

A STUDY OF ORGANIZATIONAL CULTURE IN A BUSINESS COLLEGE  
USING THE COMPETING VALUES FRAMEWORK

by

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DEDICATION

For my parents  
Dean and Tammy  
who are the biggest reason I am who I am today.

And for my siblings  
Cassie and Shayna  
who have kept me sane along the way.

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## TABLE OF CONTENTS

1. INTRODUCTION AND BACKGROUND .....	1
Introduction.....	1
Background.....	4
2. LITERATURE REVIEW .....	9
Organizational Theory .....	9
Organizational Development .....	14
Organizational Culture.....	17
The Competing Values Framework .....	24
3. STUDY OVERVIEW AND METHODS .....	31
Research Questions.....	31
Quantitative Methods.....	33
Data Collection .....	34
Response Analysis .....	35
Qualitative Methods.....	38
Thematic Analysis .....	40
Integration of Quantitative and Qualitative Results.....	41
4. RESULTS .....	43
Quantitative Results .....	43
Questionnaire Validation .....	44
Organization-Level Culture Profile .....	44
Differences Across Demographic Categories.....	49
Qualitative Results .....	57
Theme: Relation.....	58
Theme: Innovation .....	61
Theme: Serving Students .....	64
Other Subcodes .....	66
Success of Leadership.....	68
Impact of Demographics.....	69
5. DISCUSSION .....	72
Culture Type, Strength, and Congruence.....	72
Triangulation of Results.....	74
Organization Level Desired Culture Profile Shifts.....	75
Differences between Genders .....	79
Differences between Options.....	82

## TABLE OF CONTENTS CONTINUED

	Differences between Staff and Faculty/Admin .....	83
	Intervention Ideas.....	84
6.	CONCLUSION.....	95
	Theoretical Contributions .....	96
	Limitations .....	98
	Future Research - Theoretical.....	100
	Future Work – Applied within JJCBE .....	102
	Closing .....	106
7.	REFERENCES CITED.....	107
8.	APPENDICES .....	115
	APPENDIX A: Organizational Chart .....	116
	APPENDIX B: Pilot Study Mind Map .....	118
	APPENDIX C: OCAI Questionnaire .....	121
	APPENDIX D: Interview Protocol .....	128
	APPENDIX E: Codebook.....	130
	APPENDIX F: Integration Scores .....	133
	APPENDIX G: Motivator and Preferred State Code From-To Chart .....	136
	APPENDIX H: Intervention Idea Scoring Matrix .....	138

## LIST OF TABLES

Table	Page
1. OCAI participation rate breakdown by participant demographic.....	43
2. Coefficients of internal consistency using Cronbach's Alpha methodology. ....	44
3. Comparison of organizational level culture typology scores.....	45
4. Analysis of mean current state construct, preferred state construct, and difference scores within groups with standard deviations in parentheses.....	48
5. Mean comparison of current state construct scores. ....	54
6. Mean comparisons of preferred state construct scores. ....	55
7. Mean comparison of desired change (preferred state construct scores - current state construct scores).....	56
8. Literature insights to the development of clan and adhocracy cultures.....	86
9. Relationships between the intervention ideas and desired cultural changes.....	93

## LIST OF FIGURES

Figure	Page
1. Nadler and Tushman's (1980) Congruence Model. ....	10
2. Schein's (2010) three levels of organizational culture. ....	20
3. Cameron's Competing Values Framework (Cameron & Freeman, 1991). ....	26
4. Study phases and timeline. ....	32
5. Organization level current state results. ....	45
6. Organization level preferred state results. ....	46
7. Comparison of organization level current and preferred state results. ....	47
8. Differences in current state and preferred state results by gender. ....	50
9. Differences in current state/preferred state shift by option. ....	50
10. Differences in preferred state results by role. ....	51
11. Differences in current state/preferred state shift by role. ....	52
12. Differences in current state/preferred state shift by seniority. ....	52
13. Summary of JJCBE's desired cultural shifts. ....	78
14. Intervention ideas for the college's consideration, by opportunity area. ....	87

## ABSTRACT

Organizational effectiveness within academia is an important area of study given the unique benefit institutions of higher education provide. Though many factors contribute to effectiveness, prior research has empirically tied organizational culture to effectiveness within academia. This study explores the current state and preferred future state cultures of an academic college within a research university, using the Competing Values Framework. Organizational culture and subcultures were measured using the Organizational Culture Assessment Instrument, the results of which were explored in more depth using interviews to provide context. The findings revealed that the college has a non-congruent balanced clan and hierarchy type culture and that participants, on average, prefer to transition to a congruent balanced clan type culture by increasing the prevalence of clan and adhocracy characteristics and decreasing the prevalence of hierarchy characteristics. The college can make this shift by building on an existing friendly and caring attitude; bridging group separations by increasing trust, openness, and collaboration; moving away from a work-to-rule culture by creating more mutual support and focusing on student support; and by removing barriers to innovation and increasing the organization's ability to evolve. Though there was general agreement on desired cultural direction, the study also identified several subgroup differences among genders, roles, options, and seniority levels. From these insights, contextually-relevant intervention ideas were generated to support cultural shifts toward clan and adhocracy characteristics – the two cultural types most associated with effectiveness within academia. The study demonstrates how a mixed methods approach to the Competing Values Framework can be usefully employed to understand cultural complexities within an academic context and support the effective management of the organization.

## CHAPTER ONE

## INTRODUCTION AND BACKGROUND

Introduction

Organizational effectiveness, is one of the central pursuits of all organizational types and has been considered “the ultimate dependent variable” (Dhoopar et al., 2022, p. 9). Effectiveness encompasses customer satisfaction and engagement, profit, goal attainment, employee engagement, use of technology, and overall organization performance amongst other vital organizational outcomes. Countless change initiatives such as business process re-engineering, total quality management, lean engineering, and down-sizing; numerous organizational roles such as executive officers, HR specialists, marketing and sales members, R&D experts, and production specialists; and research and consulting subjects such as strategic planning, innovation and creativity, and data analytics, all ultimately serve the goal of sustaining and improving organizational effectiveness. Within any given organization, failure to maintain and enhance effectiveness can lead to loss of market share, decreased revenue, and ultimately organizational irrelevance and closure. On a societal level it leads to technological stagnation, job loss, trade deficits, and decreased global competitiveness (Cameron, 1986).

Particular importance has been given to effectiveness within institutions of higher education. The United Nations lists quality education as one of the top sustainability development goals (*Do you know all 17 SDGs?*, 2022). Within the United States, U.S. Education Secretary Margaret Spellings, former Harvard President Derek Bok, and former dean of Harvard College Harry Lewis, have all called for improvements in higher education (U.S. Department of

Education, 2006; Bok, 2007; and Lewis, 2006 as cited in Christensen & Eyring, 2011, pp. 3-7).

This emphasis is due, at least in part, to the unique benefit provided by higher education's mission to develop critical thinking skills in professionally successful and citizen-minded individuals and to advance diverse realms of knowledge. It is through such development of individuals that society flourishes and industry advances. American institutions have consistently ranked amongst the most prominent universities (Rosovsky, 1990 as cited in Christensen & Eyring, 2011), but continued success is far from guaranteed. Increasing governmental interest in and regulation of institutions of higher education has made their management more complex and contributes to tensions between faculty and administrators (Birnbaum & Edelson, 1989). Global competition and disruptive innovation threaten the success of existing institutions (Christensen & Eyring, 2011). Rising costs make higher education less and less accessible (*Fact sheet: President Biden announces student loan relief for borrowers who need it most*, 2022). Emphasis of career preparation versus well-rounded liberal education and teaching versus research introduce complexity and competing agendas (Birnbaum & Edelson, 1989; Yale University, 1828). Increasing focus on efficiency has been argued to negatively affect effectiveness outcomes (Birnbaum & Edelson, 1989; Smart & St. John, 1996). These pressures and others make it important to better understand how effectiveness can be developed within universities and colleges and to encourage the application of such techniques.

With a transition of leadership, opportunity arose within Montana State University's Jake Jabs College of Business and Entrepreneurship (JJCBE) to study the opportunities the college may have to build upon its organizational effectiveness. Pilot study findings suggested the application of an organizational culture framework may provide useful insights to the college. In

addition, numerous authors have connected organizational culture and organizational effectiveness both within higher education (e.g., Anderson, 2000; Cameron & Freeman, 1991; Lejeune & Vas, 2009; Smart & St. John, 1996) and more generally (e.g., Denison & Mishra, 1995; Hartnell et al., 2011), supporting the usefulness of culture as an analytical perspective. The purpose of this study is to produce an empirically valid and contextually relevant understanding of the current state of the college, to identify characteristics of future state that are likely to increase the effectiveness of the organization, and to develop initial insights for how the gaps between the two states may be crossed. This will not only support efforts to build upon the existing effectiveness of JJCBE but will also demonstrate how a mixed methods approach to the Competing Values Framework (CVF) can be usefully employed to understand cultural complexities including subcultural divergences within an academic context.

The remainder of this chapter introduces JJCBE's organizational context and initial insights gained from a pilot study. The following chapter presents a review of the literature focused on the contributions that the fields of organizational theory, organizational development, and organizational culture make to the current understanding of organizational effectiveness within academia. The literature review concludes with a discussion of the Competing Values Framework, the model used to inform the research questions and quantitative and qualitative methodologies of the study. After the study methodologies are explained, study results are explored, focusing first on quantitative outcomes then on qualitative insights. The results are further discussed with an emphasis on triangulation and the generation of intervention ideas which may be used to affect cultural shifts desires within JJCBE. Finally, study outcomes are summarized, and limitations, future research, and future work are discussed.

## Background

JJCBE is one of Montana State University's (MSU) seven academic colleges. At the time of this study the college employed 22 tenure-track (TT) faculty, 44 non-tenure track (NTT) faculty, and 23 staff and served 1,850 students, mostly undergraduates. While tenure track faculty are expected to conduct research, the main emphasis of the college's faculty is excellence in teaching. The college's mission statement is presented on its webpage as follows.

The Mission of the Jake Jobs College of Business & Entrepreneurship (Jabs) is to provide excellence in undergraduate and select graduate business education. *We inspire creativity, innovation, and growth.*

To accomplish this, the College

- Fosters an integrated, experiential, and personalized learning environment
- Encourages critical thinking, quantitative reasoning, effective communication, ethical decision making, social responsibility and life-long learning

The College is committed to the teacher-scholar model in which faculty members are simultaneously engaged in teaching and research. The College provides service and outreach to its stakeholders in keeping with this aspect of the University's land-grant mission (*College Mission and Vision Statements, 2022*).

The college offers a BS degree in Business with four options (accounting, finance, management, and marketing) and two professional master's programs (accounting and innovation management) along with several minors and certificates. The college also has a Student Success Center, Bracken Business Communications Clinic, and Blackstone LaunchPad which provide support to students outside of the classroom.

To gain an initial understanding of the main issues of concern within the college, exploratory interviews were conducted with five college participants. These participants included two administrative members, one non-tenure track professor, and two tenure-track professors. The pilot interviews covered information on the participant's role in the college (e.g., Can you

explain what your role in the college is and what that entails?), both formal and informal aspects of how the college operates (e.g., What are the major parts of the college and how do they relate to each other?), and areas for improvement within the college (e.g., What two or three improvements do you think would make the biggest impact on JJCBE's effectiveness?). Field notes were used to capture interview data and were checked against interview recordings and were sent to participants to review for accuracy. The interview data, combined with input from college leadership, contributed to the development of a formal organizational chart which is presented in APPENDIX A. Participants' discussion of desired changes, difficulties, and perceived areas for improvement were aggregated then sorted using an affinity diagram. Results of the affinity diagram were organized into a mind map focused on potential opportunities for improvement within the college (see APPENDIX B). These interviews and analyses were not meant to be comprehensive or produce final recommendations, but rather were used to inform the larger study design.

The pilot study provided several insights to the overarching attributes of the college. First, the interviews reveal that JJCBE has many of the characteristics that Birnbaum and Edelson (1989) describe as common to higher education: a flat organizational hierarchy, authority shared between administration and faculty, value placed on academic freedom, and mission complexity. Second, there are five major groups within the college: students, administration, staff, tenure-track faculty (TT) and non-tenure track faculty (NTT). Third, several factors differentiate this college from others on MSU's campus, namely: a stronger focus on teaching as measured by workload allocation, organization by options (management, finance, accounting, and marketing) rather than full departments, and an absence of research-oriented

graduate programs. Fourth, the college relies heavily on informal systems. Participants knew of relatively few documents outlining the proper operation of the college and its participants. Rather it has relied on informal agreement on operations and the institutionalized knowledge held by senior members. Fifth, the college has recently undergone a period of turmoil that paralleled the tenure of the former dean as well as the COVID pandemic. During this period the college lost several full-time faculty members and experienced exacerbated tensions between various groups. In May of 2021, the leadership of the college was transferred to an interim dean who had previously served as department head in another MSU college.

The mind map covered many aspects of the college but gave particular importance to a few factors. One of these focused on a desire to improve group relations within the college focusing in three specific areas: among TT faculty, between NTT and TT faculty, and between faculty and staff. Among TT faculty there was talk of rebuilding the strong collegial culture that had characterized the college in years prior and making improvements upon that culture. This included moving past frustrations that had arisen around what some perceived to be the former dean's unilateral wielding of power, perceived disregard for institutionalized but informal ways of doing things, perceived lack of communication regarding college business matters and decision-making processes, and perceived discrimination against minority groups. Moreover, it included rebuilding trust and openness between groups separated by individuals' (un)willingness to cooperate with the former dean. Discussion also touched on lessening workloads on overburdened individuals through better communicating, rewarding, and/or enforcing faculty contribution to research, committee work, and other general college support. Between TT and NTT faculty members, participants pointed toward a desire for more mutual appreciation and

respect. An NTT member expressed a strong desire for opportunity for formal and/or informal influence and meaningful involvement in the college as a non-tenure track faculty member. Faculty members from both roles admitted the presence of room for more appreciation of the contributions and concerns of those in the other role. Conversation around the staff role focused on involving staff more in relevant conversations and giving their role more consideration when plans are developed. Concerns were raised that staff are often a “forgotten” group at MSU as a whole. Creating a more consistent understanding of the purview of the staff role and developing more interaction between staff and other parts of the college to facilitate the development of relationships were also discussed.

The other factor emphasized by the pilot interviews, though somewhat indirectly, was the potential benefits formalization may introduce. The pilot interviews underscored the informal nature of the college and the benefits it contributes to relationships, coordination, and culture. On the opposite side, these conversations also pointed to where role definitions, processes, and planning may be useful, including in maintaining group relations. For example, clarifying role definitions may help create more similar understandings of staff’s role purview or help align expectations about what the dean is responsible for communicating to the college. Formalizing procedures may support cultural robustness by creating more consistency across leadership transitions. Establishing or improving robustness of reporting and investigation mechanisms may address discrimination concerns. Adjusting reward or performance review systems may encourage more participation and level workloads.

Other opportunity areas received attention from a small number of pilot study participants.

These included the opportunity to:

- build appreciation across campus for JJCBE's unique teaching emphasis, resource differences, and research output,
- more fully integrate data analytics, ethics, and communication into the curriculum,
- encourage a culture that invites curricular improvements and collaborative ownership,
- rebuild college stability in terms of workloads, number of employees, expertise overlap, institutional know-how, and interpersonal connectors,
- strengthen NTT contracts in terms of length and pay to better allow NTT faculty to dedicate time and attention to individual courses,
- and better integrate the Blackstone LaunchPad into the college.

The two primary focus areas, group relations and the potential use of formal systems, were discussed most consistently by participants and interacted with many of the other opportunities. For example, building collegiality amongst faculty may foster cooperation in coordinating courses and updating curriculum. Similarly, wider mutual appreciation and respect in combination with formal mechanisms for finding support may boost faculty and staff retention and thereby prevent workload strains from growing. These connections between group relations, opportunities for formalization to support the college, other improvement opportunities suggested a motivating focus that may also be useful for providing feedback to the college. To explore these aspects of the college more fully, organizational theory was relied upon to frame the study.

## CHAPTER TWO

## LITERATURE REVIEW

Organizational Theory

Organization theory, a field created from the convergence of engineering and human relations (Scott & Davis, 2015, p. 9), has produced numerous insights that support more informed and successful management of organizations. Organizational theory can be understood to be the study of social structures created to support the collaborative pursuit of specified goals (Scott & Davis, 2015). The field has produced both descriptive and prescriptive insights to the operation of organizations. Three major perspectives have defined how organizations have been understood throughout the progression of the field (see Scott & Davis, 2015; Spector, 2021). Early theories suggest that organizations are systems that can be rationalized to create orderly and efficient pursuit of specific goals (e.g., Fayol, 1949 trans.; Taylor, 1911; Weber, 1946 trans.). This view of organizations has been termed the “rational systems” perspective. In the 1940s and ‘50s as the human relations movement gained traction, theorists began to view organizations as collectives of individuals, significantly impacted by their idiosyncrasies, desires, and relationships (e.g., Dalton, 1950; Mayo, 1945; McGregor & Cutcher-Gershenfeld, 1960; Selznick, 1949). This lens has been termed the “natural systems” perspective. More recently, theorists have also recognized organizations as open systems, entities significantly influenced by their environment and dependent on the resources it provides (e.g., Katz & Kahn, 1978; Lawrence, 1993; Weick et al., 1999) These three perspectives - rational, natural, and open

systems - have built on one another and organizational frameworks today frequently maintain aspects of all three.

The congruence model developed by Nadler and Tushman (1980) provides an example of the integration of these three perspectives into one organizational model. The model, shown in Figure 1, presents an organization as four major elements. Formal systems represent the structured and formalized aspects of the organization such as formal rules, policies, role definitions and hierarchy. Informal systems, in contrast with the formal systems, represent any regular practices or norms that have not been formalized such as non-prescribed employee interactions, cultural norms, and personal networks. People, the third element, not only carry out the work of the organization but also are influenced by their personal needs, desires, skills, and other traits. Work focuses on what the organization does as well as the technology and skills that are required to do it. These elements are interdependent and together they allow the organization to transform inputs, such as raw materials or information, into outputs or products. However, organizations do not operate in a bubble, rather they operate within an environment containing

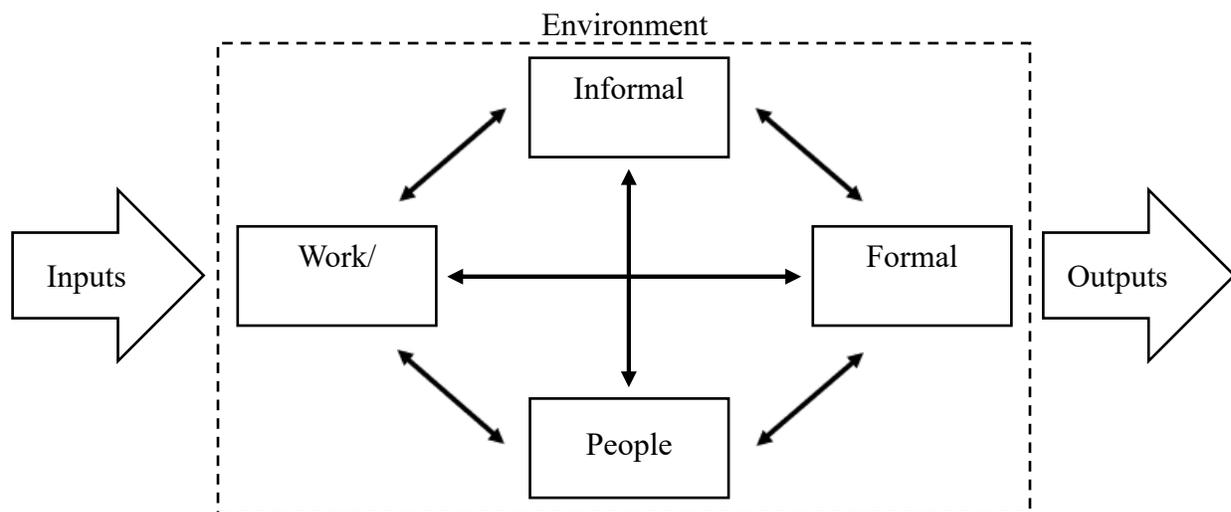


Figure 1. Nadler and Tushman's (1980) Congruence Model.

customers, suppliers, regulators, competitors, and a variety of other parties. Frameworks such as the congruence model provide means for more clear understanding and thereby more effective improvement of organizations of various types.

Due to the diverse environments in which organizations exist and the diverse forms they take, it is said that there is no “one best way” to organize. Rather, the suitability of organizational form is determined by the goodness of fit between the organization and its environment as well as between subunits within the organization (Lawrence & Lorsch, 1967; Nadler & Tushman, 1980). For example, Lawrence and Lorsch (1967) suggest that organizations characterized by a higher level of structural differentiation are in greater need of integrative and conflict-resolution mechanisms. Studies have revealed a variety of factors that may influence goodness of environmental fit, including size, technology, geography, uncertainty, resource dependency, and national culture differences. Lawrence (1993) provides a review of some of these factors. Thompson’s (1967) three level theory has been used to suggest characteristics that various levels of a wide variety of organizations may require to produce fit. The three levels Thompson outlines are (1) a technical level where inputs are transformed into outputs, (2) a managerial level where people, processes, and resources are coordinated, and (3) an institutional level which relates the organization to its wider environment. Within academia, the technical level has been tied to the research, teaching, and service responsibilities carried out by faculty; the managerial level to administrative management; and the institutional level to the president and board of trustees (Birnbaum & Edelson, 1989, p. 18). The similarity of the three levels to the rational, natural, and open systems perspectives, respectively, has been used to prescribe generalized organizational characteristics. For example, it has been recommended that a management buffer be established

to protect the technical core from environmental disturbances (Scott & Davis, 2015, pp. 124-150). To better understand how such insights might be applied to a particular organization, unique organizational characteristics should be considered.

Institutions of higher education exhibit numerous unique traits. Universities are considered professional organizations, an organizational type which relies on expert knowledge. According to Scott and Davis (2015), professional organizations are particularly effective when work is complex and uncertain, thereby precluding planning, and when substantial portions of work can be carried out by a single individual, reducing interdependence. The authors suggest such organizations emerged from the congregation of independent professionals and generally have fewer, though ever increasing, managerial controls compared to other organizational forms. Some professional organizations clearly subordinate employees to an administrative framework primarily through delegation and administrative review while others give employees extensive discretion in establishing and pursuing goals and performance standards. According to Scott and Davis (2015, p. 148) institutions of higher education fall across the spectrum of these two types, with small religious institutions often being heteronomous, or closely managed, and elite college and universities often being autonomous. Institutions of higher education exhibit additional unique characteristics beyond those defined by their status as professional organizations.

Many of these characteristics come to light when academic institutions are compared with characteristics of privately owned businesses. Birnbaum and Edelson (1989) outline many such contrasts. Rather than having the direct command and control structure of many private organizations, universities have a dualism of controls that arises from shared faculty and administrative authority – the first arising from autonomy and individual expertise and the

second rising from formal hierarchy. Typically, this dualism corresponds with a relatively flat organizational hierarchy and ineffectiveness of utilitarian power and material rewards in influencing faculty behavior. Birnbaum and Edelson suggest that over time the role of administrators has become larger and more complex as more regulations and federal and state government interest develops, further separating the roles held by faculty and administrators. Combined with a mission that has less clarity than the financial end of many private companies and three overlapping but competing objectives (i.e., teaching, research, and service), this dualism of controls between faculty and administration can result in less visibility in role performance and lower accountability. Christensen and Eyring (2011) suggest that the pursuit of the three competing objectives is part of the “DNA” handed down from the university model established by Harvard but argue that such diversity of objectives may not be appropriate for most institutions of higher education. Christensen and Eyring (2011) also discuss the unique constituency that students present; rather than taking the role of customer, students look to universities for guidance, specific academic training, cross-disciplinary general education, understanding of what makes for long-term welfare, as well as what is right and wrong for societies and individuals. Beyond these unique traits, Birnbaum and Edelson (1989) also suggest that many institutions of higher education have little control over their “raw materials” (i.e., students), low interdependence between departments, less specialization by work activity (i.e., teaching responsibilities vary little by role), higher levels of expertise specialization, and more difficulty reallocating resources, especially because of the slow pace of change that tenure can contribute to.

### Organizational Development

The insights provided by organizational theory are given practical impact through the field of organizational development. According to Spector (2021), “organizational development is a family of techniques designed to help organizations change for the better.” Typically, these techniques follow a process of (1) recognizing a need for change, (2) diagnosing what needs to be changed, (3) planning and preparing for change, (4) implementing change and reviewing progress, and (5) sustaining change (Hayes, 2018). Leading and managing the people issues, otherwise known as gaining buy-in, is seen as a critical aspect of organizational development throughout this process. This focus is vital for ensuring the usefulness of the development effort and for increasing odds of successfully creating and sustaining change. Because of this, many organizational development techniques are designed for building employee involvement and ownership of the development initiative. Wide participation is also useful for developing what has been called a super-observer perspective, an ideal which allows a change agent to understand the various relevant perspectives, how they interact with each other, and how they may impact the development effort (Weinberg, 1975). Such a perspective can reduce the number of unintended consequences encountered during change initiatives and support the development of an “optimal” end goal by uncovering more comprehensive information before a change is engaged.

Organizational theory frameworks used to develop an understanding of the organization of interest and create intervention plans can be described as holistic models, looking at the entire organization, or component models, focusing on particular aspects of the organization (Hayes, 2018). Many holistic models (e.g., Burke & Litwin, 1992; Waterman et al., 1980; Weisbord,

1976) have a structure similar to the congruence model shown in Figure 1, including key organizational elements, relationships or interactions between those elements, and outputs produced by those relationships. Component models, by contrast, have wide structural variety, and focus on one particular aspect of an organization such as decision making, culture, motivation, leadership, or organizational structure. Nearly countless component frameworks exist to aid the execution of organizational development initiatives. Numerous frameworks were reviewed with the goal of identifying a model 1) that can provide empirical insight to the topics highlighted during the pilot study, 2) that can provide information to support development initiatives within JJCBE, 3) that is widely used in the literature, and 4) that has a readily available, validated instrument. The reviewed models included:

- Social network analysis (Wang et al., 2018)
- Sociotechnical systems theory (Pasmore et al., 2019)
- Dominant coalition theory (Cyert & March, 1963)
- Differentiation and integration (Lawrence & Lorsch, 1967)
- Psychological safety (Duhigg, 2016)
- High performance work practices (Posthuma et al., 2013)
- Coordinated management of meaning (Rose, 1988)
- Appreciative inquiry (Cooperrider & Srivastva, 2017)
- A Baldrige-based excellence in higher education model (Ruben & Gigliotti, 2019)
- The Center for Health and Safety Culture's positive culture framework (Center for Health and Safety Culture, 2016)
- Tierney's framework of organizational culture (1988)

- Academic disciplinary subcultures (Becher & Trowler, 2001)
- The Competing Values Framework (Cameron & Quinn, 2011)

The enhancement of organizational effectiveness (OE) is one of the primary goals of organizational development. In the words of Dhoopar, Sihag, and Gupta, “Organizational effectiveness has been considered a terminal outcome/the ultimate dependent variable,” relating to “better levels of employee engagement and performance, decreased costs, better customer value and engagement, higher profits, improved management, enhanced goodwill, better use of technology, timely accomplishment of goals and strategic priorities and overall better firm performance” (2022, p. 9). Research on the subject has suggested that OE is a multidimensional construct in which simultaneous management of paradoxical objectives is necessary (Cameron, 1986). Research has also suggested that no single model of OE fits all organizations or research applications (Ashraf, 2012; Cameron, 1986). Most research on the subject discusses four primary models, each of which highlight unique criteria (shown in parentheses): the system resource approach (optimal distribution of resources), the goal approach (achieving specified goals), the strategic constituency approach (satisfaction of critical stakeholders), and the internal process approach (efficiency of processes). Metrics have been developed for the measurement of outcomes in each of these categories. Most recently Dhoopar et al. (2022) propose a model of OE featuring contextual conditions; antecedents at the individual, group, and organizational levels; financial, operational, structural, and attitudinal measures; barriers to measurement; and outcomes of organizational effectiveness. Within higher education the ambiguity and complexity of goals, the defensiveness engendered by the evaluation of OE, and the focus on efficiency rather than effectiveness prompted by financial concerns have caused barriers to the development

of criteria of effectiveness within institutions of higher education (Cameron, 1978). Nevertheless, several models for institutions of higher education have been proposed. See (Ashraf, 2012) for a review of some of these models. Kim Cameron's (1978) model is perhaps the most widely used model of OE within academia and is cited by Ashraf (2012) as the most appropriate model for the setting. The model outlines nine effectiveness dimensions: 1) student educational satisfaction, 2) student academic development, 3) student career development, 4) student personal development, 5) faculty and administrator employment satisfaction, 6) professional development and quality of the faculty, 7) system openness and community interaction, 8) ability to acquire resources, and 9) organizational health. These dimensions have been used to empirically determine the impact of a variety of characteristics within higher education (e.g., Cameron & Smart, 1998; Smart & St. John, 1996).

The pilot study pointed to the presence of opportunities to increase organizational effectiveness within JJCBE. Of the organizational development models reviewed, organizational culture models seem to address the major discussion point of group relations most directly and effectively. Such models not only allow for the exploration of group differences through the lens of subcultures but also provide a means of strengthening group relations through the unifying force of organizational culture. The literature supports the usefulness of an organizational culture approach, suggesting the presence of a meaningful relationship between organizational culture and organizational effectiveness.

### Organizational Culture

Organizational culture has been understood through three perspectives as outlined by Martin (1992). These three perspectives (i.e., integration, differentiation, and fragmentation) are

largely defined by varying levels of assumed homogeneity. The integration perspective asserts the presence of a culture that is shared across an organization with a meaningful extent of harmony and unity; it also asserts managerial ability to influence culture. This perspective “stresses actions which are consistent among employees, the shared meaning of stories and jargon, and the internally consistent ideology” (Smerek, 2010, p. 383). The differentiation perspective emphasizes group differences and the presence of multiple subcultures, highlighting conflict and power, ambiguity of objectives, the presence of overlapping environmental cultural influences (e.g., disciplinary culture, regional culture), and lack of organization-wide consensus. Finally, the fragmentation perspective challenges the idea that culture is shared and can be intentionally managed. Rather it posits multiplicity of views and the centrality of ambiguity, paradox, and irreconcilable tensions. While some authors (e.g., Smerek, 2010) have argued to place precedence on one or two perspectives, all three can be useful levels of analysis much like organisms, cells, and molecules are all useful levels of analysis within the field of biology. Martin (1992) suggests researchers take all three perspectives – viewing culture as integrated, differentiated, *and* fragmented.

While a combined perspective has been put forth as an ideal, a large majority of cultural studies operate from one of the three perspectives. Of these, the integration perspective has been the most widely used, especially during the rapid expansion of the field during the 1980’s, thereby significantly impacting commonly used definitions and understandings of culture. Organizational culture emerged out of the work of anthropologists and sociologists and therefore is often explained through its parallels to ethnographic study of societal or community cultures. Organizational culture is considerably less broad than other cultural units of analysis (e.g.,

regional, religious, or gender cultures) and is understood to be impacted by those other cultures. Definition of organizational culture has lacked precision and consensus, with numerous definitions emerging from the literature. For example, Tunstall (1986) defines it as “the amalgam of shared values, behavior patterns, mores, symbols, attitudes, and normative ways of conducting business that differentiate one organization from all others” and Cameron describes it as an organizational trait that “encompasses the taken-for-granted values, and underlying assumptions, expectations, collective memories, and definitions present in an organization” (Cameron & Quinn, 2011, p. 16). While no standard definition of organizational culture exists, many researchers rely on the definition presented by seminal author Edgar Schein:

The culture of a group can now be defined as a pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems (Schein, 1984, p. 3).

Schein suggests organizational culture can be explored at three levels as shown in Figure 2. The first of these is cultural artifacts such as language, objects, observed behavior, physical environment, and observable rituals. Cultural artifacts are the most overt form of cultural indicator, but according to Schein, are “better thought of as the product of some of the underlying assumptions” (2010, p. 24). The second level is espoused values, containing subjects such as ideals, aspirations, assumptions about the world, and espoused justifications. Finally, the most difficult to decipher but, as Schein argues, most central to “the essence of culture” are basic underlying assumptions. These are unconscious, taken-for-granted beliefs, perceptions, thoughts, and feelings (Schein, 2010). For a comprehensive review of the foundations of organizational culture theory see (Cameron, 1988).

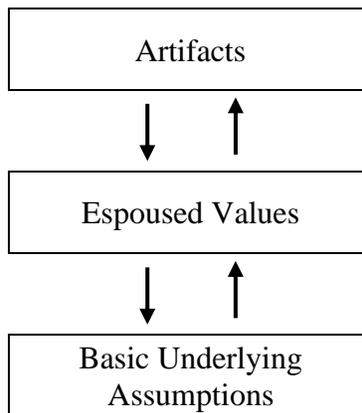


Figure 2. Schein's (2010) three levels of organizational culture.

A significant amount of work has also focused on the exploration of subcultures. Van Maanen and Barley define organizational subcultures:

a subset of an organization's members who interact regularly with one another, identify themselves as a distinct group within the organization, share a set of problems commonly defined to be the problems of all, and routinely take action on the basis of collective understandings unique to the group (Van Maanen & Barley, 1983, p. 38).

Trice and Beyer (1993) also explore organizational subcultures, outlining characteristics that may contribute to the emergence of subcultures such as shared experiences as people interact over time in a common context, differential interaction caused by the division of labor, and similar personality characteristics. While organizational theorists generally recognize the presence of subcultures, they debate the usefulness of differentiation as a primary or sole focus. Some (e.g., Van Maanen & Barley, 1983) argue the benefits differentiation provides in recognizing the controls used by those who are managed, diversity of employee work orientations, and variation of central work characteristics such as sources of ambition and standards of evaluation. Others maintain that on a practical front "emphasizing subunit cultural differences... can foster alienation and conflict" (Cameron & Quinn, 2011, p. 18). In addition, efforts that disregard an integration perspective may produce a counter-productive self-fulfilling

prophecy by suggesting that organizational leadership and participants have little influence on their organization's culture, effectively robbing participants of a sense of self-efficacy regarding their organization's culture. Despite these disagreements, subcultural differences undoubtedly impact organizational operation and performance and deserve recognition during organizational development initiatives.

In his 2010 review of cultural perspectives of academia, Smerek (2010) marks several types of subcultures within academia that have been the subject of research. Gouldner (1957), followed later by Clark (1963), suggest faculty diverge along dimensions of cosmopolitan-local, pure-applied, and humanistic-scientific. Lodahl and Gordon (1972), Becher and Trowler (2001), and (Clark, 1989) study disciplinary (e.g., physics, history, biology) differences. The work of Becher and Trowler (2001) and (Toma, 1997) also suggests the presence of subcultures within disciplines, with Becher's work suggesting such subcultures may cut across disciplinary boundaries. Various authors, including Birnbaum and Edelson (1989) and Etzioni (1964), discuss differences between functional groups within academia, with special attention to the differences administrative employees and faculty. Van Maanen and Barley (1982, p. 298) petition researchers to advance the field by using "research strategies open to the discovery of socially meaningful work groups" which may allow the identification of subcultures that do not align with formally designated roles or characteristics.

Literature has indicated the presence of relationship between integration-level culture and organizational effectiveness. For example, organizational culture is said to...

- "minimize conflict and help foster the development of shared goals" (Tierney, 1988 as cited in Smerek, 2010)

- be a vital consideration in successful change initiatives such as reengineering, total quality management, strategic planning, and downsizing initiatives (Cameron & Quinn, 2011)
- provide tools for culture analysis which “help administrators implement decisions by garnering the support of constituencies” (Tierney, 1988)
- “reduce collective uncertainties (that is, facilitate a common interpretation system for members), create social order (make clear to members what is expected), create continuity (perpetuate key values and norms across generations of members), create a collective identity and commitment (bind members together), and elucidate a vision of the future (energize forward movement)” (Trice and Beyer, 1993 as cited by Cameron & Quinn, 2011)
- impact “fit” between an organization and its environment (Kotter & Heskett, 1992)
- have impacts on the individual level such as employee morale, commitment, productivity, physical health and emotional well-being (Cameron & Quinn, 2011)

Culture strength, type, and congruence are some of the most commonly theorized links between organizational culture and organizational effectiveness. Culture type is seen as a control mechanism which can support an organization’s “fit” with its industry and the type of strategy that industry might require. Cultural congruence, the “fit” or alignment of culture across various internal aspects of an organization, is thought to support clarity and cohesiveness of direction. Cultural strength speaks to how thoroughly embedded a culture is and is stressed for creating alignment amongst members and between espoused values and actual practices. The

relationships of these cultural characteristics to organizational effectiveness have been quantitatively tested and will be further explored in the following section.

Organizational culture provides a meaningful lens for studying the workings of JJCBE given the well-established relationship between organizational culture and organizational effectiveness and the framing culture provides for not only understanding subcultures but also supporting strong relationships between diverse groups. In addition to the cultural frameworks and insights already discussed, the literature presents a number of approaches for assessing culture using both qualitative and quantitative methods:

- The Center for Health and Safety Culture's positive culture framework maps pathways along which values develop into behaviors (Center for Health and Safety Culture, 2016).
- Tierney's framework of organizational culture poses several questions for exploring environment, mission, socialization, information, strategy, and leadership aspects of organizational culture (Tierney, 1988).
- Ringer and Robinson's (1996) model presents six organizational levels along with common symptoms of problems and potential remedies to support managerial intervention.
- Schein and Schein (2019) provide a review of structural elements for the analysis of culture and discuss how they are intertwined with leadership, management, and change.
- Hofstede et al. (1990) show the explanatory power of six factors regarding cultural differences across twenty organizations.

- Cooke and Rousseau (1988) present a culture inventory that assesses organizations' culture according to twelve satisfaction styles related to personality, leadership, and human needs.
- Cameron and Quinn (2011) categorize culture according to two dimensions using participant input, presenting cultural profiles that are a mix of four cultural typologies.

Of these cultural frameworks, Kim Cameron and Robert Quinn's Competing Values Framework seemed to adequately address the criteria outlined on page 15. 1) The framework's integration perspective supports the development of organizational unity while structurally allowing for further empirical exploration of subcultures. 2) The numerous Competing Values Framework-based case studies and the established links between the framework and organizational effectiveness outcomes can support the generation and implementation of development initiatives within JJCBE. 3) The Competing Values Framework is one of the most widely used cultural frameworks and has been previously validated 4) the Organizational Culture Assessment Instrument (OCAI), a validated questionnaire used to measure culture according to the CVF, is publicly available.

### The Competing Values Framework

The Competing Values Framework is an organizational cultural model which divides organizational cultures into four typologies (Cameron & Quinn, 2011). Kim Cameron developed the model in the 1980s based on the work of psychologist Carl Jung (1973) under the supposition that organizational culture is "grounded in the taken-for-granted, shared assumptions of individuals in the organization" (Cameron, 1988, p. 21; Cameron & Freeman, 1991). Psychologists have studied these shared assumptions, producing frameworks to categorize "axes

of bias” (Jones, 1961) or “psychological archetypes” (Jung, 1973). These frameworks, especially that developed by Jung, have been used to explore individual personality as with the Myers-Briggs Type Indicator (Myers & Briggs, 1962) and have also been used to study organizational culture at its most essential level. See (Cameron, 1988) for a review of works that apply Jung’s framework to an organizational context.

The psychological archetypes presented by Jung exist along the two dimensions shown in Figure 3. Both axes exhibit competing values, inspiring the name of the CVF. The vertical axis emphasizes flexibility, spontaneity, and discretion versus stability, longevity, predictability, and order. The horizontal dimension emphasizes an internal, short-term focus and unity versus an external, long-term focus and competition. Combined, the axes create four quadrants, each of which represent a culture typology. Cameron and Freeman (1991) named these quadrants clan, adhocracy, market, and hierarchy because of the terms’ consistency with the Jungian dimensions as well as with the organizational descriptions of previous theorists. Most organizations have a culture that is a combination of the typologies which can result in paradoxical cultures.

The clan culture typology emphasizes shared values, individuality, and a sense of family. Japanese firms of the 1960s and ‘70s were characteristic of this typology with their focus on teamwork, employee involvement programs, corporate commitment to employees, and team-based rewards. The human relations movement is also characteristic of the clan typology. Clan cultures work under the assumptions that customers are best thought of as partners, the environment is best managed through teamwork and employee development, management’s primary role is empowering and facilitating employees, and the organization is in the business of developing a humane work environment. Organizations with clan cultures are friendly places,

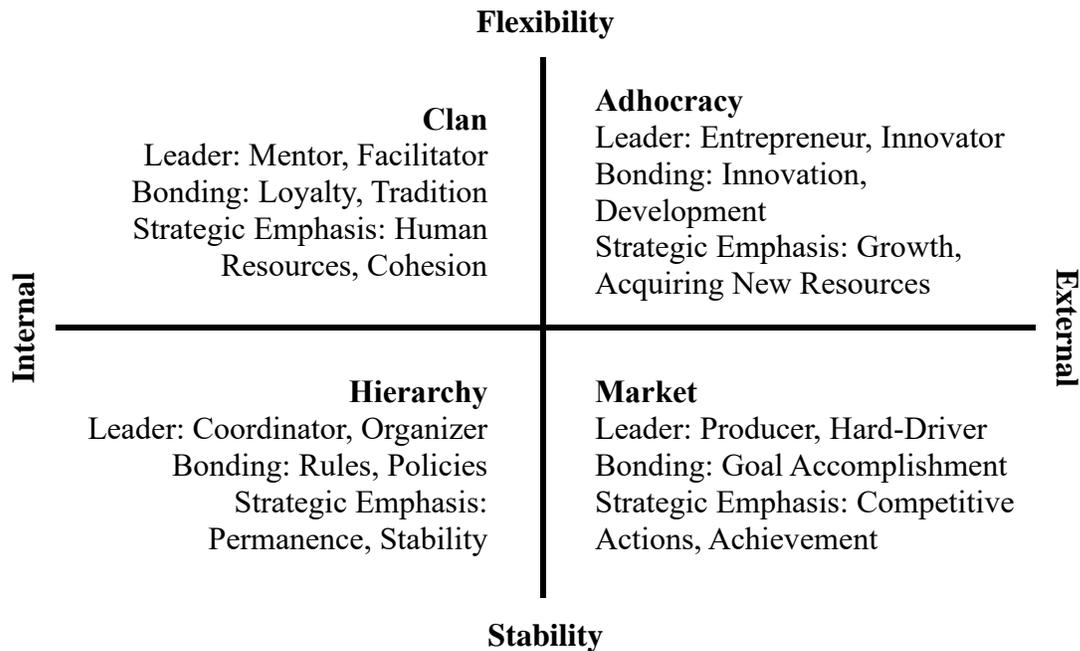


Figure 3. Cameron's Competing Values Framework (Cameron & Freeman, 1991).

much like an extended family, where success is defined in terms of concern for people and internal climate, and where leadership takes the role of mentor or perhaps even parent.

The adhocracy culture typology emphasizes entrepreneurship, adaptability, and creativity. Adhocracy is related to the term *ad hoc*, such as an ad hoc committee that is disbanded after its task is completed. Similarly, adhocracy cultures are characterized by short term structures that are reconfigured as new needs arise. Adhocracy cultures work under the assumptions that success is best sought through innovation and pioneering, that management's primary role is fostering creativity, entrepreneurship, and cutting-edge activity, and that the organization is in the business of preparing for the future and developing new products and services. Organizations with adhocracy cultures are dynamic and entrepreneurial with visionary

and risk-oriented leaders that focus on readiness for change, being on the leading edge, and providing unique and original products and services to achieve success.

The market culture typology emphasizes competitiveness, goal accomplishment, customer orientation and environmental interaction. This organization type was popularized in the 1960s when international competition was emerging. By focusing on competitiveness and productivity of relations with external parties such as regulators, suppliers, and customers, market cultures seek ever-improving performance in what they see as a hostile environment. Organizations with market cultures are results-oriented workplaces, with tough and demanding leaders and a strong emphasis on winning through market leadership and outpacing the competition.

The hierarchy culture typology emphasizes rules and regulations, order, uniformity, clear lines of authority, and efficiency. Large organizations and government agencies are often characterized by hierarchy cultures. In the early 1900s the stable, efficient, and highly consistent products and services that characterize hierarchies were seen as the ideal as Taylor's scientific management (Taylor, 1911) would suggest. These traits were made possible by the relatively stable environment that existed at the time. Organizations with hierarchy cultures are formalized and structured workplaces where procedures are common, leaders focus on coordinating and organizing, and success is dependent on smooth operations created by formal rules and policies that produce stability, predictability, and efficiency. Cameron and Freeman (1991) and Cameron and Quinn (2011) provide additional description of the four typologies.

Shortly prior to the publication of Cameron's Competing Values Framework, Robert Quinn was in the process of developing a similarly named Competing Values Model through the

analysis of organizational effectiveness criteria and leadership styles (Quinn, 1984; Quinn & Rohrbaugh, 1983). Though the literature is not clear about their exact relationship, the two models have undoubtedly influenced each other. In their 2011 publication, Cameron and Quinn present categories of managerial competencies organized by their association with the dimensions and typologies of the Competing Values Framework (Cameron & Quinn, 2011). The competencies include managing teams, interpersonal relationships, and the development of others for the clan quadrant; managing innovation, the future, and continuous improvement for the adhocracy quadrant; managing competitiveness and customer service and energizing employees for the market quadrant; and managing acculturation, control systems, and coordination for the hierarchy quadrant. The authors argue that leaders skilled in competencies related to the most prominent culture type of given organization move through the ranks most quickly and are seen as the most effective, though, based on the work of Denison et al. (1995), they also assert that the best leaders are skilled in areas across all four quadrants. The literature contains studies with reference to the Competing Values Framework that apply either one of these two models: Cameron's cultural typologies or Quinn's management competencies.

Since the initial publication of Cameron's Competing Values Framework, numerous studies have furthered the development of the model and have supported more thorough understanding of organizational culture. Several studies have focused on establishing the reliability and validity of the OCAI, the questionnaire which Cameron developed to pair with the CVF. Appendix C of (Cameron & Quinn, 2011) provides a review of this work. Numerous case studies have applied the CVF both within academia (e.g., Adkinson, 2005; Alharbi & Abdelrahim, 2018; Berrio, 2003; Ovseiko & Buchan, 2012; Paparone, 2003; Varner, 1996) and

outside of academia (Al-Khalifa & Aspinwall, 2001; Barrios, 2013; Demir et al., 2011; Giek & Lees, 1993; Igo & Skitmore, 2006; McGraw, 1993; Rukh & Qadeer, 2018; Sasaki et al., 2017). Paparone (2003) and Adkinson (2005) expanded the typical purview of the CVF by using it to identify organizational subcultures. Paparone applied the CVF to identify cultural differences across organizational units of a military university while Adkinson used it to identify differences across demographic criterion (gender and role) in a midwestern university. Rukh and Qadeer (2018) combined the typical quantitative approach to CVF research with qualitative cultural ethnography methods, integrating an analytic depth that CVF studies often lack.

The Competing Values Framework has also been widely used to investigate the relationships between organizational culture and organizational effectiveness. As mentioned above, cultural strength, congruence, and types have received the most attention in the exploration of this relationship. Though differing definitions of these dimensions exist, research has shown the primacy of relation between culture type and OE, varying relation between strength and OE, and no connection between congruence and OE. Though researchers maintain the importance of considering environmental contingency, studies focused within academia have frequently shown the clan culture typology to relate most strongly to positive outcomes in the largest number of effectiveness measures (Anderson, 2000; Cameron & Freeman, 1991; Gebretsadik, 2020; Smart & St. John, 1996). Adhocracy cultures often also are positively related to OE but often to a lesser extent or on a lesser number of measures (Anderson, 2000; Cameron & Freeman, 1991; Smart & St. John, 1996). Within academia market cultures have received mixed reviews, being shown to relate positively to some effectiveness measures and negatively to others (Cameron & Freeman, 1991; Lejeune & Vas, 2009; Smart & St. John, 1996). Outside

of academia, market cultures have been more closely associated with measures of OE (Denison & Mishra, 1995; Hartnell et al., 2011). Perhaps most consistently, findings have shown hierarchy cultures to be unrelated or negatively related to organizational effectiveness, especially within institutions of higher education (Cameron & Freeman, 1991; Gebretsadik, 2020; Hartnell et al., 2011; Lejeune & Vas, 2009; Smart & St. John, 1996). Cameron and Freeman (1991) and Smart and St. John's (1996) research on cultural strength and OE has shown that cultural strength itself is not related to organizational effectiveness. However, Smart and St. John's research found that "the differences [between the culture types] are clearly more pronounced on campuses with 'strong' rather than 'weak' cultures" (1996, p. 219). In short, research has indicated that strong clan cultures are most associated with organizational effectiveness within academia.

Building on the understandings of prior research, this study contributes to theory by employing mixed methods to study organizational culture and subcultures, expanding the number of demographic categories used to analyze subcultural differences, and expanding knowledge of research university culture, especially at the college level. These contributions are discussed in more depth in the conclusion.

## CHAPTER THREE

## STUDY OVERVIEW AND METHODS

Research Questions

Using the Competing Values Framework (CVF) to frame further exploration of topics identified by the pilot study, this study addresses three research questions:

1. How are JJCBE's current and preferred state culture profiles characterized according to the CVF?
2. How do typological profiles differ between subgroups within the college?
3. How do the CVF typologies manifest in JJCBE?

The first question is answered through the administration and analysis of the Organizational Culture Assessment Instrument (OCAI), the questionnaire developed to capture an organization's CVF culture profile. The answer to this question provides numeric insight regarding the current culture of the college as well as the culture participants indicate that they desire to work towards. The differences between these two states present a well-defined contrast that can lead to focused action.

The second question is addressed by disaggregating questionnaire responses based on demographic information submitted by respondents, allowing the results to be analyzed by subgroups. The pilot study highlighted separations or divisions between groups. The analysis for this question may illuminate differences between groups such as varying perceptions of the college in the current state or opposing desires for the future direction of the college. Such

insights may be useful for better leading these diverse groups as well as bridging some of the divisions between them.

The third question moves this study into mixed methods research. Semi-structured interviews with participants randomly selected from questionnaire respondents provide nuanced insight to questionnaire responses. This focuses the high-level, theoretical insights of the OCAI to the specific situation and context of JJCBE. It also provides more meaningful and actionable insights to the desired cultural changes indicated by the questionnaire responses.

The study was conducted in overlapping phases, as shown in Figure 4. The work began with the administration of the questionnaire. Next, questionnaire results were analyzed, and follow-on interviews were conducted. IRB approval was gained prior to data collection. Analysis of the questionnaire data was purposefully overlapped with the analysis of interview data to reduce the bias that finalized quantitative results may introduce into the qualitative analysis. After the two major sources of data were analyzed separately, their results were systematically integrated to triangulate findings from the two data sources. Finally, the integrated results combined with a review of the literature contributed to intervention ideas for the college to consider.

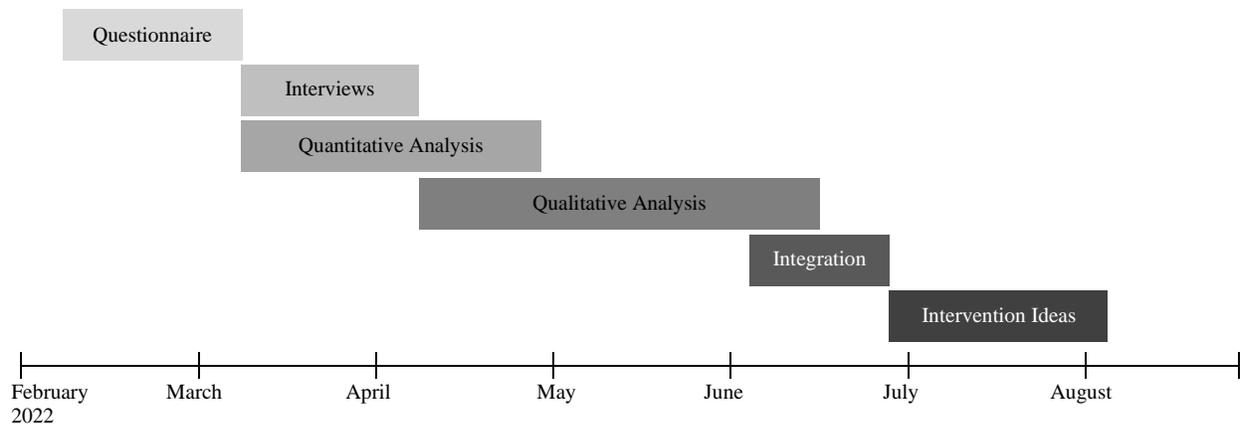


Figure 4. Study phases and timeline.

### Quantitative Methods

The culture of JJCBE was measured using the OCAI developed by Kim Cameron to support the CVF (Cameron, 1988). The questionnaire measures eight constructs, each of which represents the extent to which an organization's current culture or preferred culture consists of each of the four CVF culture typologies (i.e., current clan, current adhocracy, current market, current hierarchy, preferred clan, preferred adhocracy, preferred market, and preferred hierarchy). The constructs are developed from two identical sets of six questions, with each question representing a unique cultural aspect (i.e., dominant characteristics, organizational leadership, management of employees, organizational glue, strategic emphasis, and criteria of success). The first set of questions focuses on what is currently true of the organization's culture. The second focuses on what participants would prefer to be true of the culture in the future to support the organization's success. For each question, participants are asked to allocate exactly 100 points across four statements, each of which corresponds to a CVF typology. The most points are assigned to the statement that is most true of the organization and the least or no points to the statement(s) that does not fit with the organization. The average points allocated to each CVF typology across the six questions represent construct scores. For more information regarding the OCAI, including its validity and reliability, see (Cameron & Quinn, 2011).

For the purposes of this study, the OCAI, a consent form and several demographic questions, were built into a webform. Though not initially included, two optional comment boxes were added to the questionnaire after a participant emailed with a clarification of their response, pointing out the need. One was placed after the current state questions and the other after the preferred state. Form rules were used to require responses to the consent form, the OCAI

questions, and the demographic role question. Responses to additional demographic questions were optional. Form rules were also used to ensure the points allocated for each OCAI question totaled 100. The questionnaire as presented on the webform, including consent form and demographic questions, can be found in APPENDIX C.

### Data Collection

All current college employees were invited to respond to the questionnaire. After gaining support for the study from the JJCBE's Academic Council, a presentation at the all-college meeting introduced the study, requested questionnaire participation, granted an opportunity for questions, and provided a QR code to access the webform. A week following the meeting, after an introductory email from a tenure-track faculty member of the college who also acted as a committee member for this study, the author sent an email to college employees with a brief explanation of the study and a link to the questionnaire.

In the weeks following, several reminders were sent to increase questionnaire participation to the targeted rate of 50%. Upon investigation into the reasons for an initially low participation rate, it was discovered that the initial distribution list was incomplete. These remaining individuals were emailed the invitation to participate. Thus, the total open-submission period was nearly one month. During this period, I asked the Academic Council to encourage participation within their groups. In addition to email reminders, I also followed up in person with as many individuals as possible to ask for their participation. I provided them with a paper copy of the questionnaire that they could submit to the college administrative office in addition to the link to the webform. Several individuals communicated reluctance to submit a response to the questionnaire because of their short tenure in the college. These individuals were encouraged

to respond with the assurance that analysis would indicate if seniority significantly impacted results. By the final submission deadline, the participation rate reached 53%, a total of 47 responses. This response rate reflects the average participation found in similar research. Baruch and Holtom's (2008) research on survey response rates in organizational research revealed an average participant response rate of 52.7% with a standard deviation of 20.4% across 1607 organizational studies. The CVF case studies reviewed in support of this work (Al-Khalifa & Aspinwall, 2001; Alharbi & Abdelrahim, 2018; Barrios, 2013; Berrio, 2003; Demir et al., 2011; Helfrich et al., 2007; Igo & Skitmore, 2006; O'Neill et al., 2021; Ovseiko & Buchan, 2012; Paparone, 2003; Rukh & Qadeer, 2018; Varner, 1996) present an average response rate of 50.2% with a standard deviation of 27.3%.

### Response Analysis

Prior to analysis, the results were anonymized by assigning each participant a unique code, removing their names from the data set, and creating a separate file that tied names to their codes. Outliers were also removed from the data, following the generalized recommendations of Aguinis et al. (2013). Aguinis et al. define data that was wrongly collected, recorded, or is otherwise not representative of the data of interest as error outliers. The authors recommend these data either be edited or removed. This led to the removal of one response from an individual who was not a current employee of the college, the removal of another response after an interview revealed the participant's response did not reflect their opinion and they indicated they would prefer it be removed, and an update to another participant's demographic information after an interview clarified their role. The second type of outlier that Aguinis et al. identify are influential outliers - valid responses that have disproportionate effect on results because of their

significant difference from most other points of data. These outliers are identified, often using visual techniques, and removed to reduce the amount of noise included in results. To lend further validity to the results of this study, influential outliers were identified using Grubbs tests with a significance level of 0.05 (*Grubbs' test for outliers*, 2022). Each of the eight constructs (i.e., current or preferred state clan, adhocracy, market, or hierarchy scores) were tested separately for outliers. Due to the direct interdependence of scores within a state, if any current state or preferred state construct proved to be an outlier, all of that participant's construct responses for the given state were removed. Both states of a participant's response were removed only if both contained at least one outlier. This resulted in the removal of four current state responses and three preferred state responses. In total, between error and influential outliers, six current state and five preferred state responses were removed. This represents a total of 6% of the college's employees, resulting in an overall participation rate of 47%.

After the questionnaire responses were anonymized and outliers were removed, the responses were analyzed following standard statistical practices. Analysis focused on the comparison of construct means of data subsets. Mean comparisons included current state versus preferred state, CVF typologies against each other, demographic categories against comparable categories. The current state/preferred state comparison was conducted at the organization level and subgroup level defined by the various demographics available. The other two comparisons (i.e., CVF typologies, demographic categories) involved comparison of current state construct against current state construct, preferred against preferred, and the arithmetic difference between current and preferred against similar differences. For example, comparing the current state clan construct average for tenure-track faculty against the current state clan construct average for non-

tenure-track faculty to determine if the means were significantly different. For statistical analysis Anderson-Darling and Bonnet tests were used to check normality and equal variance using an alpha of 0.05 (*Should I use Bonett's method or Levene's method for 2 variances*, 2022; *Test for normality*, 2022). If these assumptions were satisfied, one-way ANOVAs were used to conduct the above comparisons, if not, the non-parametric Kruskal Wallis test was used instead (*Overview for Kruskal-Wallis test*, 2022; *Overview for one-way ANOVA*, 2022). Pair-wise comparisons of significant results from these tests were conducted using two sample t-tests and Mann-Whitney U tests, respectively (*Overview for 2-sample t*, 2022; *Overview for Mann-Whitney test*, 2022). All statistical analyses were conducted using Minitab 21 (Minitab LLC, 2021).

Aguinis et al. (2013) suggest that all non-error outliers are also interesting outliers, the third and final type of outlier identified by the authors. Typically, interesting outliers are synonymous with influential outliers and are therefore removed from the data set. Nonetheless, the authors suggest these outliers be studied for unique insights. The influential outliers discussed above were reviewed for patterns across responses and partners across demographics, but no response patterns were identified. Where demographic patterns were identified, appropriate analyses were repeated with outliers included. Specifically, these included preferred state and arithmetic difference comparisons between roles and between genders because all preferred state influential outliers were responses from male NTT faculty members. Similarly, current state and preferred state comparisons were repeated, to ensure the outliers had no major effect on the central outcomes of the study.

### Qualitative Methods

Closely following the final submission deadline of the questionnaire, ten 30-minute follow-up interviews were conducted with questionnaire respondents. These interviews were aimed at gaining more context-specific information to supplement the high-level, theoretical results from the OCAI. As discussed in the literature review section, a common critique of many cultural frameworks, including the CVF, is their integration perspective. An integration perspective can provide “clarity of insight which can lead to focused action.” However, the perspective is commonly critiqued for overlooking conflict, failing to capture perspectives that diverge from a shared conception of culture, and overstating managerial ability to influence culture (Smerek, 2010). This study’s interviews aimed to address some of these common issues by increasing the situational specificity of the study, as opposed to relying solely on the high-level theoretical insights produced by the questionnaire responses, and exploring the complexity of a variety of participants’ responses.

The interview questions were developed through several rounds of ideation and review with the intention of gaining further insight to questionnaire results and to support the practical organizational development pursuits of this study. Participants were asked to paint a picture of what their current and preferred state responses meant to them, focusing on examples. Questions also focused on the benefits participants expected if their preferred state was achieved and how that change may be implemented practically. These questions were aimed at contributing to suggestions or recommendations for the college. Finally, the interviews concluded with a few questions that focused on the validity of the questionnaire and the organizational level (i.e., organization, subgroup, individual) the participants saw the questionnaire applying at. These

questions were prompted by comments left by questionnaire respondents that indicated there may have been issues or, at minimum, variety in how respondents interpreted the questionnaire. The information supported more accurate interpretation of interviewee's interview discussion. The interview protocol and full set of interview questions can be found in APPENDIX D.

Interviewees were selected from questionnaire respondents using stratified random selection. Respondents with influential outlier responses (as discussed in the quantitative methods section) were not included in this selection process. Outlier responses were not included to ensure the limited number of interviews were as representative of as much of the college's population as possible. Stratification was implemented across the four distinct roles within the college with proportional comparability to the number of college participants in each of those roles (i.e., 3 NTT, 4 TT, 2 staff, 1 administrator). Selection of tenure track faculty was further stratified across the four academic options (i.e., accounting, finance, marketing, management). The selected interviewees were emailed with an invitation to participate in an interview. This included a suggestion that the interview be conducted outside of the college's primary campus building to maintain their anonymity. I was the sole interviewer. During the interviews the study was reintroduced as was its purpose, benefits, and risks. Plans to ensure data confidentiality through anonymization and aggregation were shared and each interviewee was asked to sign a consent form. During the interview I recorded detailed field notes, which were used as the basis for the study's qualitative data. The interviews were not recorded to reduce the risk of participant bias sparked by concern about identifying information being shared. Field notes were transcribed and expanded upon within a day of each interview and sent to participants for review and verification.

### Thematic Analysis

Thematic coding was used to analyze the interview data. To reduce confirmation bias, thematic analysis was conducted before results from the questionnaire were finalized and reviewed. Thematic analysis began with the identification of first-order codes. According to Tashakkori et al. (1998) qualitative researchers will commonly approach identification of codes one of two ways: either they will use theory to develop codes that are then applied to the data, or they will review the data, allowing themes to emerge. Both methods were applied in this study. The competing values framework and another framework, force field analysis, suggested several codes such as current state, preferred state, and driving and restraining forces. I also read through all the transcribed field notes identifying themes present in the data. I combined these themes with each other and with the theoretically identified codes to reduce redundancy, resulting in the first level codes shown in the codebook in APPENDIX E and will be further explored in the results section. Once the first-order codes were finalized, I coded the data to the themes using Nvivo (QSR International Pty Ltd., 2020). As Corbin and Strauss (1990), seminal authors on qualitative grounded theory research describe, coding involved grouping together conceptually similar events, actions, interactions, or descriptions. Dual coding was used where data provided insight to more than one code.

After completing the first-order coding, analysis moved into sub coding. This involved identifying themes within the first-order codes that further explicate and clarify the meaning of those codes. Often, this process began with a final review of interview data to ensure all relevant data was captured in the first-order code. Then it moved to open coding, allowing sub codes to emerge. This involved labeling conceptually similar data as a theme and rearranging and redefining those themes as more data better fleshed out their meaning or suggested different

interpretation. Unlike the first-order codes, sub coding did not include any theoretically defined, predetermined codes. This stage of analysis was completed using Microsoft Word (Microsoft, 2022). After this was complete, I reviewed all the references, or “data chunks”, that contributed to a subcode and wrote a summary for each. The aim was to present an overview of the data without interpreting it, while also anonymizing the information and maintaining the variations that were present. Basic participation statistics were gathered for each subcode: the number of participants who contributed to the subcode, the roles they represented, and the number of references. These summaries and statistics were shared with my advisor and contributed to a status update that was shared with the college’s leadership team.

The status update served as an opportunity to preliminarily identify the “highlights” of both the qualitative and quantitative results. The number of contributing participants was used as the primary indicator of sub code significance. This highlighted three major themes that were present across several first-order codes. References that had strong explanatory power, even if they had few direct contributors, were also considered for their significance, though with more scrutiny.

### Integration of Quantitative and Qualitative Results

After analyzing the quantitative questionnaire data and the qualitative interview data separately, the results were analyzed together to integrate the two sets of findings. This began with creating a matrix of the significant quantitative results and the subcodes from most major first-order codes. Every combination of quantitative result and qualitative subcode was scored on a three-tier scale based on the perceived strength of their relationship. Scoring results are shown in APPENDIX F. The lowest score (no color in APPENDIX F) was assigned to those

results/subcode combinations that had no obvious relationship or were very tenuously related to each other. The mid-level score (yellow) was reserved for combinations that potentially had relationship or those that were indirectly related. The highest score (green) was reserved for combinations with a clear, strong relationship. Rationale for the scoring included the strength of the impact of the sub code on the quantitative result, the breadth of consensus amongst interviewees regarding the relationship, and the alignment of demographic statistics. After every combination received a score, the highest scoring relationships were used to develop a summary of the insights to each questionnaire result provided by the interviews. Potential confounding between questionnaire results was also outlined in these summaries.

## CHAPTER FOUR

## RESULTS

Quantitative Results

In total, 47 participants responded to the OCAI questionnaire. This represents 53% of the total number of individuals employed by the college. As discussed above, this rate dropped to 46% with the removal of outliers. Table 1 shows further participation rate breakdowns by demographic group as self-identified by participants, outliers removed. Notably, tenure track faculty, who are typically some of the more senior and more politically impactful members of the college, had a high participation rate of 77%. The number of respondents from each option is roughly proportional to the size of the option. Participation rates for each option and gender are not provided because the total number of members for those demographics were not available.

	<b>Demographic</b>	<b>Number of Participants</b>	<b>Participation Rate</b>
<b>Total</b>	All Participants	47	53%
	All w/o Outliers	41	46%
<b>Role</b>	Admin & Staff	8	35%
	Non-Tenure Track Faculty	15	34%
	Tenure Track Faculty	17	77%
<b>Option</b>	Accounting	5	
	Finance	4	
	Management	15	
	Marketing	4	
<b>Gndr</b>	Female	24	
	Male	15	

Table 1. OCAI participation rate breakdown by participant demographic.

### Questionnaire Validation

To establish face validity of the OCAI with this study's sample, multiway correlations of construct items were calculated using Cronbach's alpha methodology (Santos, 1999 as cited in Berrio, 2003). The resulting coefficients for the current state, preferred state, and arithmetic difference between the two states are presented in Table 2 alongside reliability coefficients reported by (Cameron & Quinn, 2011). All calculated Cronbach's alpha coefficients are greater than 0.70, the generally accepted minimum level (Griffith, 2015). This indicates that the measures corresponding to each cultural typology can reasonably be combined into one construct and confirms prior validations of the OCAI.

	Current State	Preferred State	Arithmetic Difference (Preferred – Current)	Coefficients reported by (Cameron & Quinn, 2011)
<b>Clan</b>	0.81	0.90	0.78	0.74
<b>Adhocracy</b>	0.86	0.90	0.74	0.79
<b>Market</b>	0.85	0.94	0.84	0.73
<b>Hierarchy</b>	0.87	0.87	0.76	0.71

Table 2. Coefficients of internal consistency using Cronbach's Alpha methodology.

### Organization-Level Culture Profile

Analysis of the questionnaire constructs at the organizational level produced two culture profiles of JJCBE: one for the current state and another for the preferred state. Table 3 presents the construct scores for the current state and preferred state, which are used to create the profiles, numerically as well as the arithmetic difference between the two states. Figure 5 displays the college's current state profile. Comparing the mean construct scores of the current state, the clan and hierarchy typologies were rated as the most salient cultural characteristics within JJCBE. These two typologies received statistically equivalent mean scores in the current state. The

adhocracy typology received a significantly lower mean construct score than clan and hierarchy, but a significantly higher score than market typology, making market the least prevalent culture type in JJCBE’s current state culture. The first three columns of Table 3 present these numeric current state mean comparisons.

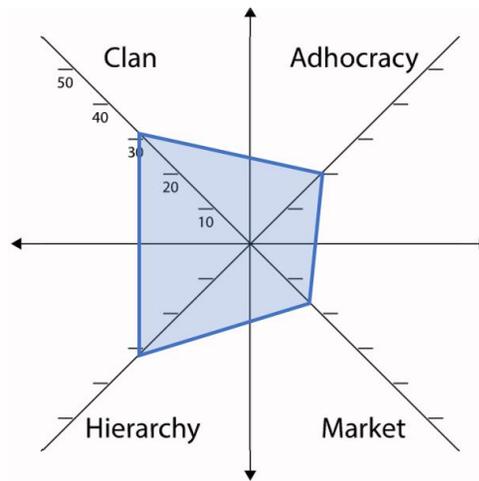


Figure 5. Organization level current state results.

Culture Type	Type 1	n	Type 2	n	Current			Preferred		
					Type 1	Type 2	Difference (Type 1 – Type 2)	Type 1	Type 2	Difference (Type 1 – Type 2)
Culture Type	Clan	41	Adhocracy	41	32	20	-12**	38	26	-12**
	Clan	41	Market	41	32	16	-17**	38	14	-24**
	Clan	41	Hierarchy	41	32	32	-1	38	21	-17**
	Adhocracy	41	Market	41	20	16	-5**	26	14	-12**
	Adhocracy	41	Hierarchy	41	20	32	11**	26	21	-5**
	Market	41	Hierarchy	41	16	32	16**	14	21	7**

\*\*Significant at p < 0.05

Table 3. Comparison of organizational level culture typology scores.

Figure 6 shows the JJCBE’s preferred state profile. Mean comparisons of the preferred state constructs indicate that the constructs scores are significantly different. These comparisons revealed that, on average, participants desire a culture with clan characteristics that are significantly stronger than the characteristics of the other culture typologies. Participants also prefer stronger adhocracy characteristics than market or hierarchy characteristics and stronger

hierarchy characteristics than market characteristics. Table 3 presents these comparisons numerically.

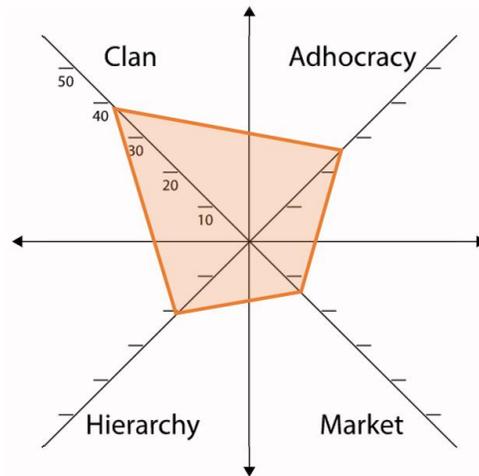


Figure 6. Organization level preferred state results.

The comparison of the current state profile and the preferred state profile, as displayed in Figure 7, indicates what the change desired from the current state. The arithmetic difference between the current state scores and the preferred state scores quantifies this desired change. Analysis of JJCBE's culture profiles highlights three statistically significant changes desired on average: an increase in clan cultural aspects, an increase in adhocracy cultural aspects, and a decrease in hierarchy cultural aspects. The difference between the current state and preferred state scores for the market typology are not statistically significant, indicating a desire to maintain the prevalence of market aspects.

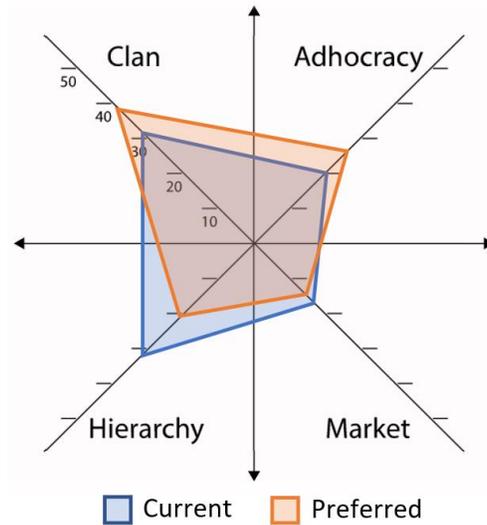


Figure 7. Comparison of organization level current and preferred state results.

When comparing current state and preferred state results by subgroup, using demographic information as group delineators, the results largely followed similar trends. Significant results in the last four columns of Table 4 indicate where subgroups, independent of other groups, indicated a desire for a change in the associated culture typology. As indicated by the sign (positive or negative) all but one of these significant results aligned with the organizational level analysis (i.e., increase clan, increase adhocracy, maintain market, decrease hierarchy). The one exception came from senior members of the college with 10+ years of employment within the college who indicated a desire to reduce the prevalence of market characteristics within JJCBE's culture ( $\alpha = 0.10$ ) rather than maintain them at their current level. Analysis of the current state, preferred state, and preferred shifts with outliers included caused the difference between adhocracy and market current state scores to become insignificant, but otherwise had no impact on significance of the organization-level results. This reinforces the robustness of the results.

	n	Current State Mean (SD)				Preferred State Mean (SD)				Difference of Means (preferred – current)				
		Clan	Adhoc.	Market	Hierarchy	Clan	Adhoc.	Market	Hierarchy	Clan	Adhoc.	Market	Hier.	
All Participants	41	32 (11.3)	20 (9.2)	16 (9.1)	32 (13.1)	38 (12.7)	26 (9.7)	14 (10.3)	21 (8.9)	6**	6**	-2	-10**	
Role	TT	32 (10.8)	19 (9.0)	16 (9.5)	33 (14.2)	40 (14.4)	24 (10.3)	14 (11.2)	21 (10.2)	8*	5	-1	-12**	
	NTT	32 (11.7)	22 (7.7)	17 (9.0)	29 (11.0)	33 (7.9)	29 (7.5)	18 (8.9)	20 (6.7)	1	7**	0	-9**	
	Staff	7	34 (13.5)	17 (12.8)	14 (9.1)	35 (13.7)	45 (13.4)	26 (12.2)	7 (7.8)	22 (10.9)	11	9	-8	-12*
	Admin	1	41 (N/A)	32 (N/A)	5 (N/A)	22 (N/A)	37 (N/A)	29 (N/A)	11 (N/A)	23 (N/A)	-4	-3	6	1
	Fac./Admin	34	32 (11.0)	21 (8.4)	16 (9.2)	31 (12.6)	37 (12.1)	26 (9.2)	16 (10.1)	21 (8.6)	5	6**	0	-10**
Option	Management	15	30 (7.7)	19 (9.5)	16 (8.2)	35 (14.0)	39 (10.9)	26 (10.5)	14 (10.5)	20 (9.2)	9**	7*	-2	-14**
	Marketing	4	28 (7.0)	26 (3.8)	16 (13.4)	31 (13.8)	34 (21.6)	28 (11.6)	18 (14.1)	21 (7.2)	7	2	1	-10
	Finance	4	39 (18.5)	24 (11.6)	17 (13.8)	21 (14.7)	38 (17.6)	29 (7.1)	16 (14.6)	16 (11.1)	-1	6	0	-5
	Accounting	5	35 (2.8)	20 (5.4)	15 (7.8)	30 (4.7)	37 (8.7)	23 (10.1)	15 (8.6)	26 (9.1)	2	3	0	-4
	N/A	12	34 (11.9)	19 (12.3)	15 (9.9)	32 (11.9)	39 (14.0)	27 (10.8)	11 (8.9)	22 (9.6)	5	8*	-3	-10**
Sen.	0-9	25	34 (12.9)	22 (9.8)	14 (9.9)	30 (13.9)	36 (11.5)	28 (10.6)	15 (10.6)	22 (10.3)	2	6**	0	-8**
	10+	15	29 (8.2)	18 (8.3)	19 (7.5)	34 (10.6)	44 (13.6)	23 (8.5)	12 (9.7)	21 (6.4)	14**	5*	-6*	-13**
Status	Part-time	10	32 (13.9)	21 (8.2)	19 (9.8)	28 (10.3)	34 (9.2)	28 (8.9)	18 (10.0)	20 (7.4)	2	8*	-1	-8**
	Full-time	29	32 (11.0)	20 (9.9)	15 (9.0)	33 (13.6)	40 (13.6)	26 (10.3)	12 (10.1)	22 (9.7)	8**	6**	-3	-11**
Gender	Male	15	28 (6.9)	21 (6.6)	19 (8.7)	32 (10.5)	33 (8.3)	27 (8.3)	20 (9.6)	20 (7.4)	5	6**	1	-12**
	Female	24	36 (13.0)	20 (11.2)	13 (9.0)	31 (14.6)	42 (10.9)	26 (10.9)	9 (8.1)	22 (10.1)	7*	6*	-4	-9**
Intrvw	Yes	9	35 (10.8)	22 (7.0)	16 (10.6)	27 (8.0)	42 (11.5)	25 (6.9)	12 (8.7)	22 (5.5)	7	3	-4	-5
	No	32	32 (11.5)	20 (9.8)	16 (8.8)	33 (13.6)	37 (13.0)	27 (10.4)	15 (10.7)	21 (9.7)	6*	7**	-1	-12**

\* Significant at  $p < 0.10$ , \*\* Significant at  $p < 0.05$

Table 4. Analysis of mean current state construct, preferred state construct, and difference scores within groups with standard deviations in parentheses.

### Differences Across Demographic Categories

Comparison of results across demographic groups highlighted several significant differences between groups. These differences take one of three forms:

1. Different perceptions of the college's current culture were analyzed using pairwise t-tests or Mann-Whitney U tests of the means of two groups' current state construct scores. These results are discussed as what participants "see" in the current state and are presented in full in Table 5.
2. Different preferences for the future state of the college's culture were analyzed using pairwise t-tests or Mann-Whitney U tests of the means of two groups' preferred state construct scores. These results are discussed as what participants "prefer" in the future state and are presented in full in Table 6.
3. Different desires for culture change were analyzed using pairwise t-tests or Mann-Whitney U tests of the mean arithmetic differences between current state and preferred state (shown in the last four columns of Table 4) of two groups. These results are discussed as a desired "increase" or "decrease" from the current state to the preferred state and are presented in full in Table 7.

Comparison of genders revealed that women see more clan characteristics in the current culture and prefer stronger clan characteristics in the future state than men do (Figure 8). This comparison also indicated that men see more market characteristics in the current culture and prefer stronger market characteristics in the future state than women do. However, there was no significant difference between genders in the extent to which they desired to increase or decrease the prevalence of any culture typology from the current state to the preferred state.

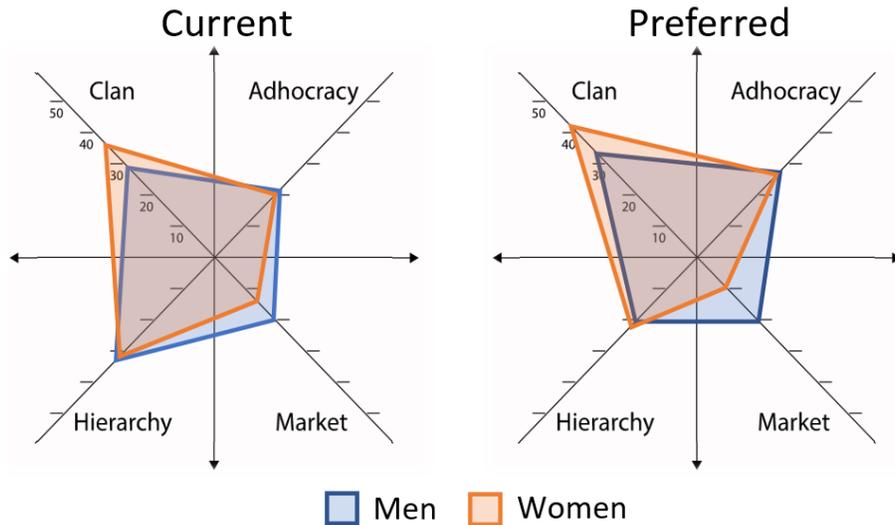


Figure 8. Differences in current state and preferred state results by gender.

Comparison of the college’s four options (i.e., Accounting, Finance, Marketing, Management), produced only one significant result. Members of the management option, on average, desire to increase the prevalence of clan characteristics more than members of the finance option do (Figure 9). As the figure indicates, members of the finance option desired a decrease in the prevalence of clan characteristics on average, but this desired decrease was not statistically significant.

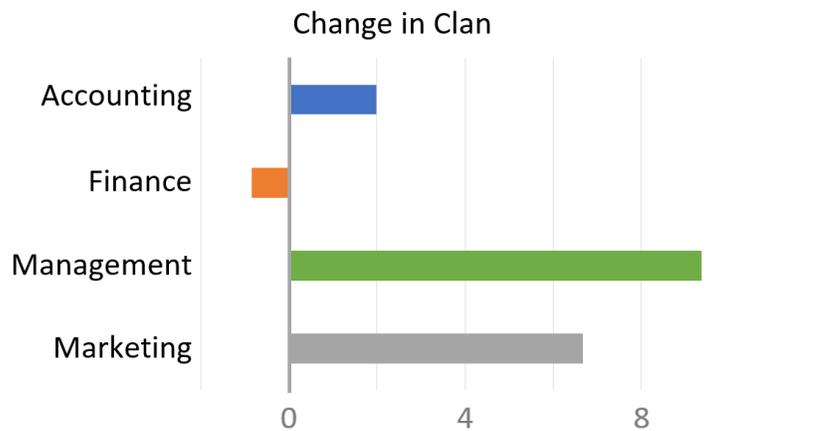


Figure 9. Differences in current state/preferred state shift by option.

Comparison of the results from the four roles (i.e., TT, NTT, Staff, Admin) within the college indicated differences between staff and the combined faculty/admin group as well as differences between NTTs and other roles. Comparison of staff and faculty/admin revealed that staff prefer a stronger prevalence of clan culture characteristics and a weaker prevalence of market culture characteristics in the future state than faculty/admin do (Figure 10). The comparison also indicated that staff desire to increase the prevalence of clan characteristics and decrease the prevalence of market characteristics within the college's culture more than faculty/admin do (Figure 11). Comparison of NTT and other roles indicated that, on average, NTT prefer to increase the prevalence of clan culture characteristics less than tenure track faculty and staff.

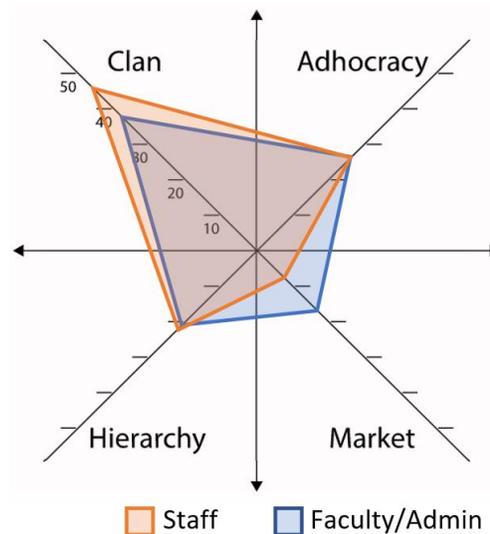


Figure 10. Differences in preferred state results by role.

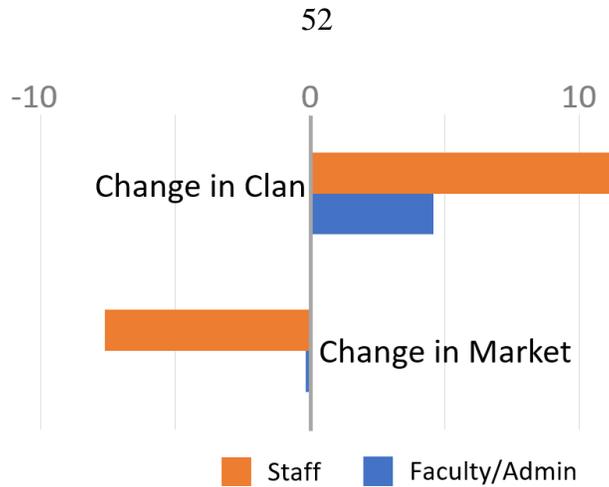


Figure 11. Differences in current state/preferred state shift by role.

When analyzed by seniority, junior members (0-9 years employment in the college) were shown to see less hierarchy characteristics in the current culture than senior members (10+ years employment in the college). As shown in Figure 12, junior members also indicated less of a desire to increase the prevalence of clan characteristics and decrease market characteristics than senior members.

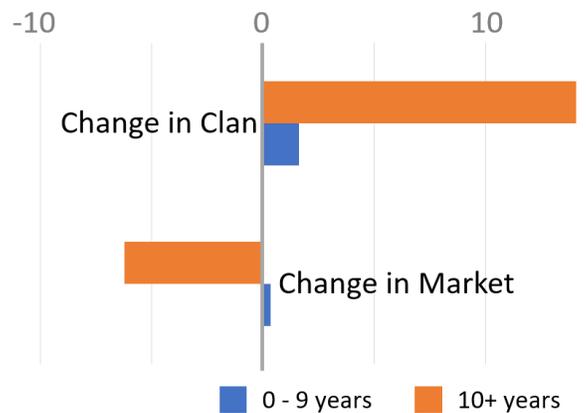


Figure 12. Differences in current state/preferred state shift by seniority.

Analysis of participant responses by employment status (i.e., part-time or full-time) produced no significant results.

The comparison of responses from interview participants and non-interviewees produced only one significant result. According to the analysis non-interviewees saw less clan in the current culture than interviewees ( $\alpha = 0.10$ ).

Analysis of preferred state and arithmetic difference comparisons between genders and between roles was repeated with outliers included. The inclusion of outliers caused the significance of several results to change:

- The difference between men and women's desired increase/decrease of the prevalence of market characteristics became significant with women desiring, on average, a decrease of eight points and men desiring, on average an increase of six points.
- NTT's preference, on average, for clan characteristics in the future state became significantly lower than what TT and staff prefer on average.
- The difference between NTT and TT's average desired decrease of the prevalence of market characteristics became insignificant.
- Faculty/admin's average preference for clan characteristics in the future state became statistically equivalent to staff's future state preference for clan characteristics.

				COMPARISON OF MEAN CURRENT STATE SCORES												
	Group 1	n	Group 2	n	Group 1				Group 2				Difference (Group 2 – Group 1)			
					Clan	Adhoc.	Market	Hier.	Clan	Adhoc.	Market	Hier.	Clan	Adhoc.	Market	Hier.
<b>Role</b>	TT	17	NTT	15	32	19	16	33	32	22	17	29	0	2	2	-4
	TT	17	Staff	7	32	19	16	33	34	17	14	35	2	-2	-1	1
	TT	17	Admin	1	32	19	16	33	41	32	5	22	9	13	-1	-11
	NTT	15	Staff	7	32	22	17	29	34	17	14	35	2	-5	-3	5
	NTT	15	Admin	1	32	22	17	29	41	32	5	22	9	11	-12	-7
	Staff	7	Admin	1	34	17	14	35	41	32	5	22	6	15	-9	-12
	Fac./Admin	34	Staff	7	32	21	16	31	34	17	14	35	2	-4	-2	4
<b>Option</b>	Mgmt	15	Marketing	4	30	19	16	35	28	26	16	31	-2	6	0	-4
	Mgmt	15	Finance	4	30	19	16	35	39	24	17	21	9	4	0	-13
	Mgmt	15	Accounting	5	30	19	16	35	35	20	15	30	5	0	-1	-4
	Mgmt	15	N/A	12	30	19	16	35	34	19	15	32	4	-1	-1	-2
	Marketing	4	Finance	4	28	26	16	31	39	24	17	21	11	-2	0	-10
	Marketing	4	Accounting	5	28	26	16	31	35	20	15	30	7	-6	-1	0
	Marketing	4	N/A	12	28	26	16	31	34	19	15	32	7	-7	-1	2
	Finance	4	Accounting	5	39	24	17	21	35	20	15	30	-4	-4	-2	9
	Finance	4	N/A	12	39	24	17	21	34	19	15	32	-4	-5	-2	11
	Accounting	5	N/A	12	35	20	15	30	34	19	15	32	0	-1	0	2
<b>Sen.</b>	0-9	25	10+	15	34	22	14	30	29	18	19	34	-5	-4	4	4**
<b>Stat.</b>	Part-time	10	Full-time	29	32	21	19	28	32	20	15	33	1	0	-5	5
<b>Gndr</b>	Male	15	Female	24	28	21	19	32	36	20	13	31	8**	-1	-6**	-1
<b>Intvw</b>	Yes	9	No	32	35	22	16	27	32	20	16	33	-3*	-2	-3	6

\* Significant at  $p < 0.10$ , \*\* Significant at  $p < 0.05$

Table 5. Mean comparison of current state construct scores.

				COMPARISON OF MEAN PREFERRED STATE SCORES												
Group 1		n	Group 2	n	Group 1				Group 2				Difference (Group 2 – Group 1)			
					Clan	Adhoc.	Market	Hier.	Clan	Adhoc.	Market	Hier.	Clan	Adhoc.	Market	Hier.
<b>Role</b>	TT	17	NTT	15	40	24	14	21	33	29	18	20	-7	5	3	-1
	TT	17	Staff	7	40	24	14	21	45	26	7	22	5	2	-8*	1
	TT	17	Admin	1	40	24	14	21	37	29	11	23	-3	5	-4	2
	NTT	15	Staff	7	33	29	18	20	45	26	7	22	13	-3	-11**	2
	NTT	15	Admin	1	33	29	18	20	37	29	11	23	4	0	-7	3
	Staff	7	Admin	1	45	26	7	22	37	29	11	23	-9	3	4	1
	Fac./Admin	34	Staff	7	37	26	16	21	45	26	7	22	9*	-1	-9**	1
<b>Option</b>	Mgmt	15	Marketing	4	39	26	14	20	34	28	18	21	-5	1	3	1
	Mgmt	15	Finance	4	39	26	14	20	38	29	16	16	-1	3	2	-4
	Mgmt	15	Accounting	5	39	26	14	20	37	23	15	26	-3	-4	0	6
	Mgmt	15	N/A	12	39	26	14	20	39	27	11	22	0	1	-3	2
	Marketing	4	Finance	4	34	28	18	21	38	29	16	16	4	2	-1	-4
	Marketing	4	Accounting	5	34	28	18	21	37	23	15	26	2	-5	-3	5
	Marketing	4	N/A	12	34	28	18	21	39	27	11	22	5	-1	-6	1
	Finance	4	Accounting	5	38	29	16	16	37	23	15	26	-1	-7	-2	10
	Finance	4	N/A	12	38	29	16	16	39	27	11	22	2	-2	-5	6
	Accounting	5	N/A	12	37	23	15	26	39	27	11	22	3	4	-3	-4
<b>Sen.</b>	0-9	25	10+	15	36	28	15	22	44	23	12	21	8	-5	-3	-1
<b>Stat.</b>	Part-time	10	Full-time	29	34	28	18	20	40	26	12	22	6	-3	-6	2
<b>Gndr</b>	Male	15	Female	24	33	27	20	20	42	26	9	22	10**	-1	-11**	2
<b>Intvw</b>	Yes	9	No	32	42	25	12	22	37	27	15	21	-4	2	2	0

\* Significant at  $p < 0.10$ , \*\* Significant at  $p < 0.05$

Table 6. Mean comparisons of preferred state construct scores.

				COMPARISON OF MEAN CURRENT/PREFERRED DIFFERENCES												
Role	Group 1	n	Group 2	n	Group 1				Group 2				Difference (Group 2 – Group 1)			
					Clan	Adhoc.	Market	Hier.	Clan	Adhoc.	Market	Hier.	Clan	Adhoc.	Market	Hier.
	TT	17	NTT	15	8	5	-1	-12	1	7	0	-9	-7**	3	2*	3
	TT	17	Staff	7	8	5	-1	-12	11	9	-8	-12	3	4	-7**	-1
	TT	17	Admin	1	8	5	-1	-12	-4	-3	6	1	-12	-8	7	13
	NTT	15	Staff	7	1	7	0	-9	11	9	-8	-12	10**	1	-8**	-4
	NTT	15	Admin	1	1	7	0	-9	-4	-3	6	1	-5	-11	5	10
	Staff	7	Admin	1	11	9	-8	-12	-4	-3	6	1	-15	-12	13	14
	Fac./Admin	34	Staff	7	5	6	0	-10	11	9	-8	-12	7**	3	-7**	-2
Option	Mgmt	15	Marketing	4	9	7	-2	-14	7	2	1	-10	-3	-5	3	5
	Mgmt	15	Finance	4	9	7	-2	-14	-1	6	0	-5	-10*	-1	2	10
	Mgmt	15	Accounting	5	9	7	-2	-14	2	3	0	-4	-7	-4	2	10
	Mgmt	15	N/A	12	9	7	-2	-14	5	8	-3	-10	-4	2	-2	4
	Marketing	4	Finance	4	7	2	1	-10	-1	6	0	-5	-8	4	-1	5
	Marketing	4	Accounting	5	7	2	1	-10	2	3	0	-4	-5	1	-1	5
	Marketing	4	N/A	12	7	2	1	-10	5	8	-3	-10	-1	6	-5	-1
	Finance	4	Accounting	5	-1	6	0	-5	2	3	0	-4	3	-3	0	0
	Finance	4	N/A	12	-1	6	0	-5	5	8	-3	-10	6	3	-3	-6
	Accounting	5	N/A	12	2	3	0	-4	5	8	-3	-10	3	6	-3	-6
Sen.	0-9	25	10+	15	2	6	0	-8	14	5	-6	-13	12**	-1	-7**	-5
Stat.	Part-time	10	Full-time	29	2	8	-1	-8	8	6	-3	-11	6	-2	-1	-2
Gndr	Male	15	Female	24	5	6	1	-12	7	6	-4	-9	2	0	-5	3
Intvw	Yes	9	No	32	7	3	-4	-5	6	7	-1	-12	-1	4	3	-6

\* Significant at  $p < 0.10$ , \*\* Significant at  $p < 0.05$

Table 7. Mean comparison of desired change (preferred state construct scores - current state construct scores).

### Qualitative Results

The quantitative data produced numerous significant findings, allowing the college's culture and subcultures to be studied using an empirically valid and theoretically framed method. To gather insights to practical meaning of the quantitative results for JJCBE, themes were identified within the qualitative data. First-order thematic coding of the interview data resulted in 12 codes:

1. Current state
2. Preferred state
3. Definition of the clan typology from interviewees' perspective
4. Definition of the adhocracy typology
5. Definition of the market typology
6. Definition of the hierarchy typology
7. Motivators behind the desired changes
8. Restraining forces against change
9. Organizational levers that may be used to help enact change
10. Leadership traits as perceived to be successful or unsuccessful in the college's culture
11. Demographic impacts on interviewees' perspectives
12. Comments addressing the reliability or validity of the questionnaire

APPENDIX E presents the full code book including first order codes and sub codes as well as participation breakdown by number of contributors, contributing roles, and number of references. The current state, preferred state, and motivator codes captured a majority of the interviews' insights to the college's culture and are discussed here. The other first order codes are discussed elsewhere throughout this document.

Theme: Relation

The first major theme across the current state, preferred state, and motivator codes focused on relationships within the college. Participants spoke frequently of the friendliness and supportiveness of individuals within the college, which was experienced in personal and professional lives. On a personal front this included receiving support during times of personal hardship and establishing meal trains when people became ill. It also involved openness with one another on personal topics within the work setting and feeling free to be authentic in the workspace. Participants also indicated strong friendships within the college, involving interaction outside of work. One participant even went so far as to say, “some of my best friends are my coworkers.” On a professional front this friendliness and supportiveness involved receiving support without asking for it, being invited to participate in college events even as a new member of the college, sharing constructive feedback even in competitive settings, trusting each other’s work, and supporting fit between faculty and classes.

These experiences were not universal, however. One questionnaire respondent’s comment indicated that this friendly culture may be valued to different extents across options, suggesting that the level of openness and trust varies across options. Some NTT interviewees also indicated feeling forgotten and lost as new members of the college rather than feeling welcomed and looped in, pointing out a need for individual initiative. In addition, participants spoke about several points of group separation within the college. Some tenure-track faculty spoke of the divisiveness of the former dean and how the camps emerged in support or opposition to him. One participant colorfully described the two camps as the “Hatfields and McCoy’s.” Another pointed to this separation as the deterioration of the college’s culture. There were suggestions that, with new leadership and efforts to gain buy-in on changes, divisions are

lessening. A second point of group separation was in the informal hierarchy. NTT faculty and administration members described how much more influence tenure track faculty seem to have within the college. Participants indicated frustration about not having opportunity for input and perceived lack of appreciation of the benefits that NTT faculty bring to the college. A third point of separation focused on the distance of staff from the other parts of the college. Staff reportedly work almost exclusively within their own department with little interaction with administration, faculty, or other colleges or departments on campus. Similarly, a few individuals noted how siloed the options are within the college and how siloed the college is from other MSU colleges and campus departments.

When focusing on the future state, interviewees discussed a desire for strong trust and openness. This particular subcode was discussed by every participant either in the form of building a trusting and open culture or maintaining what already exists. For TT faculty, this largely involved bringing the two camps back together to form a cohesive whole again. As mentioned above, leadership's effort to gain support for new initiatives was seen as helpful on this front. One faculty member also mentioned how beneficial it would be to have administration acknowledge the damage some individuals experienced with the previous dean rather than consistently brushing past it. Building trust and openness also involved growing camaraderie and trust between faculty and administration. One faculty member said they had "lost faith" in their dean as well as MSU administration over the last several years due to perceived lack of appreciation despite working hard for the college and due to what seemed to be special action taken against them and others. This individual said they desire to be able to "trust that administration has our best interests at heart." An administration member also called for more

faculty/admin trust and camaraderie, providing the example of faculty uncooperativeness in things like temporary adjustments to teaching assignments. Similarly, NTT faculty called for “a little less us and them attitude” between NTT and TT faculty, more mutual appreciation for the benefits and needs of both groups, and more opportunity for input from NTT faculty members. The desire for trust and openness also touched on a desire for the options to become more cohesive and for more open communication, such as narrow channels of communication for information regarding individuals and clear, frequent communications about the general goings on in the college. These desires for trust and openness built on the existing friendly and supportive culture. More than just friendly, the future state is fun with a lively social environment. More than just supportive, the future state supports the development of deep relationships upon which trust can be built.

In a separate, but related, sub-code NTT, administration, and staff all placed value on developing more interaction or collaboration between groups. Interaction was at several levels including within options, between options, between colleges, between roles, and between seniority levels. Several of these points of interaction had specific desired outcomes such as more cohesive curricula or better managing student flow. Many points of interaction were also seen as an opportunity for supporting broader outcomes such as developing relationships, creating mutual learning, and developing new ideas.

Participants saw the development of a more trusting and open culture as beneficial in several ways. One was the fact that participants saw a culture with strong connection as a goal in itself. As one participant put it, “many people realized with the deterioration of the culture just how important it is to them.” Participants also pointed out how personal connections create

mutual support with heavy workloads, which produces higher likelihood of individuals volunteering participation on committees and student activities, in turn benefitting students and the college. Faster problem solving, improved employee retention, and better coordination were also points of motivation for wanting a trusting and open culture. The table in APPENDIX G quantifies the relationships between the preferred state codes and motivator codes.

### Theme: Innovation

Discussion of the second major theme, innovation, suggested a state of transition. Participants expressed frustrations at what they perceived to be lack of opportunity for innovation and change; however, they also shared recent examples of innovation within the college and suggested an innovative culture is something the college is seeking more broadly. Participants explored numerous realities within the college which they perceived to be barriers to innovation. The most commonly cited ideas were the legacy of higher education and the bureaucracy of large organizations. As one participant expressed, "Universities are like battleships in that changing direction is a slow process." Another participant suggested that change, such as curriculum updates, face structures within the college that make the process slow. They said that from their perspective change mechanisms within the college have historically been ineffective at producing change. For example, they suggested the strategic plan does not change significantly despite the work put into it and that it is set aside except while it is being reviewed to satisfy accreditation requirements. Heavy workloads that prevent individuals, especially tenure track faculty, from becoming strong champions for change was seen as another barrier. In addition, participants suggested people within the college are comfortable with the existing structures of the college and are attached to or identify with the existing vision for the

college both of which creates strong social barriers to change and a limit to what people are actually open minded about.

Despite these barriers to innovation, participants still saw several instances of recent successful innovation within the college. For example, the recently established MSIM master's program brings engineering graduates, a non-traditional set of students for JJCBE, into the college. Similarly, a change was recently enacted that removed a stop gate barrier that required undergraduates to apply for formal admission to the college after their sophomore year. The creativity of the AMA student club and faculty research were also seen as examples of innovation within the college. Staff members in particular seemed to view their workspace as innovative, with one of them suggesting their department is "constantly pushing to change things" to better accommodate students. However, the broader sentiment suggested the college is currently in the process of seeking a more innovative or entrepreneurial mindset.

The future state of this theme focused on the ability of the college to evolve. This desired state was tied to innovation and entrepreneurship, overall focusing on a desire to develop a capacity for change. The desired ability to evolve included encouraging new ideas, having the opportunity to influence the organization despite role or seniority, building true openness to new ideas and change, and seeing change happen regularly. However, some participants did temper their discussion of innovation with important caveats. One pointed out that an entrepreneurially focused curriculum, which they understood many to conflate with an innovative culture, does not apply to every student as not all of them will want to become entrepreneurs. Others emphasized that the uncertainty of entrepreneurial endeavors could negatively impact students as could quickly changing graduation requirements. For some, the impetus for this desire was their

experiences with slow change, while for others this desire started with specific changes they wanted to see and a desire for capacity to make them. The following list presents some of the specific changes mentioned by participants:

- Offering fully online course options
- Creating a new option that focuses on business operations
- Creating flexible rewards systems that reward participation in service
- Regularly updating course content and pedagogy based on recent industry trends
- Collaborating across boundary lines within JJCBE to spark new ideas to improve existing systems
- Collaborating with other colleges to implement interdisciplinary speaker events, workshops, projects, or curriculum
- Intentionally pursuing long-term success and student benefit over immediate financial benefit
- Involving more students in research

The motivation for these desires largely focused on student success and on the success of the organization. Better accommodating students in structures and systems improves the students' experience in the college. Similarly, being up to date with course content and pedagogy better prepares students for their careers and for competing in the marketplace. Participants also suggested successful innovation, amongst other things, is vital for building the college's own market success.

### Theme: Serving Students

The third major theme that emerged across several first-order codes focused on serving students well. Interviewees discussed low levels of participation and concern that students are not being served as well as they would hope. One participant spoke of this in terms of a “work-to-rule” culture that they said had developed over the past few years. For them, work-to-rule was characterized by doing only what is required by contract rather than participating with more self-initiative to support the success of the organization and its participants. The participant expressed concern that this mindset hurts students through low faculty participation at student events, low faculty attendance at graduation, and empty offices. Other participants cited similar concerns about faculty not being accountable for service, lacking faculty participation in student clubs and events, and uncertainty that research time spent at home is used for work. Furthermore, the work-to-rule culture was said to impact support between college employees as the mutual desire to help each other with heavy workloads had diminished with the culture change.

While perhaps currently encountering lower-than-desired participation and a work-to-rule culture, interviewee discussion underscored the extent to which participants care about supporting students well. Supporting students was the single most referenced motivator across the interviews, followed by a desire to support organizational success and employee wellbeing. Participants also described a market orientation in the current state of the college that underscores the importance the college places on supporting students. This market orientation involved having leadership that takes a practical approach, focusing on setting and attaining goals. This orientation also focused on competing effectively with other universities for students, adjusting to better accommodate students, and helping students compete in the marketplace.

Creating a beneficial environment for students was important to participants when they envisioned the future. The prevalence of student support as a motivator reveals that out of every motive discussed by participants, serving students was most frequently the goal they sought to pursue through the shift towards the preferred state. Desires for innovation and collaboration were especially strongly tied to better supporting students. Of course, there are numerous ways in which the student experience can be supported well, but generally participant's discussion focused on one of two categories. One of these categories related to core academic components. Better managing student flow to create a more seamless student experience, improving retention, and working towards a more cohesive and cutting-edge curriculum were all a part of this discussion woven throughout the interviews. Other avenues for serving students focused more on extra curriculars and were a direct contrast to the lower-than-desired faculty participation levels some participants perceive in the current state. These topics included more universal participation in service since committees and other realms of service often directly impact students, stronger presence of faculty at after-hours student events and graduation and having faculty in their offices more regularly.

While student service was largely seen as an end goal, participants also discussed a few other benefits it provides. For example, serving students well was seen to impact the college's ability to attract and keep students. As one questionnaire respondent commented, "I think the competitive component will be a natural byproduct of success in the other areas." Another participant pointed out that being involved with students can be innately rewarding to faculty. Yet another suggested that improving retention would help the college satisfy goals pursued by MSU authority members.

### Other Subcodes

The remaining subcodes that emerged from the current state, preferred state, and motivator first order codes received the attention of fewer participants, resulting in themes that were not as strong as the three main themes. These subcodes are briefly described here.

Communication was a topic discussed by a few participants in combination with other subjects. These discussions suggested that there may be areas for better or more communication, especially from administration to faculty. These avenues of communication included making new faculty members aware of the resources available to them, communicating the opportunity to participate in research to students, providing clear and regular emails about the general goings-on in the college, establishing direct and narrow channels of information relevant to individual employees, clearly setting and communicating expectations and policies, creating channels for regular communication of feedback regarding faculty behavior, and sharing faculty participation rates at student events with the faculty. Some of these (e.g., feedback channels, participation rates) were seen as potential solutions to other frustrations participants discussed, while others (e.g., new member resources, regular emails, clear expectations) were mentioned on their own.

Discussion about formal structures such as rules and formal authority also arose during the interviews. All parties agreed that the college relies heavily on informal interactions and systems (e.g., informal communication systems, discussing issues directly with the dean) and that formal structures are not heavily established. In fact, participants expressed a sense that informal systems will frequently override formal procedures and processes that are in place. For many, the formal structures that are in place were seen as standard for organizations of the size of MSU and as a part of the “nature of academia.” Looking forward, participants had rather

opposing perspectives on what the presence of formal systems ought to look like. For many, preferences focused on the value of informal systems, with some wanting to take them further (e.g., removing the application for funding, making change easier). However, a few were concerned with the ramifications of such informal systems, citing impacts on their work, potential for an “old-boys club”, inability to hold faculty to commitments such as participation in student events, and weakened formal authority of leadership.

During the interviews a few participants mentioned understaffing in passing. They suggested that understaffing, especially in combination with the pandemic, has caused employees to feel overworked and stretched thin. As discussed above in relation to the work-to-rule culture and student support, one participant suggested that social connection is vital for creating the support that is necessary for handling these heavy workloads. Also discussed above, heavy workloads were also connected to a lack of bandwidth for pursuing innovation and championing changes.

Rewards systems and the need to align them more carefully to better encourage faculty participation were also discussed during several interviews. One participant mentioned that in recent years, despite their hard work they received little appreciation from college or MSU leadership. Another participant spoke about how performance reviews and promotion focus “almost exclusively” on teaching reviews and publications, despite the important role service plays in supporting students and the college. Another focused on the fact that beyond performance reviews and promotion there are no consequences or pathways for communication of unmet expectations. These discussions turned toward restructuring reward systems, both formal and informal, to encourage participation in service and adherence to policy.

A few participants, specifically women, mentioned gender-based inclusivity issues within the college. While none focused on this heavily or as a central problem to be addressed immediately, several discussed their own experience or the experiences of those they know well and how those experiences have been impacted by bias. These conversations touched on historical biases of the structure of academia as well as the actions and intentions of specific leadership members throughout the past.

### Success of Leadership

Though it wasn't a focus of the interviews, participants often mentioned traits of leadership that they perceived to be useful or not within the college. The idea that success of leadership relates to culture is supported by theorists. Cameron and Quinn (2011, p. 47) suggest that leaders who exhibit a leadership style that matches the dominant cultural style of their organization (e.g., team builders and mentors in a clan culture; entrepreneurs and visionaries in an adhocracy culture) are more effective than those who do not. However, the highest performing leaders have been shown to have capabilities to succeed across all four culture typologies (Denison et al., 1995).

Of the leadership traits participants discussed, consideration of the needs of employees and interactive or openness were emphasized the most. Consideration of the needs of employees was otherwise described as having employees' best interests in mind. This required thoughtful consideration of what employee needs are and how to meaningfully address them, especially in circumstances where experiences differ (e.g., male/female). In some scenarios, it included preemptively addressing problems and included an ability to successfully navigate the larger bureaucracy to obtain resources. The interactive or openness trait centered around social access

to leadership. For example, this included being able to resolve issues directly with the dean, having straightforward communication from leadership, and having social connection with members of the dean's office.

Three other traits were discussed to a lesser extent. The first of these was capability in team building, especially as opposed to being a divisive force. Some participants viewed building buy-in for new initiatives as an important aspect of team building within the college, while others suggested leadership should move change forward even in the face of dissent, especially after attempting to gain buy-in. Another related trait was described as being a force for innovation. Leadership's success in implementing change, whether that be through changing opinion or moving forward in the face of opposition, was discussed as an aspect of their success as a leader. Lastly, participants expressed an appreciation of consistency from the leadership team. Leadership consistency took a few forms including consistency in how decisions are made that affect faculty, enforcement of policy to support administrative stability, and continuity between deans.

### Impact of Demographics

Interviewees' responses uncovered certain impacts that their roles had on their perspectives of the college. These were captured in a first-order code and analyzed to tease out some of the trends within groups.

Administration spoke at length about policy and consistency in rule-following. As might be expected, this concern about administrative or technical coordination tasks was more at the forefront of their conversation than it was in the conversation of those from other roles.

Staff indicated they are largely separated from other parts of the college and university both functionally and physically. Staff operate almost entirely within their designated offices (i.e., Student Success Center, Bracken Business Communications Clinic), with interactions with other groups being limited and mostly formal in nature. This not only caused their responses to be most applicable at the subgroup level rather than organizational level but also gave their office an opportunity to have its own somewhat separate culture. Staff members indicated that this culture is friendly and supportive, without having to add caveats of group separation and tension that participants from other roles discussed. Staff members also described systematic aspects of their work which suggests their culture may also have stronger hierarchy cultural aspects.

Non-tenure track faculty members were the largest contributors to the informal hierarchy code discussed above, though administration also contributed, describing lack of influence and their desire for stronger mutual appreciation. They also pointed out they are not required to attend the regular college or option meetings, though they are welcome to do so. Another NTT who teaches full-time in addition to running his own business, seemed to view teaching as a fun and meaningful way to give back rather than an intense full-time job. The NTT interview participants were interested in the strategic direction of the college, especially with regard to innovation, but spoke less and perhaps were less aware of the internal politics of the college.

By comparison, tenure track faculty were much more concerned about college politics (e.g., Hatfields and McCoys) and focused heavily on their desire for a friendly, supportive, and integrated workplace.

Participants who were new to the college (employed 2 years or less) indicated uncertainty in more of their statements and suggestions and were more prone to define their experience in the college in contrast to their previous work environments.

Finally, one participant indicated they had had fairly extensive interaction with the college prior to becoming an employee. They said that those interactions made them see the college as positive and friendly and still influenced their understanding of the college's culture.

## CHAPTER FIVE

## DISCUSSION

The findings of the questionnaire and interview data provide numerous insights for developing a super-observer perspective of the college's culture as well as building an understanding of how it might usefully be developed in the future. This chapter explores the study's results in more depth and seeks to triangulate meaning between the quantitative and qualitative information to inform and present interventions that may be used to move JJCBE's culture towards the indicated preferred state.

Culture Type, Strength, and Congruence

Cameron and Quinn (2011) recommend that the type, strength, and congruence of a culture profile be interpreted when assessed using the Competing Values Framework. Culture type is defined as the CVF typology in which the mean organizational score is the highest and indicates which typology most characterizes the organization's culture. As indicated by the organization-level questionnaire results, JJCBE's culture type is an even split between clan and hierarchy. In the future state participants prefer, on average, a stronger clan type culture. As discussed in the literature review, within academia clan type cultures have been most strongly associated with positive organizational effectiveness outcomes across a variety of studies, supporting the notion that a clan culture type may be a useful emphasis for JJCBE (Anderson, 2000; Cameron & Freeman, 1991; Gebretsadik, 2020; Smart & St. John, 1996).

Cultural strength is determined by the number of points awarded to the dominant culture type. The more points awarded, the stronger the culture. In one study, Cameron and Freeman

(1991) define a strong culture as one with 50 or more points awarded to one culture type and a weak culture as one with 49 or fewer points. According to this definition JJCBE does not have a strong culture, but rather has a culture that is fairly balanced across the four culture typologies. While the preferred state profile has a stronger clan culture than the current state profile, it also would not be defined as a strong culture. As discussed above, prior research (e.g., Cameron & Freeman, 1991; Smart & St. John, 1996) has suggested a strong culture is associated with positive organizational effectiveness outcomes, but only in organizations with a beneficial culture type (i.e., clan or adhocracy for institutions of higher education). However, the usefulness of cultural strength is still said to be dependent on specific context. According to Cameron and Quinn,

Research has revealed that strong cultures are associated with homogeneity of effort, clear focus, and higher performance in environments where unity and common vision are required... Other organizations may require a more balanced culture where similar emphasis is required on each of the four culture types (2011, p. 72).

While JJCBE is not looking to move toward the strong culture profile that has been associated with positive outcomes, a balanced culture may still be most appropriate for the college if its environment requires strengths from all four of the culture typologies.

Cultural congruence is defined by alignment of the emphasis of culture types across various cultural aspects. Each of the six questions of the OCAI represents one cultural aspect. These aspects are dominant characteristics, organizational leadership, management of employees, organizational glue, strategic emphasis, and criteria of success. According to this definition, JJCBE's current state is non-congruent. Two cultural aspects have a dominant clan culture while the others have a dominant hierarchy culture. In contrast, the preferred state is almost perfectly congruent. All six cultural aspects emphasize the clan culture typology most

heavily, followed by the adhocracy culture typology, then the hierarchy culture typology, with the least emphasis on the market culture typology. According to Cameron and Quinn,

Research has found that congruent cultures, although not a prerequisite for success, are more typical of high-performing organizations than incongruent cultures. Having all aspects of the organization clear about and focused on the same values and share the same assumptions simply eliminates many of the complications, disconnects, and obstacles that can get in the way of effective performance... The presence of cultural incongruence in organizations often stimulates an awareness of a need for change. It creates discomfort in the organization... Cultural incongruence... often leads to differences in perspectives, differences in goals, and differences in strategies within the organization. These in turn sap the energy and the focus of organization members (2011, p. 73).

These insights suggest that the incongruence of JJCBE's culture may have been part of the impetus which suggested culture as a useful focus for this study and that moving to the preferred state likely would help smooth cultural discomforts that currently exist within the college.

While not a focus of this study, it may be useful to explore the college's environment to understand the extent to which a balanced culture with an emphasis on the clan typology does or does not successfully align the college with the demands of its environment. Such exploration may be useful for validating the suitability of the desired cultural shifts indicated by the questionnaire and interviews.

### Triangulation of Results

Overlay of the quantitative questionnaire results and the qualitative interview results provided a means of triangulating study outcomes. While both the quantitative and qualitative analysis provide insights that stand on their own, the interaction between the two more clearly focuses the meaning and significance of the results. The following paragraphs emerge from the

systematic integration of the two data sets as described in the qualitative methods section and reveal a large amount of congruence between the two sets of findings.

#### Organization Level Desired Culture Profile Shifts

The questionnaire results indicated that the clan culture typology is one of the strongest aspects of JJCBE's current culture and that participants desired it to be the strongest aspect of the culture in the future. The interviews spoke largely to these results. Most of the subjects discussed within the relation code, such as the friendliness and supportiveness of college participants as well as the precedence that informal systems can take over formal systems, provide evidence of family-like characteristics that clan cultures are known for. Interviewees spoke of these traits as some of the most concrete aspects of the college's current culture and suggested they had been even stronger previously. Other points of discussion within the relation theme parallel the statistically significant desired increase of clan characteristics. Bridging the various forms of group separation, especially the informal hierarchy and "two clans", could reinforce the sense of "we-ness" that typically permeates clan-type firms. Establishing consistent and open communication, encouraging participation and collaboration to better serve students, and adjusting reward systems to better support diverse groups and encourage service were also seen as ways to build upon clan characteristics.

The questionnaire revealed that adhocracy is a less strong representative of the college's current state but indicated that participants also want to significantly increase the prevalence of adhocracy characteristics. This result also relates closely to one of the major qualitative themes, specifically the innovation theme. The theme's orientation toward producing innovative products and services as well as adapting quickly to new opportunities is characteristic of adhocracy

cultures. Participants indicated that innovation within the college faces barriers but also cited recent successful examples of innovation. This, in addition to the sense that the college's innovative focus is relatively new, explains why the adhocracy culture received a lower average current state score. The significant desired increase ties to the widespread desire for the college to be able to evolve. This desire encompassed being able to improve the college, better support students and, through that, strengthen the college's market success. It necessitated dissolving social resistance to change, building collaborative interaction, and creating a workload that allows employees the time to champion change. To some extent, both the desires for innovation and the desires for stronger relationships may also relate to decreasing the prevalence of formal requirements and systems.

The desire to decrease the presence of hierarchy characteristics received much less direct attention during the interviews than the other two desired changes did. It was likely largely a tradeoff to the desire to increase clan and adhocracy characteristics, rather than a specific agenda against hierarchy traits. Participants acknowledged the presence of formal systems but didn't seem to generally think them overbearing, saying they only exist to a "normal level" and calling out how informal systems often override formal systems. Participants discussed a few focused changes they would like to see, typically in the form of an adjustment rather than a reduction of formal systems. These focused changes included aligning reward systems to encourage participation in service, broadly making the faculty role more inclusive especially for women, and removing the application process for the faculty fund. Participants also spoke of a desire for consistency from leadership and across successive leadership teams, more communication, support mechanisms for change, and a faculty mentorship program all of which suggest an

increase in formal systems. However, there was some sense that hierarchy traits stood in the way of a deep clan culture and in the way of meaningful innovation. For example, participants saw the informal hierarchy between roles as an aspect of the hierarchy culture typology, expressing a desire to decrease that hierarchy and build mutual appreciation and open influence instead (characteristics associated with clan and adhocracy culture typologies). Several of the barriers to innovation that participants discussed (e.g., the bureaucracy of large organizations, the slow-moving nature of academia, ineffective or inefficient change mechanisms) can also be seen as traits of the hierarchy culture typology. Nevertheless, participants' sentiments did not center clearly around reducing hierarchical aspects of the college's culture in so much as adjusting certain aspects and creating space to move toward clan and adhocracy characteristics.

Similarly, market characteristics received relatively little direct attention. The qualitative data that did touch on market characteristics during the interviews seemed to support the desire to maintain the current prevalence of market characteristics. A few participants discussed the "competitive" nature of the market culture typology as described on the questionnaire. These participants did not see value in internal competition, which is unsurprising given that it is largely contradictory to social clan values. However, participants did view competitiveness as an organization and students' competitiveness in the marketplace as important. In fact, some of the most referenced motivator codes (i.e., organizational success and serving students) are related to these ideas. However, one questionnaire comment expressed what is likely a widespread mindset toward market characteristics within the college, "I think the competitive component will be a natural byproduct of success in other areas." In other words, while recognizing the importance of market outcomes, college employees may view it as a result of success in innovation, community

building, or other areas rather than something that should be focused on directly. Clayton Christensen, father of disruptive innovation theory, and co-author Henry Eyring argued such a connection between innovation and university success in his book *The Innovative University* (2011). Figure 13 provides a summary of the insights into the four major quantitative results, summarizing the most prevalent themes and indicating the causal relationship between the themes suggested by participants.

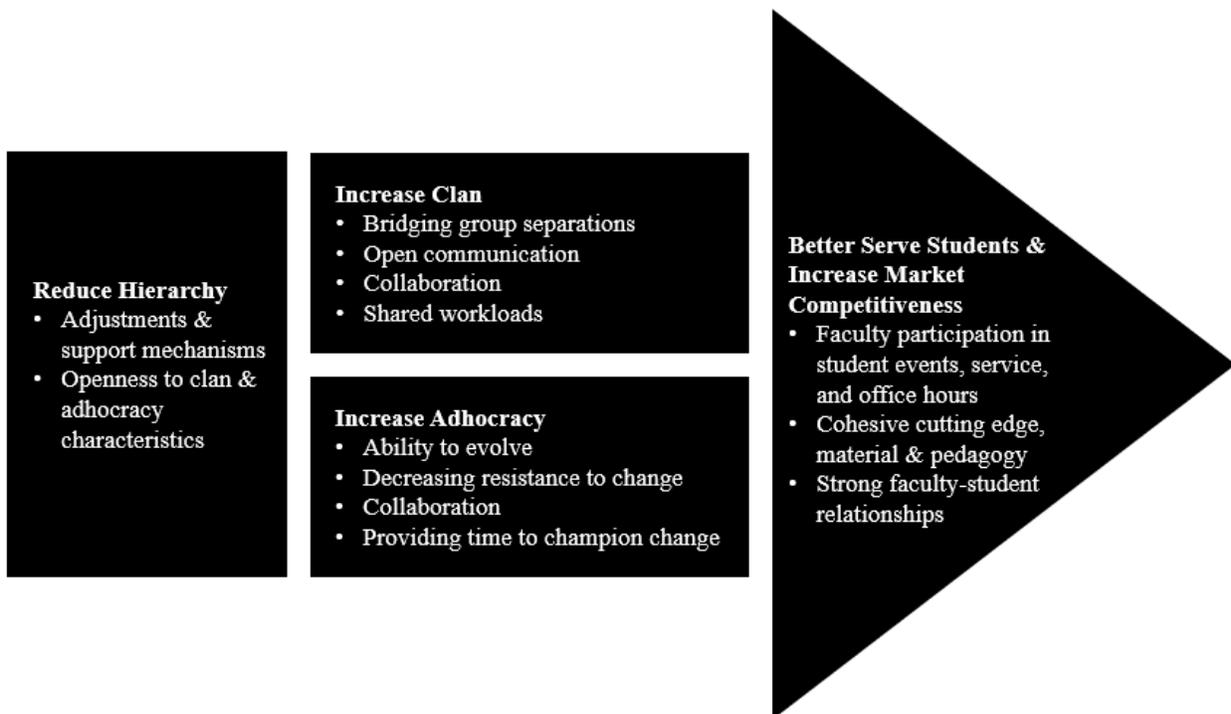


Figure 13. Summary of JJCBE's desired cultural shifts.

Beyond the context of participants' desires and goals, research surrounding the CVF has suggested that moving toward the clan and adhocracy culture typologies is frequently a useful direction, especially within academia as discussed in the above literature review. Cameron and Quinn have suggested that the CVF has a "gravitational pull." They explain that organizations

generally move toward the lower quadrants (hierarchy and market) as they age and that many organizations seek to “defy gravity” by moving towards the upper quadrants (clan and adhocracy) (Cameron & Quinn, 2011, pp. 79-80). Other research supports this assertion with numerous case studies across industries indicating organizations’ desires to develop clan and/or adhocracy cultural traits (e.g., Demir et al., 2011; Igo & Skitmore, 2006; O’Neill et al., 2021; Ovseiko & Buchan, 2012; Rukh & Qadeer, 2018). In short, comparison with theoretical research and other case studies suggest validity and usefulness of JJCBE’s desired cultural shift.

The desired shift from hierarchy to clan and adhocracy may require varying levels of intentionality. Clan and hierarchy share the internal, short-term focus of the left end of the horizontal dimension, so while effort will be needed to “defy gravity” and introduce more flexibility to build a stronger prevalence of clan characteristics, such an effort is not diametrically opposed to the current hierarchy characteristics. In contrast, the adhocracy typology lies completely opposite the hierarchy typology, suggesting a need to not only “defy gravity” but also shift toward an external, long-term focus. This shift toward an external, long-term focus may need particular attention to be successful since neither clan nor hierarchy - the two most prevalent current state typologies - share that orientation.

### Differences between Genders

The questionnaire results indicated several significant differences between men and women, with women seeing more clan and less market in the current state and preferring more clan and less market in the preferred state. Though both men and women contributed to the “friendly” code, women generally spoke about it more strongly (e.g., “some of my best friends are my coworkers”). In one code two new NTT men spoke of a need for initiative to get

integrated to the college; this idea was very directly contrasted by a new female NTT who spoke of being readily integrated to her option. However, option may also have contributed to this code. Most significantly, several relationally oriented codes were only contributed to by women; these included employee retention as a goal of the college, concern about understaffing, concern about inclusivity, the value of leadership who is considerate of faculty needs, and the value of leadership who is open and interactive. This may suggest that women view the organization through a more relationally oriented lens, which would contribute to a more clan-oriented perception of the college. In contrast, the interviews provided little direct insight to the result indicating that males see significantly stronger presence of market characteristics in the current state. A few codes (e.g., market orientation, achieving formal goals, external competitiveness) highlight market aspects of the culture but women contributed to these codes just as much as men did. The adhocracy and hierarchy construct scores were nearly identical between female and male participants, which may indicate that this result is confounded with women seeing stronger presence of clan characteristics.

Though the questionnaire results indicated that women, on average, prefer stronger clan cultural traits and men, on average, prefer stronger market traits, the preferred state interview codes show little difference between males and females. Though market-oriented codes are present (e.g., university peril, serving students, achieving formal goals, staying competitive as an organization), male and female contribution to them is comparable. Only one preferred state code, the alignment of reward systems to support clan culture, suggests a difference between men and women regarding the preferred state. Notably, the questionnaire indicated that men and women desired to increase the prevalence of clan characteristics to a statistically equivalent

extent. This may suggest the preferred state difference is largely a holdover of the current state results, in other words, an effect of women having a relationally oriented lens, rather than a true difference in the future state that they prefer. In short, these results seem to indicate that despite different experiences, the genders are aligned in the overall direction they desire to move.

These results may provide more broadly applicable insights to genders in the workplace. Despite questionnaire results indicating that men focus more on market traits than women do, the qualitative data suggests that women talk about those traits just as much as men do. However, men did not contribute to the clan or relationally oriented codes as strongly as women did. This may be an indication that women have had to adapt to stereotypically “masculine” concerns to succeed in the workplace, while men have had less need to adapt to stereotypically “feminine” concerns. Gendered experience of the workplace has been well-established, especially in traditionally male-dominated fields such as finance, engineering, or construction (Hacker, 1981; Holmes & Schnurr, 2006; Masood, 2019; Padavic, 1991; Smith, 2013). Research on the subject supports the idea that women will develop a work identity that emphasizes traits such as “analytical, independent, and assertive because these traits are associated with managerial success, although they are stereotypically masculine” (von Hippel et al., 2015, p. 407). Even so, the literature suggests women maintain a feminine identity and, where stereotype threats (i.e., a psychological threat that arises in situations where negative stereotypes about one’s group applies) do not cause separation between the two identities, integration between feminine and work traits can occur. This integration has been tied to increased well-being at work and higher likelihood to recommend one’s field to other women (von Hippel et al., 2015).

Not only do these findings provide a practical example of the diverse values and modes of thought gender diversity can bring to an organization, but they may also provide insights to the successful leadership of women and leadership styles unique to women. The codes outlined above that only women contributed to center around relationship and support which may suggest successful leadership of women requires building strong, positive relationships with and between employees and anticipating needs, as these factors seem to weigh more heavily on women's experience than on men's experience. Brief review of the literature revealed little work surrounding the successful leadership of women, though the identity frameworks mentioned above suggest that establishing the validity of feminine values may support women's sense of belonging in the workplace. In contrast, much ink has been spilled on the topic of women's leadership styles and if or how they contrast men's leadership styles. Research has generally indicated that women's leadership is characterized by more democratic and participative styles while men's is characterized by more autocratic or directive styles (Eagly & Johnson, 1990 as cited in De La Rey, 2005), disparities which parallel the gender differences found in this study.

#### Differences between Options

The interviews suggested that the options are somewhat siloed from each other, which creates room for differing cultures and preferences. One comment from the questionnaire suggested, "some options (and individuals) value trust and openness within the option and across the college; others value trust and openness only within the core of the option (but not across the college); and others do not value trust and openness at all." This idea emerged in the questionnaire results with the difference between the management and finance options, where individuals associated with the management option desired to increase clan traits of the culture

while those associated with the finance option did not. While this is not a negative finding, it should be noted to successfully navigate the desires and expectations of these diverse groups. The management option by far had the largest number of respondents of any option, thereby having a strong influence on the organizational level culture profiles. When considering organizational development interventions, especially regarding the development of clan culture typology, it is important to take varying preferences across the options into account to better manage organizational complexities. However, to reiterate, no groups significantly contradicted the overall desired direction (i.e., increase clan, increase adhocracy, maintain market, decrease hierarchy) indicated by the organization level questionnaire results. So even though members of the finance option did not increase the clan typology as much as members of the management option, they did not express a statistically significant desire to decrease it either.

#### Differences between Staff and Faculty/Admin

The questionnaire revealed that staff prefer a stronger prevalence of clan characteristics and weaker prevalence of market characteristics than faculty/admin, while also desiring to increase and decrease those typologies, respectively, more than faculty/admin. The interviews revealed that staff are largely functionally separated from the rest of the college, which combined with a role somewhat removed from the core service of teaching students, may cause staff to be less concerned about market forces such as competing for students. Market-oriented motivator codes, such as achieving formal goals and ensuring organizational competitiveness were not discussed by staff, supporting this idea. The functional separation of staff may have also played a role in their preference for stronger clan cultural traits. Staff spoke of an existing strong clan culture within their office, unmarred by some of the divisions that faculty spoke of. This may

contribute to an even stronger desire for clan culture within the staff. Additionally, staff spoke of wanting more collaboration and interaction with other groups in the college and across campus. Though NTT and admin also spoke to this code, TT did not, creating room for it to contribute to this difference between staff and faculty/admin.

While quantitative results indicated NTT faculty have less preference for clan culture than other groups, the interviews provided little insight to that result.

In summary, the quantitative and qualitative data revealed three major desired culture shifts as well as numerous other insights to the current culture, the culture that college employees would desire to develop, and differing experiences across groups. These insights highlight specific areas in which the college has opportunity to bolster its culture and, through that, build upon its successes.

### Intervention Ideas

While various opportunity areas were revealed throughout the study, four major themes emerged as being the most impactful opportunity areas to move the culture in the preferred direction: improving cohesion between groups, increasing trust and openness, focusing more on student support, and encouraging innovation. Ideas for interventions that may produce positive movement within these opportunity areas were generated to support the college should it desire to act on the findings of this study. Idea generation began with a review of literature that outlined interventions used by other organizations to move in similar directions as well as literature that offered theoretical suggestions for developing clan culture, adhocracy culture, or the associated themes that arose during the interviews. The search did not present many specific interventions that are applicable to the college's situation; however, it did uncover several general

recommendations for developing characteristics of clan and adhocracy cultures. These recommendations are summarized in Table 8. The table indicates the culture type(s) that the recommendations are associated with as well as the sources that contributed.

Informed by the findings from the literature, potential interventions were brainstormed, resulting in more than 100 ideas. In collaboration with an MSU engineering alumnus, the opportunity areas were addressed one at a time, starting with discussion of the opportunity, followed by open idea generation and documentation using sticky notes. Later, the list was reduced to 24 potential interventions (see APPENDIX H) through the combination of similar ideas and the removal of the least promising or potentially counter-productive ideas. This set of ideas was further reduced to the most promising ideas (see Figure 14) using estimates of difficulty or cost of implementation, social acceptance, and impact potential. Each idea was scored on these three dimensions using a three-tier ranking system where a score of 1 was associated with opposition to implementation (i.e., high cost, low acceptance, low impact) and a score of 3 was associated with support for implementation (i.e., low cost, high acceptance, high impact). The sum of the three scores received by each idea created their total scores, upon which selection of the final list of intervention ideas was based. The scoring matrix is presented in APPENDIX H. Idea selection was stratified across the four opportunity areas to assure that each was amply addressed; certain ideas were combined where synergy was present. Figure 14 presents an overview of each of the final intervention ideas along with the ideas' primary relation to the four opportunity areas, and the contributing literature recommendations. Each of the ideas is further expounded in the following paragraphs.

Clan & Adhocracy	i.	<b>Implement reward systems</b> that are empowering, integrate individuals with a larger team, are member-friendly, and reward creative efforts. Extrinsic rewards should complement intrinsic motivators and positive public recognition should not be overlooked (Amabile, 1997, 1998; Amabile & Pratt, 2016; Burroughs et al., 2011; Cameron & Quinn, 2011; Gong et al., 2022; Gould-Williams, 2003; Hooijberg & Petrock, 1993; Im et al., 2013; Kezar, 2005; Martins & Terblanche, 2003; Ovseiko & Buchan, 2012).
	ii.	<b>Develop cross-functional collaboration and communication</b> particularly among people with dissimilar viewpoints, through formal and/or informal interactions (Amabile & Pratt, 2016; Belasen & Rufer, 2013; Cameron & Quinn, 2011; Forsten-Astikainen et al., 2017; Igo & Skitmore, 2006; Im et al., 2013; Kezar, 2005; Martins & Terblanche, 2003).
	iii.	<b>Develop employees' creativity, professional, and leadership skills.</b> These could include skills such as paradoxical thinking, transformational leadership, productive conversations, effective listening, innovation management (Amabile, 1998; Belasen & Rufer, 2013; Burroughs et al., 2011; Cameron & Quinn, 2011; Li et al., 2017; Martins & Terblanche, 2003; O'Neill et al., 2021; Varner, 1996).
	iv.	<b>Avoid unnecessary rules, levels of hierarchy, and management controls.</b> Instead develop flexible structures and roles (Amabile, 1998; Amabile & Pratt, 2016; Cameron & Quinn, 2011; Gong et al., 2022; Gould-Williams, 2003; Hooijberg & Petrock, 1993; Igo & Skitmore, 2006; Martins & Terblanche, 2003).
	v.	<b>Empower employees</b> through delegation, shared decision-making authority, and involvement in strategic planning (Amabile & Pratt, 2016; Cameron & Quinn, 2011; Gong et al., 2022; Gould-Williams, 2003; Hooijberg & Petrock, 1993; Igo & Skitmore, 2006; Martins & Terblanche, 2003).
	vi.	<b>Show leadership support for clan and adhocracy values.</b> Strategies can include emphasizing the innovative past of the organization, supporting reasoned risk-taking, open questioning, diversity of beliefs, and open communication, using slogans that communicate organizational values, celebrating trail-and-error learning, respecting seniority, and clearly integrating innovation into organizational goals (Amabile & Pratt, 2016; Cameron & Quinn, 2011; Gong et al., 2022; Kezar, 2005; Martins & Terblanche, 2003; Varner, 1996).
	vii.	<b>Employ teamwork</b> to create connections, structural flexibility, cross-functional coordination (Cameron & Quinn, 2011; Gould-Williams, 2003; Hooijberg & Petrock, 1993; Martins & Terblanche, 2003).
	viii.	<b>Seek employee suggestions</b> , making it simple to share and developing the promising ideas (Amabile, 1997; Amabile & Pratt, 2016; Cameron & Quinn, 2011).
Clan	ix.	<b>Communicate frequently and clearly throughout the organization.</b> As leaders, communicate frequently, highlighting business-related issues, clear goals and expectations strategic information, and motivational vision. Encourage open, spontaneous discussion between employees and create opportunities for updates across teams (Amabile & Pratt, 2016; Cameron & Quinn, 2011; Gould-Williams, 2003; Martins & Terblanche, 2003; O'Neill et al., 2021; Thomas et al., 2009).
	x.	<b>Establish 360-degree performance reviews</b> (Cameron & Quinn, 2011; Gong et al., 2022).
	xi.	<b>Recognize and acknowledge when trust is broken</b> , accepting responsibility, and seeking forgiveness to rebuild the trust (Lewicki & Bunker, 1996).
Adhocracy	xii.	<b>Sponsor social events</b> such as BBQs, birthday celebrations, or retirement celebrations (Gong et al., 2022).
	xiii.	<b>Allocate resources for innovation.</b> Resources include people with sufficient expertise, skill, creativity, and interest; financing; supporting infrastructure within and external to the organization; access to necessary information; and most importantly time (Amabile & Pratt, 2016; Cameron & Quinn, 2011; Martins & Terblanche, 2003).
	xiv.	<b>Integrate closely with customers and markets</b> , focusing on solving customers' problems and identifying new opportunities (Cameron & Quinn, 2011; Hooijberg & Petrock, 1993; Martins & Terblanche, 2003).
	xv.	<b>Experiment with changes</b> , simplifying, implementing quickly and on small scale, allowing modification before making a final decision (Cameron & Quinn, 2011; Van de Ven, 1993).

Table 8. Literature insights to the development of clan and adhocracy cultures.

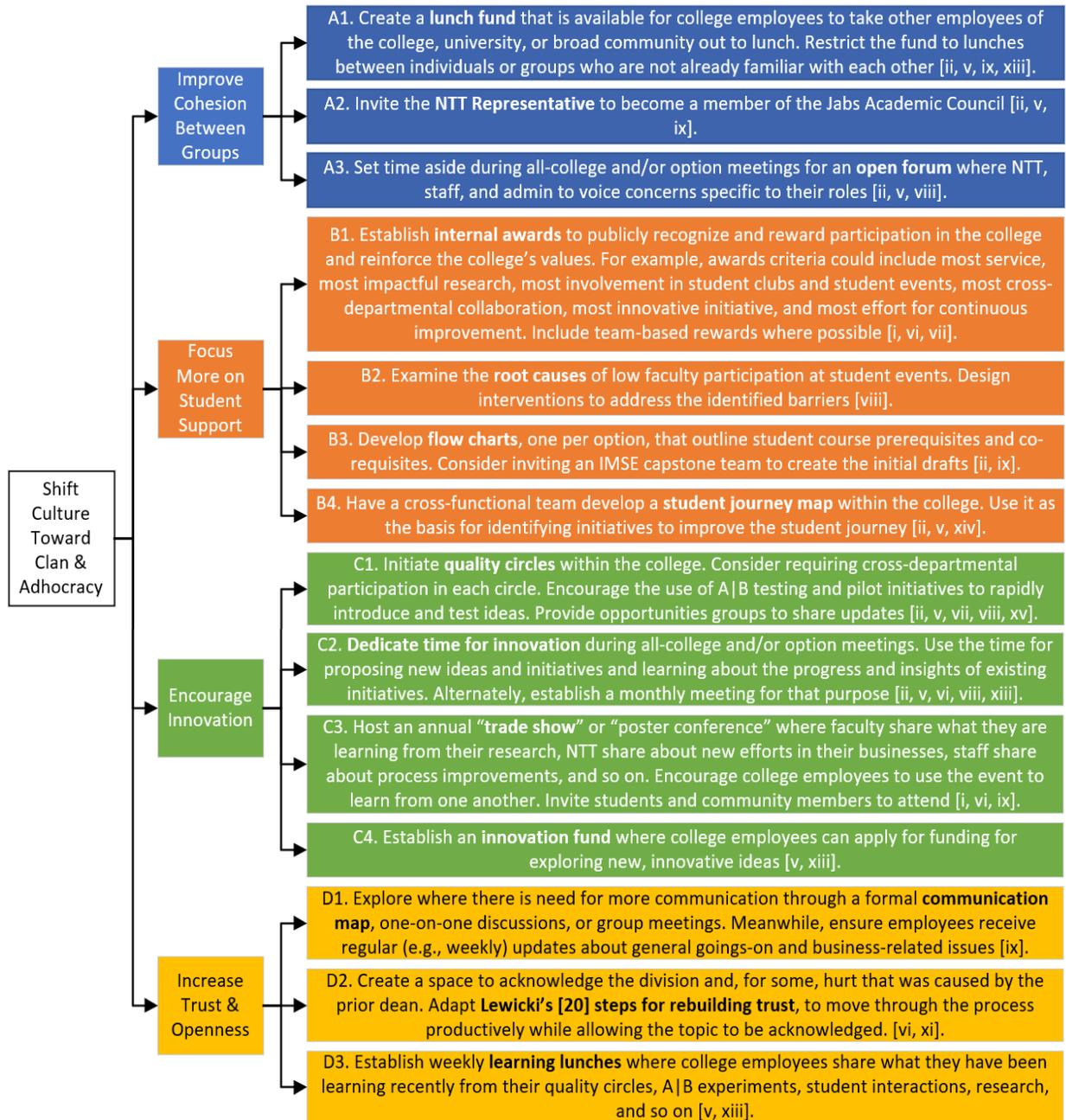


Figure 14. Intervention ideas for the college's consideration, by opportunity area.

**A1. Lunch Fund.** The lunch fund would be sponsored by the college and open to all employees of the college. It is intended to be a simple and flexible means of inviting college employees to build connections with each other and others around the university and to cross existing social or functional barriers. The fund would operate on the honors systems, preferably without an application process, though it could have certain restrictions (e.g., amount per person, number of times used per semester) if desired by the college.

**A2. NTT Representative.** The NTT representative invited to become a part of the Jobs Academic Council would preferably be the existing representative elected by the non-tenure track faculty. Inclusion of an NTT representative could better surface the skills and insights of NTT faculty members to the college's leadership. It could reduce some of the frustrations caused by the informal hierarchy by providing NTT a means of voicing their ideas and concerns, as well as a means of learning about college's culture, vision, and its goings-on.

**A3. Open Forum.** The open forum is time during meetings, either the all-college meetings or option meetings, where NTT faculty members, staff, and admin are specifically encouraged to share concerns or ideas. The intention is to provide individuals from these roles opportunities to be heard, to reduce the negative impacts of the informal hierarchy, and to bring to the college's attention opportunities and issues that only these individuals may be aware of.

**B1. Internal Awards.** The internal awards would be sponsored by the college to recognize JJCBE employees for upholding values espoused by the college. The awards could take a format similar to MSU awards with nominations and screening processes or could be awarded by leadership. Internally sponsored awards allow the college to formally and publicly recognize and reward behaviors that are specific to the values and goals of the college (e.g.,

service, research, student success/support). Team awards, which could include groups such as task forces, committees, quality circles, and informal partnerships, would encourage collaboration and the development of a stronger clan culture.

**B2. Root Cause Analysis.** The findings of this study suggested that the degradation of social connections contributed to a work-to-rule culture, which among other things leads to low faculty participation at student events. However, this causal hypothesis was not tested and others (e.g., family responsibilities of faculty with young children, faculty unawareness of low participation) were also suggested during the study. The root cause analysis could better uncover the reasons why faculty do not participate as much as would be desired so that appropriate steps can be taken to better encourage and allow participation.

**B3. Option Flow Charts.** The option flow charts would represent a visual map of the courses required for graduation from each option including course co-requisites, pre-requisites, and elective/core status. The charts could provide a means of clearly communicating degree requirements to students and managing requirements as they change over time. They also may provide a concrete means of coordinating expectations among faculty and between faculty and staff. The development of the charts could be used as a cross-functional collaboration opportunity or could potentially be outsourced without cost to an Industrial and Management Systems Engineering capstone team from MSU's engineering college.

**B4. Student Journey Map.** Student journey maps are a comprehensive and structured means of exploring the personas, stages, touchpoints, and mindsets that students experience throughout their academic journey (Wiley, 2020). Creating a student journey map would not only provide opportunity for cross-functional collaboration but would also provide a means of

better understanding the student experience and identify opportunities to improve the student/prospective student experience and hit metrics (e.g., boost enrollment numbers, increase retention).

**C1. Quality Circles.** A quality circle is “a group of employees that meets regularly to consider ways of resolving problems and improving production in their organization” (Oxford University Press, 2022). Quality circles would harness the intellect and drive of employees to make improvements in the college and in the student experience. The intent of quality circles is to create space for and ownership of innovation, empower employees of all roles, create cross-functional connections, and, with the hope of the quality circles becoming socially accepted, could reduce social barriers to innovation. Rapid A|B testing of one option against another could help the circles be especially impactful by clearly and empirically revealing the benefits and costs of new solutions. Providing space for circles to share their learnings and efforts with the rest of the college supports a learning culture and provides an opportunity to recognize the groups’ efforts.

**C2. Innovation Meeting Time.** The innovation meeting time is a segment of the all-college meeting or specifically dedicated meeting for discussing innovative initiatives within the college. The discussion would cover all stages from proposal, to learnings, to implementation and would be an opportunity for individuals of all roles to share with the college. Dedicating time specifically towards innovation would not only show leadership support and provide time - a practical and highly necessary resource – but would also support organizational learning, would hopefully surface a wide array of ideas, and could help provide opportunities for building buy-in.

**C3. Trade Show.** The trade show is not quite a traditional trade show but is an event hosted by JJCBE for innovative efforts to be recognized and shared to create excitement around innovation, spread knowledge and learning, and create connections. The event could be hosted in a fashion similar to a poster conference where “presenters” display a poster or other form of talking point about their work and attendees can explore to learn about various efforts. While research would undoubtedly be shared, the event would focus more broadly on anything innovative that brings value to the college, its employees, or its students.

**C4. Innovation Fund.** The innovation fund would be sponsored by the college to support all types of innovative efforts led by employees of the college across all positions, so long as the effort provides benefit to the college. The fund would not support day-to-day operations but would be reserved for the exploration and/or implementation of ideas and initiatives that are profoundly different from the current goings-on within the college. While the fund may encourage research, it is more than just a research fund. For example, new innovative course development, interdisciplinary collaboration, experiments to improve student success, and rapid improvement events (also known as kaizen events) could all be provided for by this fund. The intention is to show formal support for innovation and empower all employees to pursue improvements that will drive the college. The fund would likely have an application process associated with it, providing an opportunity to share feedback, review requested amounts, and ensure initiatives will not have significant negative impact on students or the college. This intervention could be especially impactful if combined with another such as the “trade show,” where college employees can showcase, be recognized for, and learn from each other’s innovative initiatives.

**D1. Communication Map.** The communication map is an exploration of employee's desires and needs for communication, especially communication from leadership. It can take the form of a formal map or can be a more informal exploration. The intention is to provide common understanding of the adequacy of existing frequency and modes of communication and to identify specific areas in which more or different communication would be useful.

**D2. Trust Rebuilding Process.** The trust rebuilding process would be a short conversation lead by leadership with the college or at minimum the tenure track faculty. The conversation would flow through a modified form of the steps Lewicki and Bunker (1996) provided for rebuilding trust: acknowledge a violation of trust has occurred, admit who cause the violation, admit the violation was destructive, accept responsibility, and move towards forgiveness or actions to rebuild the trust (e.g., building change buy-in). Such acknowledgement from leadership would likely help college participants move on from the difficulties of the past several years.

**D3. Learning Lunches.** The learning lunches are open-invitation meetings for all college employees that are a fun way of sharing information, creating connections, building excitement, and spreading learnings from improvement efforts. The meetings could be held monthly or weekly in a reserved conference room over the lunch hour and could involve open discussion about improvement or innovation efforts or could be slightly more formal with a few presenters at each meeting. The intent would be to explore new ideas and learn about on-going efforts as opposed to critiquing or evaluating efforts.

These potential interventions serve to increase clan and/or adhocracy characteristics within the college. Table 9 indicates which desired cultural change(s) a given intervention idea

may support, indicating primary and secondary contribution with two or one addition signs, respectively. Decrease hierarchy is not included because of the unclear desire specifically for reducing the prevalence of hierarchy characteristics and because of the frequently unclear relation between the ideas and hierarchy culture.

	Increase Clan	Increase Adhocracy
<b>A1. Lunch Fund</b>	++	+
<b>A2. NTT Representative</b>	++	+
<b>A3. Open Forum</b>	+	+
<b>B1. Internal Awards</b>	+	++
<b>B2. Root Cause Analysis</b>	+	+
<b>B3. Option Flow Charts</b>		+
<b>B4. Student Journey Map</b>	+	++
<b>C1. Quality Circles</b>	+	++
<b>C2. Innovation Meeting Time</b>	+	++
<b>C3. Trade Show</b>	+	++
<b>C4. Innovation Fund</b>		++
<b>D1. Communication Map</b>	++	
<b>D2. Trust Rebuilding Process</b>	++	
<b>D3. Learning Lunches</b>	+	++

Table 9. Relationships between the intervention ideas and desired cultural changes.

The understandings developed through this study of JJCBE’s culture and the desires held by participants provide meaningful opportunity for engaging in behaviors and conducting interventions to spark cultural and organizational development to continue building a stronger, more positive, and useful culture within the college. The research-based, literature-informed intervention ideas above provide a starting place for engaging that development, with some subset of ideas likely being most relevant to the college’s current capacity, plans, and goals. Emphasis of organization-wide cultural agreements combined with mindfulness of subgroup differences and concerns may successfully contribute to the strengthening of group relations as

originally called for during the pilot study. While formal systems did not become a focus of the study, the intervention ideas innately may contribute to useful deployment of supportive formal systems. Ultimately, this de-emphasis of formal systems is likely appropriate given the faltering track record hierarchy type cultures have been associated with.

## CHAPTER SIX

## CONCLUSION

Using a mixed methods approach and the framing of the CVF, this study attempted to answer the following questions:

1. How are JJCBE's current and preferred state culture profiles characterized according to the CVF?
2. How do typological profiles differ between subgroups within the college?
3. How do the CVF typologies manifest in JJCBE?

In doing so, practical insights were developed to support the progression of organizational effectiveness within JJCBE and a CVF-based mixed methods review of integration- and differentiation-level culture in an academic setting was presented.

The study revealed that JJCBE is currently characterized by a balanced, non-congruent, clan- and hierarchy- type culture. Qualitative data revealed that this current state corresponds to a workplace that is friendly and supportive, that does have various forms of group separation, that is building capacity for innovation, and is working to move past a work-to-rule culture.

Participant responses indicated a desire to move toward a balanced, congruent, clan-type culture by building on clan and adhocracy characteristics and decreasing the prevalence of hierarchy characteristics. Interview insights suggested that these desired changes include increasing trust and openness, improving cohesion between groups, encouraging innovation, and focusing more on student support. The analyzed gender, option, role, and seniority groups were found to present significant subcultural differences, some of which corresponded with areas that were discussed as opportunities to improve cohesion between groups. Even with the presence of subcultural

differences, there was much cohesion across groups in the cultural direction that participants desired to move. In sum, the results highlighted four opportunity areas (increasing trust and openness, improving cohesion between groups, focusing more on student support, and encouraging innovation) in which JJCBE may want to act to shift the organization's culture and provided ideas for interventions which may support cultural development in those areas.

### Theoretical Contributions

As discussed in the above literature review, Martin (1992) argues that three cultural perspectives – integration, differentiation, and fragmentation - ought to be applied together during research. Cameron's Competing Values Framework is one of the most extensively applied cultural models, yet the literature reveals little work towards combining its integration approach with methodologies that provides insight to the differentiation and fragmentation perspectives. Using the CVF Adkinson (2005) and Papparone (2003) established the presence of significant fragmentation across demographic and departmental indicators, respectively. This study takes that work a step further, confirming the presence of statistically significant differentiation across a variety of demographic designators and using qualitative methodologies to further describe the subcultures and relations between them. This provides a method of exploring differentiation that is compatible with the methodologies of the CVF.

During the development of the CVF Cameron and Freeman strategically chose to "sacrifice analytic depth for comparative breadth" (Cameron & Freeman, 1991). This allowed descriptions of cultural attributes of a large sample of organizations, contributing to the development of cultural profiles for entire industries (Cameron & Quinn, 2011) and statistical analysis of the relation between culture and other constructs such as organizational effectiveness

(Cameron & Freeman, 1991; Smart & St. John, 1996). Primarily after the turn of the century, the framework has become a common tool in case study research of organizational culture. While providing comparability across case studies, the framework is frequently applied in a way that disregards the development of an in-depth and multi-faceted understanding of the situation. Instead, most studies rely upon the generalized, quantified culture typology scores. The follow-up interviews this study employed provide a methodology for regaining analytic depth in research grounded in the Competing Values Framework that may be particularly applicable in case study research. Rukh and Qadeer (2018) provides one notable exception to this trend, engaging the CVF's quantitative approach in combination with an ethnographic methodology. While Rukh and Qadeer limited their study to executive-level interviews this study included participants from all roles within the organization, providing a wider perspective that captured subcultural nuances.

This study also contributes to the understanding of organizational cultures in North American research universities. Case studies have used the CVF to explore the cultures of non-academic departments (e.g., extension center, library), specialized schools (e.g., military university, academic health center), and foreign universities. However, surprisingly few have applied the CVF within the context of a typical North American research university and none, to this researcher's knowledge, have applied the CVF at the academic college level. Not only does this study provide an assessment of organization-level culture and subcultures, but also provides insight to what practical characteristics increases in clan and adhocracy may relate to within academia. Additionally, prior research has provided few insights to the specific action that may

be taken to shift organizational culture given the unique constraints and characteristics of academia. This study contributes new knowledge to those research gaps.

This study also contributes new intervention ideas for affecting cultural change and presents a novel method for generating such ideas. This methodology may be especially relevant for CVF-based case studies that are conducted by third parties with hopes of practical benefit to the organization.

### Limitations

There are a few limitations that should be considered when reviewing the results of this study. Some of these limitations (2-6) are particularly relevant to the application of the findings within the JJCBE. Others are most applicable to the theoretical contributions of this study (7-8).

1. Due to human resource availability and degree requirements, this study was conducted by a single researcher. This may have introduced bias into the study, particularly in the collection and analysis of the qualitative data. The Myers-Briggs personality assessment (Myers & Briggs, 1962) was developed from the same Jungian dimensions as the Competing Values Framework. To the extent to which Myers-Briggs personality types may be predictive of personal preference of culture typology, I am likely to prefer cultures which emphasize the clan and adhocracy culture typologies, which may suggest a bias toward those typologies. While several steps were taken to mitigate research bias, including the triangulation of the qualitative and quantitative results, it nonetheless may have influenced the collection and analysis and interpretation of findings.
2. With the relatively small number of employees (N=89) within JJCBE and strategic decisions to advance the study to allow for timely completion, study sample sizes are

relatively small (n=41). While not posing issues at the organization level, sample sizes were well below standard statistical minimums (i.e., n=30) when disaggregated by demographic. Sample sizes are reported alongside results to allow results involving small sample sizes to be interpreted with caution.

3. Despite efforts to encourage wide participation, including deadline extension and in-person follow-ups, the study had less than a 100% participation rate creating a possibility that the results of this study may not be representative of the entire college. After efforts were made to increase questionnaire participation rates, progress was strategically traded off with sample size to allow timely completion of the study. In addition, to ensure the widest generalizability of interview results possible, interviewees were selected from non-outlier respondents using random stratified selection.
4. Following the practices of prior CVF research (Adkinson, 2005), subcultures were analyzed along demographic categories. Readers should be aware that cross-demographic subcultures may also exist within JJCBE.
5. The span of time between data collection and publication of this report may cause some of the results contained herein to be out-of-date. To ensure usefulness of study findings within the college, results were strategically shared with college leadership and the wider college body over the course of the study. Timeline should have minimal impact on the theoretical contributions of the study.
6. Though common practice and outlier research (Aguinis et al., 2013, pp. e.g., ) call for the exclusion of outliers due to the disproportionate effect outliers have in statistically analyzed results, doing so precludes the consideration of the potentially unique insights

and experiences that outliers may have to add. To capture these potential insights, the influential outliers identified in this study were qualitatively reviewed for demographic and result trends and key analyses were repeated to assess the robustness of results.

7. The nature of case studies may limit the generalizability of the findings and intervention ideas contained herein to academic units within research universities. Additional work is needed to extend generalizability to other organizational contexts. However, the methodologies presented herein are likely widely applicable for developing a complex understanding of both organization-level culture and subcultures.

#### Future Research - Theoretical

The findings of this study highlight several areas in which further research may contribute to better understanding of organizational culture and more complex applications of the CVF. First of these is further exploration of the intersection of the CVF and Martin's three perspective model. Previous literature has suggested that differentiation level subcultures cut across functional boundaries and may likely also cut across demographic boundaries. Conducting open-ended grouping analysis of OCAI results, such as the analyses Hofstede (1998) conducted without the framing of the CVF, could provide a means of allowing natural emergence of subcultures and bolster the insights provided by the CVF. This would advance quantitative assessment of subculture beyond the pre-defined demographic and departmental categories as seen in this study, Adkinson (2005), and (Paparone, 2003). The development of such assessment methodologies could aid researchers and practitioners in identifying the most poignant group differences and may support the development of better theoretical understanding of the lines along which subcultures emerge.

A second opportunity similarly lies in better integration of the CVF and Martin's three perspective model. To this researcher's knowledge, the work that has been done thus far has not yet incorporated the fragmentation perspective. The development of methodologies that are compatible with the CVF for exploring the fragmentation level could allow researchers to explore culture with more analytic depth while also being able to rely on the empirical validity and abundant research surrounding the CVF. Given the ubiquity of the CVF, if such methodologies were developed in a way that maintains the relative analytical simplicity of the CVF, such work may serve to raise the overall complexity with which cultural studies are conducted.

To this researcher's knowledge, the literature is currently lacking longitudinal studies that study organizational culture in combination with organizational effectiveness. Because of this, causal relationships between the two constructs have not yet been established, rather existing research has only presented correlative relationships. Longitudinal studies that investigate both constructs, particularly over a time of purposeful cultural development, could significantly advance the field of organizational culture.

Another opportunity is the development of practitioner resources for engaging specific interventions to create cultural change toward each of the four cultural quadrants. Cameron and Quinn (2011) and (Gong et al., 2022) provide some such resources. However, review and consolidation of the vast literature related to characteristics of each of the typologies could contribute to a more comprehensive "one-stop-shop" resource for practitioners and managers engaging the CVF in their organization. In particular, a focus on what interventions may be used to shift an organization's culture in a given direction may be useful. Such a resource could be

further expounded by categorizing recommendations and insights as they relate to specific industries or characteristics (e.g., trust, innovation, efficiency, market-orientation) that an organization may want to develop within each typology. Making information readily available to support intervention development could increase the tangible impact of cultural theory and the CVF.

More extensive study of women's responses to the CVF compared to men's and how that might relate to successful leadership of women as well as women's approach to leadership could also be an insightful and useful avenue of study. Belasen and Frank (2012) have conducted some work along these lines, but opportunity remains to further understand the relationship and insights it may provide.

Another potentially astute research avenue is review of the usefulness of combining a CVF cultural assessment with a Myers-Briggs personality assessment to determine employee-organization or employee-department cultural fit. The common basis of these two assessments in Jung's archetypes is likely to produce comparable results despite the assessment level differences.

These research focuses may continue to march forward understanding of organizational culture and better support the generalized application of existing knowledge. There are also research paths which leadership or participants within JJCBE may want to consider in support of the development of their organization.

#### Future Work – Applied within JJCBE

Within the college major activities related to this study would likely focus around implementing interventions to shift the culture towards clan and adhocracy. At minimum, I

suggest the college engage enough interventions to address the four opportunity areas identified in the discussion. This may take the shape of one intervention that addresses all four areas, multiple interventions which address one or two areas each, or one intervention within each area. Prior to the implementation of each intervention, success metrics should be identified such that the impact of the given intervention can be measured. After implementation, the results should be reviewed and used to inform future action. Ideally, I would suggest the college consider implementing interventions in series to experimentally assess their impact before selecting interventions that will be implemented long-term. By providing opportunity for input and engaging rapid experimentation, the approach itself would be consistent with development of clan and adhocracy characteristics.

To track the overall efficacy of such efforts the college may want to conduct a second cultural assessment in the future. Such an assessment could be conducted at least one year after the conclusion of this study to allow adequate time for a cultural shift to occur. Future assessment of organizational culture would not need to be nearly as extensive as the assessment contained within this study. At minimum, JJCBE may want to consider administration of the OCAI to all college employees to assess organization-level culture, though subcultural assessment and follow-up interviews may provide additional useful insights. The organizational-level assessment would, at minimum, allow cultural shifts from the current state presented in this study to be measured. It could also possibly indicate cultural satisfaction, if current and preferred state results prove to be substantially equivalent, or could provide updated direction for further cultural development.

JJCBE may also want to consider a longitudinal study of organizational effectiveness to parallel these cultural assessments. A longitudinal study of OE would indicate if the engaged cultural development impacts OE outcomes. This would not only support the validity of cultural initiatives within JJCBE and with MSU leadership but could also advance organizational research as mentioned above. To ensure temporal relevance, organizational effectiveness outcomes would need to be assessed as close as possible to administration of the OCAI both in this study and any future assessments. OE indicators could include measures such as those developed by Cameron (1978) or could be preexisting metrics used within JJCBE.

It is important to consider that culture change is said to be impossible without personal behavioral change and competency development, especially on the part of leadership. It is vital for leaders to “walk the talk”. (Cameron & Quinn, 2011). According to Cameron and Quinn (2011), within organizations with a clan culture, the most effective leaders are parent figures, team builders, facilitators, nurturers, mentors, and supporters. These leaders foster cohesion, high levels of employee morale, the development of human resources, teamwork, empowerment, and commitment through employee involvement and participation. Core competencies include managing teams by facilitating effective, cohesive, and high-performing teamwork; managing interpersonal relationships by including supportive feedback, listening, and facilitating the resolution of interpersonal problems; and managing the development of others by helping individuals improve their performance, expand their competencies, and obtain development opportunities. Within organizations with an adhocracy culture, the most effective leaders are entrepreneurial, visionary, innovative, creative, risk-oriented, and focused on the future. These leaders value new products, creative solutions to problems, cutting-edge ideas, and growth in

new markets in support of establishing new opportunities and gaining new customers. Core competencies include managing innovation by encouraging individuals to innovate, facilitating generation of new ideas, and expanding alternatives; managing the future by communicating clear vision and facilitating its accomplishment; and managing continuous improvement by fostering flexibility, a continuous improvement orientation, and productive change. More generally and across culture types, leaders who display more complex and varied set of behaviors, in other words leaders who exhibit behavioral complexity, are seen as the most effective (Denison et al., 1995). This behavioral complexity may be especially relevant within JJCBE given the balanced nature of both the current and preferred profiles of the college.

Leadership within JJCBE may want to consider the assessment and development of competencies within the college, especially amongst the leadership team, that will support the desired culture change. Chapter 6 of (Cameron & Quinn, 2011) presents a method for such a review using the Management Skills Assessment Instrument, a questionnaire and 360-degree feedback system that aligns with CVF competencies and has been used in organizations across the globe. In addition to the competencies recommended by theory, JJCBE leadership may also want to consider the traits highlighted by participants as characteristics of successful leadership within the college that are discussed in the qualitative results section. JJCBE may want to look for these leadership traits and competencies in future leadership of the college as well, especially as another potential leadership transition approaches. CVF literature may be able to provide support for arguing the benefit of such traits to a wider audience, such as MSU leadership.

As these activities are engaged, JJCBE leadership may also want to consider the impact of the college's formal systems. The pilot study suggested formal systems as a potentially useful

focus area, indicating that review of role definitions, processes, and planning systems may be beneficial. While this study emphasized cultural aspects, many of the interventions ideas outlined above would employ formal systems in their implementation. It may be useful to consider how formal systems may further support the college's effort to become nimble and innovative, to create bridges between groups, and to achieve other goals.

### Closing

This thesis presents the progression of an organizational development effort, from initial explorations to final results and suggestions. Through the administration of the OCAI and interviews conducted with several respondents, this study was able to successfully assess the culture of JJCBE, indicate the average desired future culture profile, provide insights to organizational subcultures, and explore these cultural insights with more analytical depth than is typical of CVF-based research. JJCBE participants may find interest in the study for the practical insights into JJCBE and the opportunities the college may want to engage. Students of organizational development, students of organizational culture, and leaders within higher education may find interest in the theoretical contributions, methodologies, and future research opportunities contained herein.

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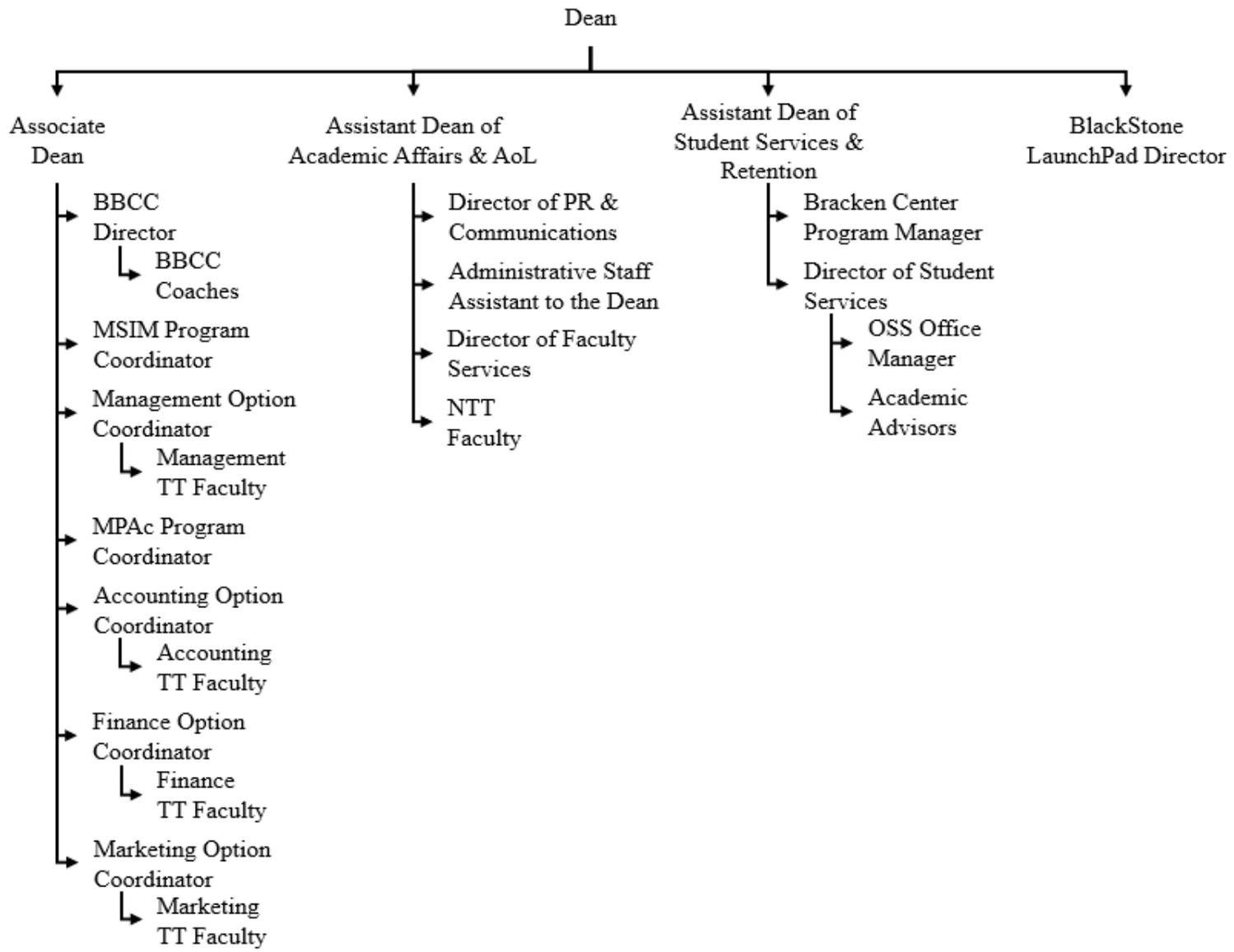
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APPENDICES

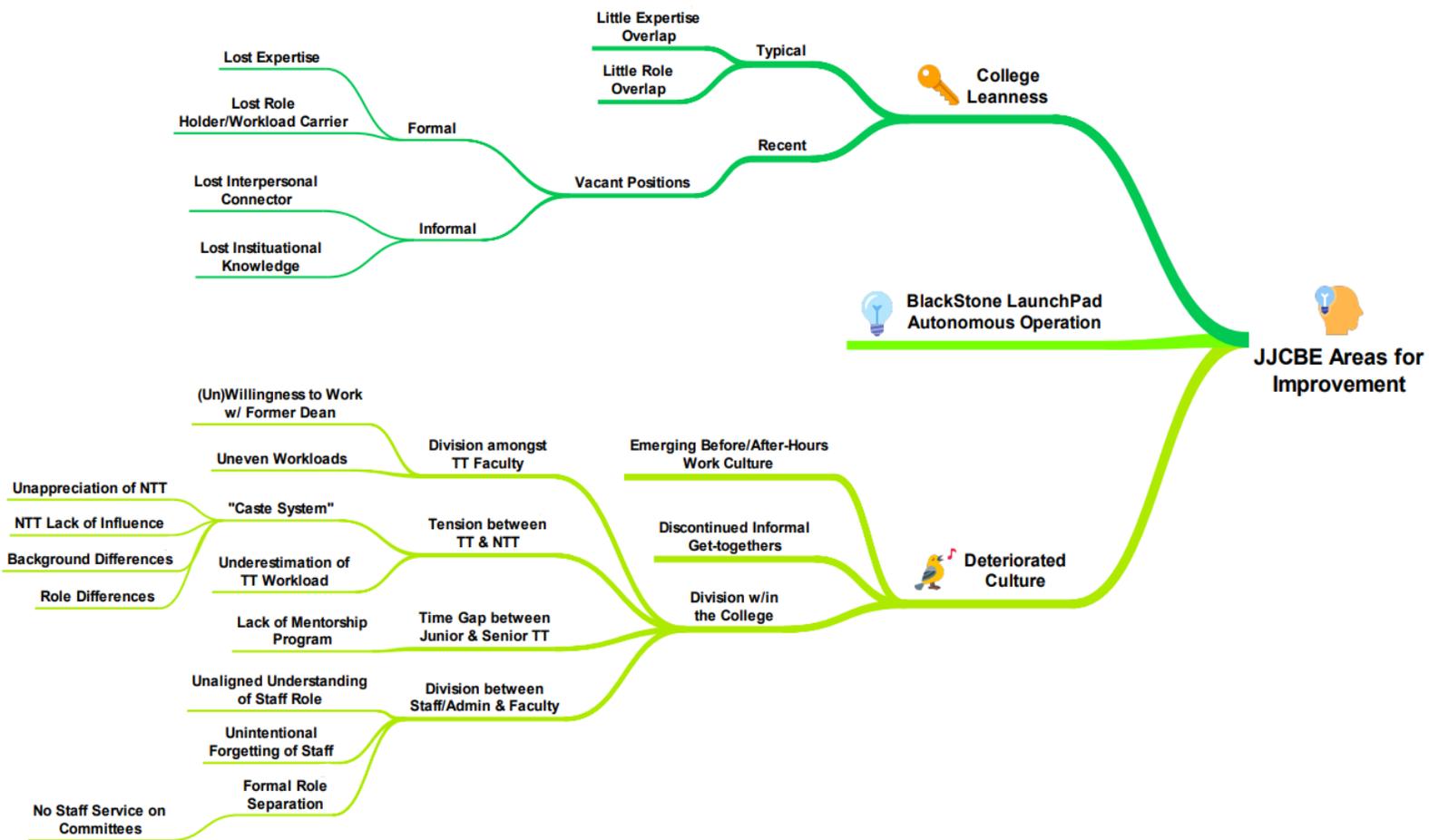
APPENDIX A

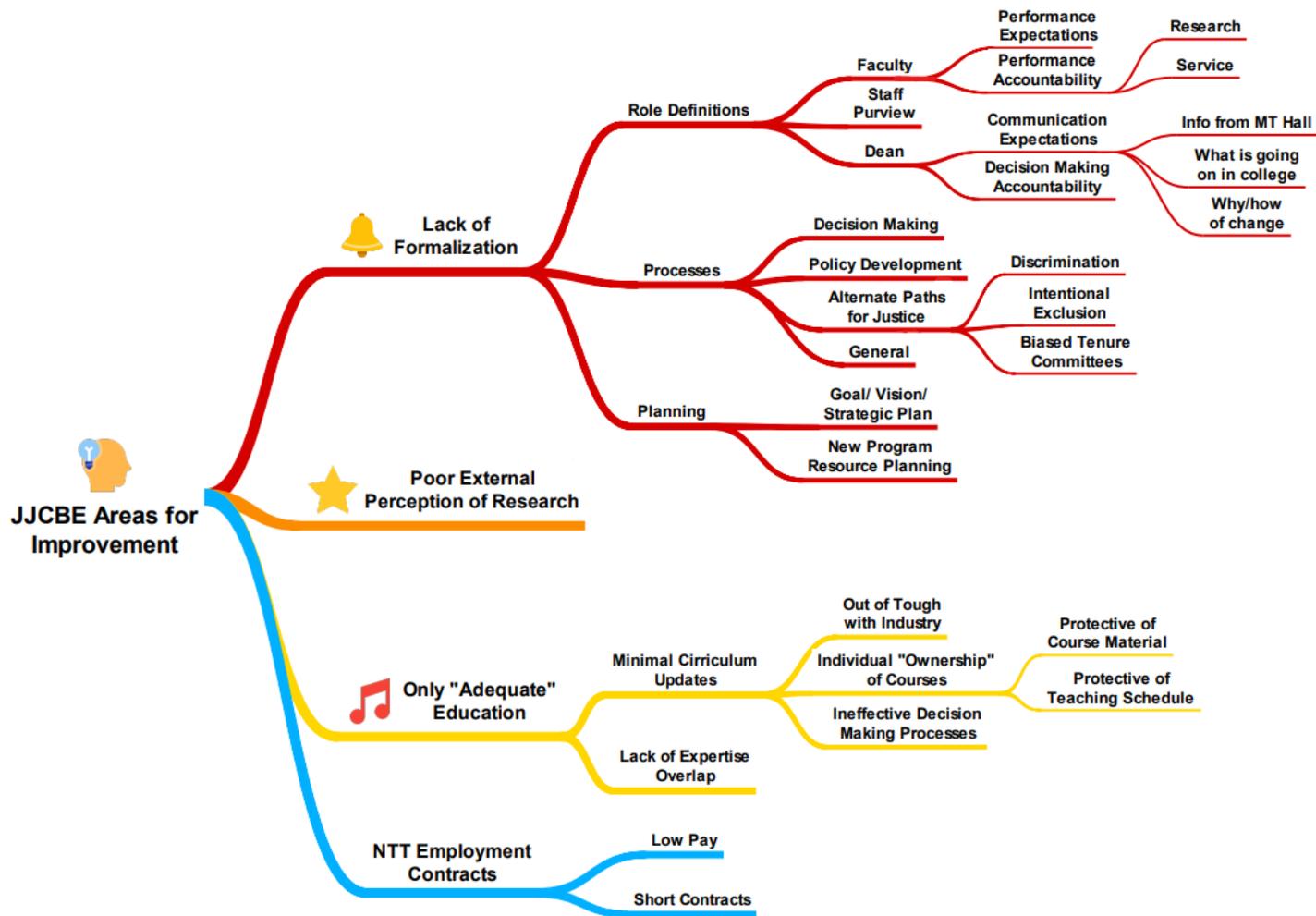
ORGANIZATIONAL CHART



APPENDIX B

PILOT STUDY MIND MAP





APPENDIX C

OCAI QUESTIONNAIRE

**SUBJECT CONSENT FORM FOR  
PARTICIPATION IN HUMAN RESEARCH AT  
MONTANA STATE UNIVERSITY**

**Organizational Assessment of Jake Jabs College of Business and Entrepreneurship using the Competing Values  
Framework: A Case Study**

Introduction – You are being asked to participate in a research study to identify areas of incongruence within the informal organization and between the college’s culture and its formal structures. This study will generate pragmatic recommendation for Jake Jabs College of Business and Entrepreneurship (JJCBE) to consider and will be the basis for a master’s thesis. This study employs the Competing Values Framework and the associated Organizational Culture Assessment Instrument (OCAI) to assess the cultural typology of the college. The questionnaire may help us diagnose the current state of the college’s culture as well as preferred state and cultural differences between groups within the college. You have been asked to participate because of your employment in JJCBE.

Procedure - Participation is voluntary and there is no cost to you to participate. If you agree to participate you will be asked to fill out a questionnaire, allocating points across several statements. The questionnaire is expected to require approximately 20 minutes to complete. Participation is voluntary and you can choose to not answer particular questions or exit out of the questionnaire at any time. Participation or non-participation will not affect your standing within JJCBE.

Risks and Benefits – In general, you should not expect to encounter risk beyond the minimal level expected in the course of everyday life. The primary inconvenience is the time commitment required. The primary risk is the potential disclosure of information related to yourself, your colleagues, or JJCBE. To mitigate this risk data will be deidentified before analysis and will be reported in aggregate. The study is of no direct benefit to you but will provide insight into the college’s values and assumptions, may provide recommendations for improvement for JJCBE to consider as improvement efforts continue, and will support the completion of the researcher’s master’s thesis.

Decline to Participate - If you decline to participate, you may close out of the questionnaire at any time or decline to answer specific questions.

Funding – This research project is not funded. There is no cost to participate in this study.

Confidentiality – Any information obtained in connection with this research study that can be identified with you will be disclosed only with your permission; your responses will be kept confidential by the research team. In any written reports or publications, no one will be identified or identifiable without permission. Data will be reported in aggregate and carefully reviewed to ensure participant identities cannot be inferred. All physical records will be kept in a locked cabinet and electronic records will be password protected on a secure drive.

Questions or Concerns – If you have any questions about this project you can contact Tessa Sybesma at (406) 551-3344 or [tessasybesma@montana.edu](mailto:tessasybesma@montana.edu). If you have additional questions about the rights of human subjects you can contact the Chair of the Institutional Review Board, Mark Quinn, (406) 994-4707, [mquinn@montana.edu](mailto:mquinn@montana.edu).

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AUTHORIZATION: I have read the above and understand the discomforts, inconvenience and risk of this study. I, \_\_\_\_\_ (*name of subject*), agree to participate in this research. I understand that I may later refuse to participate, and that I may withdraw from the study at any time. I have received a copy of this consent form for my own records.

Signed: \_\_\_\_\_

Investigator: Tessa Sybesma

Date: \_\_\_\_\_

APPROVED MSU 02/04/2022  
IRB #TS020422-EX

### Current State

Instructions - For each header, please divide 100 points over the four statements, **focusing on what is currently true of the college**. Assign the most points to the statement that is most true of Jake Jobs College of Business and Entrepreneurship and the least or no points to the statement that does not fit with the organization.

#### Dominant Characteristics

- A. The organization is a very personal place. It is like an extended family. People seem to share a lot of personal information and features. \_\_\_\_\_
  - B. The organization is a very dynamic entrepreneurial place. People are willing to stick out their necks and take risks. \_\_\_\_\_
  - C. The organization is very result oriented. A major concern is 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 \_\_\_\_\_

#### Organizational Leadership

- 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, innovation, 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 \_\_\_\_\_

#### Management of Employees

- 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 \_\_\_\_\_

**Organization Glue**

- 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 an 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 \_\_\_\_\_

**Strategic Emphases**

- 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. Attaining targets and winning in the marketplace are dominant. \_\_\_\_\_
  - D. The organization emphasizes permanence and stability. Efficiency, control, and smooth operations are important. \_\_\_\_\_
- Total \_\_\_\_\_

**Criteria of Success**

- A. The organization defines success on the basis of 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 production are critical. \_\_\_\_\_
- Total \_\_\_\_\_

## Preferred State

Instructions - For each header, please divide 100 points over the four statements, **focusing on what you would prefer to be true of the college in five years**. In other word, if the college is to achieve its highest aspirations, what should the culture be like? Assign the most points to the statement that would be most true of Jake Jobs College of Business and Entrepreneurship and the least or no points to the statement that would not fit with the organization.

### Dominant Characteristics

- A. The organization is a very personal place. It is like an extended family. People seem to share a lot of personal information and features. \_\_\_\_\_
  - B. The organization is a very dynamic entrepreneurial place. People are willing to stick out their necks and take risks. \_\_\_\_\_
  - C. The organization is very result oriented. A major concern is 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 \_\_\_\_\_

### Organizational Leadership

- 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, innovation, 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 \_\_\_\_\_

### Management of Employees

- 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 \_\_\_\_\_

**Organization Glue**

- 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 an 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 \_\_\_\_\_

**Strategic Emphases**

- 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. Attaining targets and winning in the marketplace are dominant. \_\_\_\_\_
  - D. The organization emphasizes permanence and stability. Efficiency, control, and smooth operations are important. \_\_\_\_\_
- Total \_\_\_\_\_

**Criteria of Success**

- A. The organization defines success on the basis of 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 production are critical. \_\_\_\_\_
- Total \_\_\_\_\_

## Demographic Information

### Your role in the college

Staff            Administration            Non-Tenure Track Faculty            Tenure Track Faculty

### Option, if relevant

Accounting            Finance            Management            Marketing            N/A

### Number of years you have worked for the college

0 – 4            5 – 9            10 – 14            15 – 19            20+

### Employment Status

Part-time            Full-time

### Gender

Male            Female            Other            Prefer not to say

APPENDIX D

INTERVIEW PROTOCOL

## Interview Protocol

### Interview Introduction:

- Introductory conversation (e.g., their area of study, classes)
- My background as a master's student in Industrial Engineering and my interest in organizational development
- Study's purpose:
  - Introductory opportunity for me in the organizational development field
  - Master's degree
  - Identify opportunities for improvement in JJCBE
  - The use of the follow up interviews: insight to the practical meaning of the questionnaire results and opportunities for interventions through tangible examples
- Benefits: identify potential improvements for the college and spark discussion within the college
- Risk: generally minimal, though potential for identifying information to be revealed. Managed by anonymizing and aggregating reported data
- Consent form

### Questions:

1. Your responses regarding the current culture seem to lean most heavily towards [culture typology]. Can you share some examples that illustrate why you allocated points that way?
2. (For an aspect with an outlying response, if relevant) Your response to [aspect] leans more heavily toward [culture typology] than the rest of your responses. Why did you allocate points for this aspect in the way you did?
3. On the questionnaire you also indicated your preferred culture typology. What does that look like to you? What benefits would you expect that culture to present?
4. What changes do you think would be needed to move the college in this direction?
5. Was the questionnaire able to accurately represent Jab's culture? If no, why not?
6. (Optional, if time allows) At what level (organization, subgroup, individual) did the questionnaire seem able to accurately represent the college?

### Close-Out:

- Thank you
- May I reach out with further questions?

APPENDIX E

CODEBOOK

First Order Code	Sub Code	No. Contributors	Contributing Roles	No. References
Current State	Group Separation	9	All	34
	<ul style="list-style-type: none"> <li>• Individuals' Need for Initiative</li> <li>• Two Clans</li> <li>• Informal Hierarchy</li> <li>• Separation of Staff</li> <li>• Siloed by Option</li> <li>• Siloed by College</li> </ul>			
	Friendly	8	All	26
	Market Orientation	8	NTT, S, TT	8
	<ul style="list-style-type: none"> <li>• Improving Student Experience</li> </ul>			
	Ineffectiveness of Formal Systems	7	A, NTT, TT	18
	<ul style="list-style-type: none"> <li>• Standard Formal Structures</li> </ul>			
	Innovative	7	NTT, S, TT	13
	Not Innovative	5	NTT, S, TT	12
	Not Formally Communicative	4	A, NTT, TT	13
Preferred State	Low Participation	4	A, NTT, TT	13
	Understaffed	4	All	4
	Misaligned Reward Systems	3	A, TT	9
	Inclusivity	3	A, S, TT	4
	Trust & Openness	10	All	40
	<ul style="list-style-type: none"> <li>• At Least Same as Current</li> </ul>			
	Serving Students	7	All	17
	Fewer Formal Requirements	7	A, NTT, TT	7
	<ul style="list-style-type: none"> <li>• At Least Same as Current</li> </ul>			
	Ability to Evolve	6	NTT, S, TT	26
Openness to Diverse Experiences	6	NTT, S, TT	17	
Motivators	More Communication	5	A, NTT, TT	8
	<ul style="list-style-type: none"> <li>• At Least Same as Current</li> </ul>			
	Interaction & Collaboration	4	A, NTT, S	26
	Little Change	3	S, TT	3
	Reduce Informal Hierarchy	2	NTT	14
	Alignment of Rewards	2	A, TT	6
	Lighten Workload	2	S, NTT	2
	Consistency Especially in Following Rules	1	N/A	11
	Serve Students	8	All	23
	<ul style="list-style-type: none"> <li>• Curriculum and Events</li> <li>• Fill Employer Needs</li> </ul>			
Caring for Employees	7	All	12	
Organizational Success	6	A, NTT, TT	20	
<ul style="list-style-type: none"> <li>• Achieve Formal Goals</li> <li>• Employee Retention</li> <li>• Competitive</li> </ul>				
Personal Preference	6	All	9	
Social Connection & Openness	6	NTT, S, TT	9	
Previous Experience	5	A, S, TT	10	
Capacity for Change and Innovation	4	A, NTT, TT	7	
General Rules	4	NTT, TT	6	
Recognizing Value of Differences	2	NTT, TT	3	
Make Work Easier	2	A, NTT	3	
Consistency	1	N/A	3	
Opportunity for Influence	1	N/A	1	
Faculty Transparency	1	N/A	1	

<b>Success of Leadership</b>	Considerate of Employee Needs	5	A, S, TT	14
	Interactive and Open	5	All	9
	Team Building	4	A, NTT, TT	9
	• Gaining Buy-in			
	Force for Change and Innovation	4	A, NTT, TT	6
	Other	3	S, TT	3
	Consistency	2	A, NTT, TT	11
<b>Clan Definition</b>	Trust, Openness and Personal Connection	8	NTT, S, TT	14
	Supportive and Considerate of Needs	7	NTT, S, TT	9
	Friendly and Social	6	NTT, S, TT	10
	Collaboration and Working Together	4	NTT, S, TT	7
<b>Adhocracy Definition</b>	Innovation and New Ideas	6	NTT, S, TT	10
	Capacity for Change	4	NTT, S, TT	7
	Competitive Advantage	3	NTT, S, TT	4
	Entrepreneurship	3	NTT, TT	3
	Research	2	NTT, TT	3
	Flexibility within Individual Role	2	NTT, TT	2
	Caveats	1	N/A	1
<b>Market Definition</b>	Results Orientation	5	NTT, S, TT	7
	Student Focus	5	All	5
	Manages Market Forces	4	NTT, TT	6
	Internal Competitiveness	3	NTT, S, TT	8
<b>Hierarchy Definition</b>	Policies and Procedures	8	All	13
	Stability or Inflexibility	4	NTT, TT	7
	Formal Hierarchy	3	A, NTT, TT	4
	Informal Hierarchy	2	NTT	4
	Silo-ing	2	S, NTT	2
<b>Demographic Impacts</b>	Prior Interaction with College	N/A	N/A	N/A
	Short Employment	N/A	N/A	N/A
	NTT	N/A	N/A	N/A
	TT	N/A	N/A	N/A
	Staff	N/A	N/A	N/A
	Admin	N/A	N/A	N/A
<b>OCAI Reliability</b>	N/A	N/A	N/A	N/A

APPENDIX F

INTEGRATION SCORES

First Order Code	Sub Code	Org Level	Role	Opt.	Seniority	Gender	Intv
Current State	GS - Individual Need for Initiative	On average, the college increases Clan**	NTT increase Clan less than Staff and TT**		Junior members see less Hierarchy than Senior members**	Women see more Clan than Men**	Non-interviewees see less Clan than Interviewees*
	GS - Two Clans	On average, the college increases Adhocracy**	Staff prefer more Clan than Faculty/Admin*		Senior members increase Clan more than Junior members**	Men see more Market than Women**	
	GS - Informal Hierarchy	On average, the college decreases Hierarchy**	Staff prefer less Market than Faculty/Admin**		Senior members decrease Market more than Junior members**	Women prefer more Clan than Men**	
	GS - Separation of Staff		Staff increase Clan more than Faculty/Admin**			Men prefer more Market than Women**	
	GS - Siloed by Option		Staff decrease Market more than Faculty/Admin**	Management option increases Clan more than Finance option*			
	GS - Siloed by College						
	Friendly						
	Market Orientation						
	Ineffectiveness of Formal Sys.						
	Innovative						
	Not Innovative						
	Not Formally Communicative						
	Low Participation						
	Understaffed						
	Misaligned Reward Systems						
	Inclusivity						
Preferred State	Trust & Openness						
	Serving Students						
	Fewer Formal Requirements						
	Ability to Evolve						



APPENDIX G

MOTIVATOR AND PREFERRED STATE CODE FROM-TO CHART

		To Preferred State Codes											
		Serving Students	Trust & Openness	Ability to Evolve	Openness to Diverse Experiences	Consistency Especially in Following Rules	Fewer Formal Requirements	More Communication	Interaction & Collaboration	Little Change	Reduce Informal Hierarchy	Alignment of Rewards	Lighten Workload
From Motivator Codes	Serve Students	2	1	3		1		1	2			1	
	Social Connection & Openness		3	1					1		1	1	
	Capacity for Change & Innovation				1				1			1	1
	Recognizing Value of Differences				1						1	1	
	Consistency		1					1					
	Caring for Employees	1	1	1	2		1	2				1	1
	Organizational Success	2	2	3		1		1				1	
	Personal Preference		3	1		1	1		1	1			
	Previous Experience		3		1	1							
	General Rules		2	1			1						
	Make Work Easier					1	1	1					
	Opportunity for Influence		1										
Faculty Transparency					1								

APPENDIX H

INTERVENTION IDEA SCORING MATRIX

	<b>Idea</b>	<b>Difficulty/Cost</b>	<b>Acceptance</b>	<b>Impact</b>	<b>Total</b>
<b>Group Cohesion</b>	Lunch Fund	2	3	3	8
	Open Forum	3	2	3	8
	NTT Representative	3	2	2	7
	New Hire Meeting	3	2	2	7
	Cross-functional meetings	2	2	2	6
	Cross-functional dinners	1	2	3	6
<b>Student Support</b>	Option Flow Charts	3	3	2	8
	Student Journey Map	2	3	3	8
	Internal Awards	1	3	3	7
	Root Cause Analysis	2	2	3	7
<b>Innovation</b>	Innovation Fund	2	3	3	8
	Innovation Meeting Time	3	3	2	8
	Innovation Meetings	2	2	3	7
	Quality Circles	1	2	3	7
	A/B Experimentation	2	2	3	7
	Trade Show	1	3	3	7
	Task Forces	3	2	1	6
	Stretch Goals	2	2	2	6
<b>Trust &amp; Openness</b>	Communicate Frequently	3	3	2	8
	Communication Map	2	3	3	8
	Learning Lunches	3	2	3	8
	Trust Rebuilding Process	3	1	3	7
	Professional Development Trainings	1	2	2	5
	360 Degree Feedback System	1	2	2	5