culture.

A strong relationship with the customer, outside of the organization, is vital in a market culture, while a strong relationship among the people within the organization is important in a clan culture.

Although the top three scores for the OCAI do not parallel exactly with the top rated values, there is a strong consistency in the responses between the two survey instruments.

Management

The Management group perceives the hierarchy, clan, and adhocracy categories to be relatively equally operating within their current culture, with the variance of the OCAI scores only ranging between 21-24. The market culture is perceived as the strongest category with a score of 33.

If predicting the culture type based on the two strongest values chosen by this group, CONTROL and EFFICIENCY, hierarchy should be by far perceived as the strongest culture type. The value of RELATIONSHIPS, the third value chosen, does support a market culture, but can also be linked with a clan. The overall values chosen by

the Management level were not consistent and for the most part do not support the results of the OCAI scores.

Overall OCAI Comparison

There was little difference in the perception of the current organizational culture when comparing the scores and viewing the OCAI quadrants between the Faculty and the Support Staff, and very little difference when comparing the scores and viewing the OCAI quadrants between the Support Staff and Management. The strongest variance in this comparison of the research lies between the Management and the Faculty. The Management perceives the current culture as being an equally hierarchical and clan culture with respective scores of 24 and 23, while the Faculty perceives the current culture to be much more hierarchical and much less clan with scores of 30 and 18 respectively. This data is consistent with comments made by Faculty in the open-ended portion of the survey regarding the perceived sense of control felt from top management.

The three levels were consistent in giving adhocracy a score of 21 and had only a three-point variance ranging from 30-33 in rating the market category as the strongest perceived culture operating within the current organization.

Some consistency was apparent when comparing the core values from the overall group combined and the combined average scores for the three groups on the OCAI. The two top ranked core values were CONTROL and POWER both of which directly support a hierarchical culture. The third ranked value of TEAMWORK supports a clan culture, though the clan scored lowest on the OCAI. Some responses supported the combined overall core values, while others did not.

Organizational Culture Assessment Instrument Comparison 5 Years

Overall Comparison

There were marked similarities when comparing the responses of the 5-YEAR OCAI quadrants among the three levels. All levels of the organization hope to see significant movement toward a strong clan culture in the future mixed with increased elements of an adhocracy culture. Consequently, a strong movement away from the current perceived hierarchy and market driven culture is highly desired by all levels.

Ouchi (1981) (as cited by Denison 1990) described high-involvement organizations as having the characteristics of a “clan” rather than a formal bureaucracy. He also discussed the clan concept of organization with reference to the economist Williamson’s distinction between markets and hierarchies (Williamson 1975; Williamsom & Ouchi 1981). Williamson initially contrasted markets, where transactions are governed solely by the laws of supply and demand, with hierarchies (his term for a bureaucracy) in an effort to develop a rational theory of organization boundaries.

Ouchi (1981) also argued that in a clan organization transactions are governed primarily by values, beliefs, norms, and traditions. Organizations with high levels of inclusion, involvement, and participation could thus rely on a management system that capitalized on emergent consensus. Transaction costs can be minimized when each member of an organization acts from an intuitive value consensus rather than from a set of bureaucratic rules and regulations (p. 7-8).

Although all levels agreed that the organization is currently perceived to be primarily market and hierarchy, and all levels agreed that the desired culture for the future is to move toward a clan and adhocracy organization, the greatest visual quadrant change came from the Faculty level, solidifying the statement made earlier in this chapter that the Faculty is the most discontent group at this time. The changes within the Support Staff and Management, although significant, were more comparable between the two levels than that of the Faculty.

When comparing the NOW and 5 YEAR quadrants for the combined average of the three levels, the market category received exactly 20 less points in the desired culture of the future, with the clan category receiving exactly 20 points more, verifying that the organization as a whole would like to see a complete turnaround in their future culture. Remarkable consistency among the three organizational levels prevailed throughout the 5 YEAR OCAI survey.

Conclusion

Values

Goffee and Jones (1998) state that today it is increasingly recognized that one element matters the most; the nature of relationships within the organization- the way people act toward each other, the “social capital” of the organization. This is the element that makes the whole system hard to imitate (p. 15).

Based on the Chapter four analysis, it is concluded that there is a discrepancy within the various levels of the organization as to their perceptions of the core values currently being practiced within the organization. Although some similarities exist in the

core values chosen by each of the three groups, there are distinct variations in their prevalence. This determination addresses objective number one in identifying that there are indeed competing values between the levels of the organization that may be preventing the organization as a whole from operating at its optimum and attaining its organizational goals.

Culture

As a whole, there were very slight variations among the three levels regarding perceptions of the current organizational culture, as well as the desired organizational culture for the future. In reference to objective number two, these variations are not large enough to be considered gaps in cultural variables between the various levels of the organization.

The vast disparity between the current culture and the desired culture as perceived by all levels will be addressed in the recommendations section of this chapter.

Summary

The results of this study both *prove and disprove* the null hypothesis that states “There will be no difference in the perception of organizational values and categories of culture at various levels of an organization.”

The results received from the core values survey instrument disprove part of the null hypothesis since there **is** a difference of perceived values among the various levels of the organization. At the same time, the null hypothesis is proven, since the results of the Organizational Culture Assessment Instrument revealed that there **is not** a gap among the three organizational levels pertaining to perceived culture, either current or future.

Recommendation

...” the difference between successful and not-so-successful organizations rests with the values and principles that underlie their internal organization” (Denison, 1990. p. 2). Organizations that attain peak performance, production, and profitability, have “. . . values and actions that are highly consistent. This form of consistency often has been mentioned as a source of organizational strength and as a way of improving performance and effectiveness” (p. 6).

During the interview portion of the research project, numerous comments were made by respondents suggesting that the organization professed to have core values, but in many instances the actions of top management were not consistent and did not align with those espoused values.

. . . the beliefs and values central to an organization must be closely aligned with actual policies and practices if the management system is to obtain a high degree of integration and coordination. Inconsistencies between espoused values and actual practice tend to undermine the shared meaning, normative integration, and consistency that the theory implies are related to organizational effectiveness. The “strong culture” hypothesis argues that there must be consistency between principles and behavior and a conformity to valued organizational practices (Denison, 1990. p. 10).

The following recommendations are made to the leadership of the subject organization regarding the basic core values and culture that guide the direction of the organization.

If there are not written core values for the organization, create them. The core values should be established through an organization-wide initiative encompassing the involvement of all employees.

Once the core values have been created, they should be immediately implemented into all activities, actions, and decisions throughout the organization with everyone within the organization individually accountable for consistently practicing the values on a daily basis.

Core values may have previously been established within the organization, however this research indicates they have not been consistently and effectively practiced. Review the values and amend if necessary, involving participation and feedback from all employees.

Immediately re-implement the values into all activities, actions, and decisions throughout the organization, with everyone within the organization individually accountable for consistently practicing the values on a daily basis.

Similar comments made by participants from all levels of the organization, including the Management level, indicate that the actions of top management sometimes portray behaviors of control and power. Leadership training, focusing on the difference between leading and managing, should be considered for members of the management team, specifically top management.

Dennison (1990) notes that effectiveness is a function of translating the core values and beliefs into policies and practices in a consistent manner. The “vision” of a leader must be operationalized through action. Building a “strong culture” implies that values and actions are highly consistent (p. 6).

According to Dr. Charles Krueger (1996), People Process Culture Chair at the University of Wisconsin- Stout in Menomonie, Wisconsin, there are four elements of high performing people process cultures including: a core set of values and beliefs, all levels walking the talk, processes and support systems developed to align with values and beliefs, and actions that rapidly create, facilitate and adapt to change (<http://www.ppc.uwstout.edu/ppcteaching.html>).

Clear discontentment exists among all levels regarding the current state of the organizational culture. Respondents from all levels concur that there is a necessity for the organization to transform its current culture from the perceived market/hierarchical culture to a clan/adhocracy culture.

Cameron and Quinn (1999) offer hints for initiating organizational culture change: Focus efforts on a few powerful alternatives (p. 167).

In order to move toward an adhocracy type of culture, the second most desired culture type that the respondents hope to move toward, top management should:

Analyze the organization's key values in terms of emphasis on adhocracy values. Encourage more focus on managing the future. Make a critical analysis of the current vision statement. Does it provide both cognitive and emotional direction? Does it inspire creative initiative? Move from a hierarchical to a flexible structure that emphasizes speed and agility. Forecast customer demand at all points of contact, and find ways to exceed those demands (Cameron and Quinn, 1999, p. 168).

They further suggest the following for an organization striving to move toward a clan type culture:

Establish a 360-degree evaluation system to assess the leadership practices of all senior managers. Get evaluative input from subordinates, peers, and superiors. See that every senior manager, including the CEO, is assisted in analyzing the data, hearing the painful messages, and planning for better performance. Institute an effective employee survey program that will allow for systematically monitoring employee attitudes and ideas. Develop a training program for middle managers that allows them to better understand the strategic pressures on the organization and that conveys how their role must change for the company to be more effective. Senior management holds monthly “skip-level” meeting with different cross-sectional groups of lower-level employees to identify problems and surface suggestions for better cross-functional coordination (p. 175-176).

Perception is reality. As managers learn to become leaders, employees’ perceptions regarding the organizational culture are likely to change, because it will be changing. The perception of control and power will change to a perception of involvement and influence, and the perception of mistrust will change to a perception of trust and confidence. Involvement, influence, trust, and confidence are all elements of a clan type culture.

Krueger (1996) goes on to identify leadership’s role at all levels: understand the core values, believe in why these values are important, practice and model the core values, communicate the core values, and reinforce the core values

(<http://www.ppc.uwstout.edu/ppcteaching.html>).

Goffee and Jones (1998) state that cultures come in many forms even within one organization, come into being for many reasons, and are evolving all the time (p. 42). . . . there is no one right culture for a company. There is only the right culture for a business situation (p. 10).

. . . culture matters more today than in any period in business history because of powerful forces of organizational disintegration (p. xv). The character of your corporation can help or hinder you, be a source of strength or of destruction. People make their organizations . . . (p. xvii).

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APPENDIX

ORGANIZATIONAL CULTURE/VALUES QUESTIONNAIRE

PARTICIPATION IN THIS RESEARCH IS STRICTLY VOLUNTARY

The purpose of this interview and the information gathered during the process is for the personal use of the researcher. The data will be compiled and included in a final research report that will satisfy the Field Study requirements for the researcher to obtain a Masters Degree in Training and Human Development.

A copy of the final report will be shared with management upon request. However, THE IDENTITY OF THE ORGANIZATION, PARTICIPANTS, AND THEIR RESPONSES WILL BE KEPT IN STRICT CONFIDENCE. Participants will be identified only by a letter correlating to one of three groups being used in this study.



THANK YOU FOR YOUR PARTICIPATION

1. How long have you worked for this company? _____ years
2. How would you categorize your position within this company?
A. Management B. Faculty C. Support
3. Below is a brief list of common values. Choose the top 3 values that you perceive as being used in your company *on a daily basis* and rank them accordingly, with #1 being the strongest value. You may add other values if you wish. A value can be described as **“the way we do things around here.”**

| | | |
|--------------------|------------------|--------------------|
| ____ Quality | ____ Cooperation | ____ Efficiency |
| ____ Trust | ____ Respect | ____ Power |
| ____ Control | ____ Security | ____ Fairness |
| ____ Fun | ____ Honesty | ____ Teamwork |
| ____ Integrity | ____ Commitment | ____ Loyalty |
| ____ Collaboration | ____ Recognition | ____ Relationships |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

4. Give an example of when these values are used.
5. What are the results when these values were used?
6. Do you think values are important in the workplace? Why?
7. Where did these values come from? (family, MPTC, other)
8. Do the organizational values at MPTC align with your personal values?

THE ORGANIZATIONAL CULTURE ASSESSMENT INSTRUMENT

Each of the six questions has four choices. Divide 100 points among these four choices and give the higher number of points to the choice that is most similar to your organization. For example: if you think choice A is very similar to your organization, choices B and C are somewhat similar, and choice D is hardly similar at all, you might give 55 points to A, 20 points to B and C, and 5 points to D. Just be sure that your total equals 100 for each question.

| 1. Dominant Characteristics | | Now |
|------------------------------------|--|------------|
| A | The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves. | |
| B | The organization is a very dynamic and entrepreneurial Place. People are willing to stick their necks out and take risks. | |
| C | The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented. | |
| D | The organization is a very controlled and structured place. Formal procedures generally govern what people do. | |
| Total | | 100 |

| 2. Organizational Leadership | | Now |
|-------------------------------------|---|------------|
| A | The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing | |
| B | The leadership in the organization is generally considered to exemplify entrepreneurship, innovating, or risk taking. | |
| C | The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus. | |
| D | The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency. | |
| Total | | 100 |

3. Management of Employees

Now

| | | |
|--------------|--|------------|
| A | The management style in the organization is characterized by teamwork, consensus, and participation. | |
| B | The management style in the organization is characterized by individual risk-taking, innovation, freedom, and uniqueness. | |
| C | The management style in the organization is characterized by hard-driving competitiveness, high demands, and achievement. | |
| D | The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships. | |
| Total | | 100 |

4. Organization Glue

Now

| | | |
|--------------|---|------------|
| A | The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high. | |
| B | The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge. | |
| C | The glue that holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes. | |
| D | The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important. | |
| Total | | 100 |

| 5. Strategic Emphases | | Now |
|------------------------------|--|------------|
| A | The organization emphasizes human development. High trust, openness, and participation persist. | |
| B | The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued. | |
| C | The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant. | |
| D | The organization emphasizes permanence and stability. Efficiency, control and smooth operations are important. | |
| Total | | 100 |

| 6. Criteria of Success | | Now |
|-------------------------------|--|------------|
| A | The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people. | |
| B | The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator. | |
| C | The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key. | |
| D | The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling, and low-cost productions are critical. | |
| Total | | 100 |

THE ORGANIZATIONAL CULTURE ASSESSMENT INSTRUMENT

Each of the six questions has four choices. Divide 100 points among these four choices and give the higher number of points to the choice that is most similar to your organization. For example: if you think choice A is very similar to your organization, choices B and C are somewhat similar, and choice D is hardly similar at all, you might give 55 points to A, 20 points to B and C, and 5 points to D. Just be sure that your total equals 100 for each question.

| 1. Dominant Characteristics | | 5 Years |
|------------------------------------|--|----------------|
| A | The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves. | |
| B | The organization is a very dynamic and entrepreneurial Place. People are willing to stick their necks out and take risks. | |
| C | The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented. | |
| D | The organization is a very controlled and structured place. Formal procedures generally govern what people do. | |
| Total | | 100 |

| 2. Organizational Leadership | | 5 Years |
|-------------------------------------|---|----------------|
| A | The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing | |
| B | The leadership in the organization is generally considered to exemplify entrepreneurship, innovating, or risk taking. | |
| C | The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus. | |
| D | The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency. | |
| Total | | 100 |

3. Management of Employees **5 Years**

| | | |
|--------------|--|------------|
| A | The management style in the organization is characterized by teamwork, consensus, and participation. | |
| B | The management style in the organization is characterized by individual risk-taking, innovation, freedom, and uniqueness. | |
| C | The management style in the organization is characterized by hard-driving competitiveness, high demands, and achievement. | |
| D | The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships. | |
| Total | | 100 |

4. Organization Glue **5 Years**

| | | |
|--------------|---|------------|
| A | The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high. | |
| B | The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge. | |
| C | The glue that holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes. | |
| D | The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important. | |
| Total | | 100 |

| 5. Strategic Emphases | | 5 Years |
|------------------------------|--|----------------|
| A | The organization emphasizes human development. High trust, openness, and participation persist. | |
| B | The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued. | |
| C | The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant. | |
| D | The organization emphasizes permanence and stability. Efficiency, control and smooth operations are important. | |
| Total | | 100 |

| 6. Criteria of Success | | 5 Years |
|-------------------------------|--|----------------|
| A | The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people. | |
| B | The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator. | |
| C | The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key. | |
| D | The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling, and low-cost productions are critical. | |
| Total | | 100 |

1. WHAT ARE THE RESULTS WHEN THESE VALUES WERE PRACTICED?**FACULTY**

- Usually a good product, though teamwork and collaboration are minimal
- I could have checked each value because each exists in some way in this organization. Unfortunately they don't consistently exist or are practiced
- This is hard to answer. Quality is desired but there have been some initiatives that don't push quality. Loyalty is expected but sometimes not returned
- Frustration. Top-down decision making without input leaves the bulk of faculty and support staff feeling demeaned/devalued
- An enjoyable place to work

SUPPORT STAFF

- All levels of staff pull together to see that various campus projects are successful
- Better quality of work, working together as a team, get along with each other, pride in work we do
- I have seen and heard about lots of friendships made and sometimes talking behind others' backs. It is stressed for teamwork and to participate with teams.
- Low employee morale, distrusting/tense work environment
- Mistrust among staff

MANAGEMENT

- More understanding of processes (daily and long term)
- Mistrust and suspicion
- There is a push-pull effect. We give lip service to teamwork, quality, trust, etc., but it is more practiced by middle management than top management.
- Appropriate decisions, respect for people, good for students, tough at times on people
- Teamwork is diluted because of the desire to control. People do not feel valued for their ideas and the creativity they bring to the workplace

2. ARE VALUES IMPORTANT IN THE WORKPLACE? WHY?**FACULTY**

- values are inherent – we all value “things”. It's important that the same values are stressed by management
- Values are extremely important. However, the values of administrators seems to take precedence over values of the whole. Sometimes it is hard to know how to respond when we don't know what or whose values should take precedence
- Yes – they give the workplace and relationships in the workplace integrity
- Yes – if we do what we say, staff feels valued, included. IF we don't do what we say we do, staff mistrusts each other. (Current atmosphere)
- Quality – pride with seeing students succeed

SUPPORT STAFF

- Of course. Without values no one would take pride in their efforts. It would be chaos
- Yes. If values are not shown/met, it impacts negatively on the school/job to the outside.
- Yes, because they help a person work well with others and a person can develop a strong work ethic and willingness to help others.
- Yes. Principles that should guide “the way we do things around here.”
- Values are important, without them there is no stability in the organization

MANAGEMENT

- Yes – they help establish ground rules, boundaries, and allow for personal expression of differences hopefully leading to respect.
- Absolutely – even if they’re conflicting with personally held ones. Why? They determine work ethics and corporate climate.
- Organizations like this can function best if everyone plays by the same core values
- Yes, they form the basis for relationships and serve to help students’ success.
- Yes – values help us work toward a common goal.

3. WHERE DID THESE VALUES COME FROM?

FACULTY

- Family
- My values – which are not those checked above, came from family. I do not know where the values come from that I perceive as demonstrated by people at this organization
- I think people come to the workplace with values. The workplace chooses which ones to foster
- Probably came from having a very controlling father. I don’t like feeling like my viewpoint is unimportant. I resist big time
- Past work environments

SUPPORT STAFF

- My values were ingrained in me from two caring parents and three older siblings.
- Through family, work, and church.
- I believe good values start in the home with being a good model for children.
- The values of individuals – personal values of “high level” (President, Vice President, Management)
- Upper management, family, every aspect of your life depends on the values you possess.

MANAGEMENT

- family (#1); other influences in childhood (i.e. relation, teachers, friends) – Some “values” this organization demonstrates an appreciation of that mirror my own
- Church/faith. Personal relationships (family/friends). Professional contacts

- The values have been taught (Covey, etc) and put into practice over a period of years
- The work community, students, faculty, management, support professionals
- Control springs from a lack of trust and respect for each other

4. DO THE ORGANIZATIONAL VALUES HERE ALIGN WITH YOUR PERSONAL VALUES?

FACULTY

- No
- Only commitment does
- Sometimes
- With the practiced values, no
With the stated values, yes
- No. Talk the talk but don't walk the walk

SUPPORT STAFF

- Being here only about a year, I would have to say that so far, yes the values here align with mine.
- Somewhat, but not always
- Some do. Sometimes I think there is too much back talking behind others that should always be brought and discussed with the person, not gossip.
- No. Mine are quality, competence, and teamwork.
- No

MANAGEMENT

- Some – the relationship and collaboration. However, the culture here perpetrates “too much time spent at work” – I think we need role models that express “success is when you don't have to take work home.”
- No
- Most of the time I am comfortable but sometimes we fall back to our old ways.
- Yes
- The top value (control) does not align with my personal values. Efficiency and teamwork do align with my values.

FACULTY OCAI SCORES

| NOW | SUBJECT IDENTIFICATION | | | | | AVG SCORES |
|-----------------|-------------------------------|-----------|-----------|-----------|-----------|-------------------|
| Category | F1 | F2 | F3 | F4 | F5 | |
| 1A | 10 | 10 | 25 | 0 | 5 | 10 |
| 2A | 10 | 10 | 25 | 0 | 5 | 10 |
| 3A | 10 | 20 | 25 | 20 | 65 | 28 |
| 4A | 10 | 10 | 10 | 10 | 80 | 24 |
| 5A | 10 | 20 | 25 | 0 | 60 | 23 |
| 6A | 10 | 20 | 20 | 0 | 15 | 13 |
| | 10 | 15 | 22 | 5 | 38 | 18 |
| 1B | 10 | 10 | 25 | 0 | 5 | 10 |
| 2B | 20 | 10 | 25 | 35 | 5 | 19 |
| 3B | 20 | 10 | 25 | 20 | 5 | 16 |
| 4B | 20 | 10 | 30 | 30 | 10 | 20 |
| 5B | 30 | 20 | 25 | 60 | 10 | 29 |
| 6B | 35 | 25 | 40 | 40 | 5 | 29 |
| | 23 | 14 | 28 | 31 | 7 | 20 |
| 1C | 20 | 30 | 25 | 70 | 5 | 30 |
| 2C | 40 | 40 | 25 | 55 | 85 | 49 |
| 3C | 30 | 40 | 25 | 60 | 5 | 32 |
| 4C | 30 | 40 | 30 | 40 | 0 | 28 |
| 5C | 30 | 30 | 25 | 30 | 15 | 26 |
| 6C | 35 | 25 | 20 | 40 | 5 | 25 |
| | 31 | 34 | 25 | 49 | 19 | 32 |
| 1D | 60 | 50 | 25 | 30 | 85 | 50 |
| 2D | 30 | 40 | 25 | 10 | 5 | 22 |
| 3D | 40 | 30 | 25 | 0 | 20 | 23 |
| 4D | 40 | 40 | 30 | 20 | 10 | 28 |
| 5D | 30 | 30 | 25 | 10 | 15 | 22 |
| 6D | 20 | 30 | 20 | 20 | 75 | 33 |
| | 37 | 37 | 25 | 15 | 35 | 30 |

SUPPORT STAFF OCAI SCORES

| NOW | SUBJECT IDENTIFICATION | | | | | AVG SCORES |
|-----------------|-------------------------------|-----------|-----------|-----------|-----------|-------------------|
| Category | S1 | S2 | S3 | S4 | S5 | |
| 1A | 55 | 20 | 50 | 5 | 10 | 28 |
| 2A | 40 | 40 | 30 | 0 | 20 | 26 |
| 3A | 50 | 40 | 25 | 20 | 25 | 32 |
| 4A | 30 | 5 | 25 | 0 | 10 | 14 |
| 5A | 30 | 5 | 10 | 0 | 5 | 10 |
| 6A | 25 | 50 | 30 | 0 | 15 | 24 |
| | 38 | 27 | 28 | 4 | 14 | 22 |
| 1B | 5 | 10 | 5 | 5 | 20 | 9 |
| 2B | 20 | 20 | 20 | 5 | 20 | 17 |
| 3B | 15 | 40 | 15 | 0 | 25 | 19 |
| 4B | 30 | 40 | 25 | 5 | 25 | 25 |
| 5B | 30 | 45 | 40 | 5 | 45 | 33 |
| 6B | 40 | 10 | 40 | 10 | 15 | 23 |
| | 23 | 28 | 24 | 5 | 25 | 21 |
| 1C | 20 | 20 | 25 | 50 | 20 | 27 |
| 2C | 0 | 5 | 30 | 75 | 40 | 30 |
| 3C | 0 | 20 | 15 | 70 | 40 | 29 |
| 4C | 10 | 15 | 15 | 30 | 60 | 26 |
| 5C | 20 | 40 | 20 | 65 | 45 | 38 |
| 6C | 15 | 20 | 0 | 70 | 55 | 32 |
| | 11 | 20 | 18 | 60 | 43 | 30 |
| 1D | 20 | 50 | 20 | 40 | 60 | 38 |
| 2D | 40 | 35 | 20 | 20 | 20 | 27 |
| 3D | 35 | 0 | 45 | 10 | 10 | 20 |
| 4D | 30 | 40 | 35 | 65 | 5 | 35 |
| 5D | 20 | 10 | 30 | 30 | 5 | 19 |
| 6D | 20 | 20 | 30 | 20 | 15 | 21 |
| | 28 | 26 | 30 | 31 | 19 | 27 |

100

| 5 YRS | SUBJECT IDENTIFICATION | | | | | AVG SCORES |
|-----------------|-------------------------------|-----------|-----------|-----------|-----------|-------------------|
| Category | S1 | S2 | S3 | S4 | S5 | |
| 1A | 50 | 50 | 50 | 15 | 20 | 37 |
| 2A | 35 | 50 | 40 | 15 | 10 | 30 |
| 3A | 50 | 55 | 25 | 60 | 20 | 42 |
| 4A | 40 | 60 | 25 | 45 | 50 | 44 |
| 5A | 25 | 70 | 20 | 45 | 30 | 38 |
| 6A | 25 | 60 | 25 | 30 | 30 | 34 |
| | 38 | 58 | 31 | 35 | 27 | 37 |
| 1B | 10 | 40 | 30 | 50 | 60 | 38 |
| 2B | 25 | 5 | 40 | 45 | 10 | 25 |
| 3B | 25 | 0 | 25 | 30 | 30 | 22 |
| 4B | 35 | 0 | 25 | 45 | 20 | 25 |
| 5B | 25 | 0 | 45 | 50 | 30 | 30 |
| 6B | 35 | 20 | 25 | 40 | 40 | 32 |
| | 26 | 11 | 32 | 43 | 32 | 29 |
| 1C | 25 | 10 | 5 | 30 | 5 | 15 |
| 2C | 0 | 0 | 20 | 30 | 10 | 12 |
| 3C | 0 | 0 | 25 | 5 | 0 | 6 |
| 4C | 15 | 0 | 25 | 5 | 20 | 13 |
| 5C | 25 | 0 | 25 | 5 | 30 | 17 |
| 6C | 20 | 0 | 25 | 25 | 20 | 18 |
| | 14 | 2 | 21 | 17 | 14 | 14 |
| 1D | 15 | 0 | 15 | 5 | 5 | 8 |
| 2D | 40 | 45 | 0 | 10 | 70 | 33 |
| 3D | 25 | 45 | 25 | 5 | 50 | 30 |
| 4D | 10 | 40 | 25 | 5 | 10 | 18 |
| 5D | 25 | 30 | 10 | 0 | 10 | 15 |
| 6D | 20 | 20 | 25 | 5 | 10 | 16 |
| | 23 | 30 | 17 | 5 | 26 | 20 |

MANAGEMENT OCAI SCORES

| NOW | SUBJECT IDENTIFICATION | | | | | AVG SCORES |
|-----------------|-------------------------------|-----------|-----------|-----------|-----------|-------------------|
| Category | M1 | M2 | M3 | M4 | M5 | |
| 1A | 30 | 10 | 25 | 40 | 10 | 23 |
| 2A | 40 | 0 | 20 | 30 | 20 | 22 |
| 3A | 30 | 10 | 30 | 40 | 50 | 32 |
| 4A | 20 | 0 | 10 | 40 | 20 | 18 |
| 5A | 15 | 0 | 30 | 40 | 20 | 21 |
| 6A | 15 | 0 | 20 | 30 | 10 | 15 |
| | 25 | 3 | 23 | 37 | 22 | 22 |
| 1B | 20 | 0 | 25 | 15 | 10 | 14 |
| 2B | 30 | 0 | 20 | 30 | 20 | 20 |
| 3B | 20 | 0 | 20 | 30 | 0 | 14 |
| 4B | 40 | 30 | 30 | 30 | 30 | 32 |
| 5B | 30 | 0 | 10 | 20 | 20 | 16 |
| 6B | 35 | 40 | 20 | 30 | 10 | 27 |
| | 29 | 12 | 21 | 26 | 15 | 21 |
| 1C | 40 | 40 | 10 | 30 | 40 | 32 |
| 2C | 20 | 90 | 20 | 20 | 40 | 38 |
| 3C | 20 | 90 | 10 | 15 | 50 | 37 |
| 4C | 30 | 60 | 30 | 20 | 30 | 34 |
| 5C | 40 | 80 | 10 | 20 | 30 | 36 |
| 6C | 35 | 30 | 20 | 20 | 10 | 23 |
| | 31 | 65 | 17 | 21 | 33 | 33 |
| 1D | 10 | 50 | 40 | 15 | 40 | 31 |
| 2D | 10 | 10 | 40 | 20 | 20 | 20 |
| 3D | 30 | 0 | 40 | 15 | 0 | 17 |
| 4D | 10 | 10 | 30 | 10 | 20 | 16 |
| 5D | 15 | 20 | 30 | 20 | 30 | 23 |
| 6D | 15 | 30 | 50 | 10 | 70 | 35 |
| | 15 | 20 | 38 | 15 | 30 | 24 |

**COMBINED AVERAGE
3 LEVELS OR ORGANIZATION**

| NOW CATEGORY | LEVEL IDENTIFICATION | | | AVERAGE |
|-----------------|----------------------|---------|------------|------------|
| | FACULTY | SUPPORT | MANAGEMENT | |
| A - CLAN | 18 | 22 | 22 | 20 |
| B - ADHOCRACY | 21 | 21 | 21 | 21 |
| C - MARKET | 32 | 30 | 33 | 32 |
| D - HIERARCHY | 30 | 27 | 24 | 27 |
| TOTAL | | | | 100 |

| 5 YRS CATEGORY | LEVEL IDENTIFICATION | | | AVERAGE |
|-------------------|----------------------|---------|------------|------------|
| | FACULTY | SUPPORT | MANAGEMENT | |
| A - CLAN | 45 | 38 | 39 | 40 |
| B - ADHOCRACY | 32 | 29 | 31 | 31 |
| C - MARKET | 11 | 14 | 15 | 13 |
| D - HIERARCHY | 12 | 20 | 16 | 16 |
| TOTAL | | | | 100 |

P E A R S O N E D U C A T I O N

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March 8, 2001

Jean Vogds
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Dear Mr. Vogds:

You have our permission to reprint in your thesis the *Organizational Culture Assessment Instrument* from our text, ***DIAGNOSING AND CHANGING ORGANIZATIONAL CULTURE*** by *Cameron/Quinn*.

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