

UNIVERSITY OF CAPE COAST

**ASSESSMENT OF THE ORGANISATIONAL CULTURES OF THE
BUSINESS SCHOOLS OF UNIVERSITY OF GHANA AND CENTRAL
UNIVERSITY COLLEGE, ACCRA**

BY

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: Date:

Name: Worlanyo Kormla Afenyo

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature: Date:

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ABSTRACT

Every organisation has its own unique culture which defines its existence and operation. This culture is so critical to the existence of any organisation and it could either be a barrier to change or a catalyst to the same in an organisation.

This study sets out to assess the organisational culture of the Business schools of University of Ghana and Central University College within the context of Van der Post, De Coning and Smith (1997) dimension of organisational culture. The study made use of cross sectional study design. A total of 103 respondents took part in the study, which was conducted between March and May, 2011. The quantitative data was analyzed with the use of t-test statistic, and descriptive statistics. The qualitative data was transcribed and presented as narratives.

The study noted that the dominant organisational culture in Central Business School was adhocracy while that of University of Ghana Business School was hierarchy. The study also revealed that the dimensions of the culture of the two institutions only differed in terms of culture management, disposition to change, authority and management style. It again indicated that the least preferred aspects of the organisational cultures of both institutions were customer orientation and employee participation in decision making.

Based on the findings, it was concluded that on the whole, the organisational cultures of both institutions are similar. It is recommended that the two institutions improve upon their customer and employee relations in order to stay above the competition and deliver effective services.

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DEDICATION

To my wife; Dzidzoli and children, Worlali, Worlase, and Woeqram.

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LIST OF ACRONYMS

| | |
|------|--|
| CBS | Central Business School |
| CUC | Central University College |
| GCE | General Certificate Examination |
| HND | Higher National Diploma |
| IBM | International Business Machines |
| IDI | In-Depth Interview |
| JHS | Junior High School |
| OC | Organisational Culture |
| OCAI | Organisational Culture Assessment Instrument |
| OCI | Organisational Culture Inventory |
| SHS | Senior High School |
| SPSS | Statistical Product for Service Solution |
| UGBS | University of Ghana Business School |

CHAPTER ONE

INTRODUCTION

Background to the study

Every organisation has its own unique culture which defines its existence and operation. This culture is made up of the fundamental values, assumptions, and beliefs held in common by members of the organisation. It can be thought of as the 'personality' of the organisation. These cultures are dynamic and overtime change to incorporate new patterns of behaviour or idea (Willcoxson & Millett, 2000). Although no universally accepted definition exists for the term, organisational culture generally refers to the shared meanings, beliefs, and understandings held by a particular group or organisation about its problems, practices, and goals (Reichers & Schneider, 1990).

Organisational culture is so critical to the existence of any organisation and it could either be a barrier to change or a catalyst to the same in an organisation. According to Tierney (1988), an organisation's culture can serve as a guide when key decisions in the organisations have to be made and implemented. It also has the ability to build employees' sense of belonging and commitment to the organisation, and this eventually can have an influence on the organisation's performance. Even though an organisational culture in itself may not be a solution to an organisation's problems, it provides decision

makers with useful insights in tackling challenges that would confront the organisation (Tierney, 1988).

Within the university context, an organisational culture can be defined as the “values and beliefs of university stakeholders (i.e. administrators, faculty, students, board members and support staff) based on tradition, which are communicated verbally and nonverbally” (Deal & Kennedy, 1982; Bartell, 2003, as cited in Fralinger, 2007, p. 86). This culture is socially constructed and is subconscious. Employees in the university setting impart the culture to new members, and to a large extent, this influences how employees relate to one another and their work environment. Through the observation of building architecture, campus facility maintenance, student attire and interactions, one can tell a lot about a university’s organisational culture (Fralinger, 2007).

Public and private educational institutions just like other organisations have their own unique cultures. The different environments within which these institutions operate influence their cultures and define their activities and outputs. From the external environment, a combination of economic, political and social forces shape up the culture of these institutions while internally, the history, structure, ownership, values and goals of these institutions influence the organisation’s culture.

The environment within which public and private educational institutions operate is different. Whereas public organisations are not profit oriented and therefore operate in less competitive business environment, private organisations are profit motivated and are more market focused (Cox, 2009). Ferreira and Hill (2008) have stated that since public and private universities differ in terms of structure and process, differences then may exist

in their organisational cultures. To Cunha (2000), because public institutions are state owned, the culture that exist there is that of 'no-owner' and that translates into leadership being frequently rotated, objectives conflicting, lack of individual accountability, emphasis on production and organisational values and norms which are weak. Cunha and Cooper (2002) have however observed that within private institutions, the focus is on efficiency, effectiveness and value maximization for stakeholders hence the organisational culture that exists there is one that places much emphasis on individual accountability, inter-organisational communication, team spirit and human resource development. The same holds for public and private universities.

From the pre-independence era up till the last quarter of the 20th century, the state had the sole responsibility for establishing and managing tertiary institutions in Ghana. The University of Ghana, then known as the University of Gold Coast was established in 1948 upon the recommendation of the Asquith commission on higher education for the purpose of providing and promoting university education, learning and research. Following this, subsequent public universities were established; University of Cape Coast, Kwame Nkrumah University of Science and Technology, University of Education, University of Development Studies and University of Mines and Technology.

However, since the establishment of Valley View University; the first private university in the country, in 1976; then as a bible school but later received full accreditation in 2006, there has been an increase in the number of privately owned and managed universities in the country. Professor Aheto, the former Dean of the School of Business Management and Administration of the

Central University College has stated that private universities in Ghana are gaining prominence because of their ability to integrate human development modules into the academic courses to meet the human resource needs of the country (Ghana News Agency, 2010). As of 2010, there were six (6) public universities and over 30 private universities affiliated to the main public universities in Ghana and mostly owned by religious bodies.

Problem statement

The relevance of organisational culture to an organisation has been well documented. Fey and Denison (2003) have identified organisational culture's role in building a strong sense of ownership among employees. Pettigrew (1979) noted its ability to improve an organisation's outcome by increasing employee commitment to the job, and heightened its role in improving organisational performance.

Ferreira and Hill (2008) have observed that although a lot of studies on organisational culture exist, much of the work has been in the area of industrial or commercial organisation with few studies concentrating on educational institutions. In addition, studies attempting to analyze the organisational cultures of educational institutions, especially the case of universities have been western biased.

Whereas some studies have attempted to examine the organisational cultures of organisations in Ghana, very little empirical work, if any at all, has been done in the area of education or comparing the organisational culture of public and private universities. In view of the skewed nature of the research done in the past, this study seeks to fill this gap by embarking upon a

comparative study of the organisational cultures of the schools of business of the University of Ghana and Central University College.

Research questions

The research questions guiding the study are as follows:

1. What are the existing cultures within the University of Ghana Business School and the Central Business School?
2. What similarities and differences exist between the dimensions of the organisational cultures of the two institutions' School of Business?
3. What are the preferred organisational cultures in the University of Ghana Business School and the Central Business School?

Objectives of the study

The main objective of the study is to assess the organisational culture of the business schools of University of Ghana and Central University College. The specific objectives are to:

- Identify the existing organisational culture within the University of Ghana Business School and the Central Business School;
- Find out the preferred organisational culture within the University of Ghana Business School and the Central Business School; and
- Explore similarities and differences within the dimensions of the organisational cultures of the University of Ghana Business School and the Central Business School.

Significance of the study

With the proliferation and continual emergence of private universities in the country, a careful understanding of various aspects of these organisations and comparing them with the existing public universities is even more critical and relevant now than ever before. Although some work has been done in the area of organisational culture in universities in general, not much has been done in terms of comparing the organisational culture between private and public universities. The study will therefore contribute to the body of knowledge on organisational culture in educational institutions and will also serve as a useful reference for future researchers and those who will seek information about the subject in the future.

Organisation of the study

The study is presented in five chapters. Chapter One, which is the introductory chapter includes the background of the study, problem statement, research questions, objectives of the study, significance of the study, and the organisation of the study. Chapter Two presents a review of relevant literature on the assessment of organisational culture in universities, types of organisational culture, the concept and measurement of organisational culture and other related issues. Chapter Three contains the methodology for the study. It explains the study design, target population, data sources, sample size, sampling procedures, research instruments and other issues relating to data analysis. The fourth chapter looks at the analysis of data collected and a discussion of the results. Chapter Five provides the summary of the findings, recommendations and conclusion of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The chapter reviews relevant literature on organisational culture in general and issues associated with it within the educational context. The review specifically discusses the concepts of culture and organisational culture. It makes the attempt to provide an understanding to the main dimensions of an organisational culture as well as the factors which influence its formation. It goes a step further to consider organisational cultures within educational institutions. The review also takes a look at various frameworks employed in the study of organisational culture and narrows down to the conceptual framework guiding the study.

The concept of culture

Culture is any way of life; simple or complex. As a concept, it has been used by social scientists to refer to a people's whole way of life; ideas, arts beliefs, customs, language, technology, traditions, and ways of doing things created by the group. It is the learned ways of acting, feeling and thinking, rather than biologically determined ways and to Kilmann (1989, p. 89), 'it is the shared philosophies, ideologies, values, assumptions, beliefs, expectations,

attitudes, and norms that knit a community together'. Alvesson (2002, p. 3) sums it up as, "culture covers everything and consequently nothing".

Many attempts to define the concept have been made. The British anthropologist Taylor (1871, p.1) defined culture as 'that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society'. Taylor's definition includes three of the most important characteristics of culture; culture is acquired by people, a person acquires culture as a member of society, and culture is a complex whole. Schein (2010) defined it as:

A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that 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 (p.18).

Schein (2010) noted that culture is a dynamic phenomenon which is constantly being created and replayed as people within the same group interact with each other and is also affected by the behaviour of the individuals involved in the interaction. He further went on to state that culture means stability in the sense that the experiences that members of the group get from the various socialization processes they go through teach and define how the group members perceive, feel and act in a given situation. This becomes the accepted way to maintain that 'social order'. The rules that govern this 'social order' make it easier to predict the social behaviour of the group members, help them relate well with each other and find meaning in whatever they do. He concludes that culture is thus the very base of the social order that we live

in and of the rules we abide by and not only does it exist around us but it also as well exists within us. The strength of a culture to a large extent is dependent on the length of time, the stability of membership of the group, and the emotional intensity of the actual historical experiences they have shared.

The concept of organisational culture

Organisational Culture (OC) remains one of the most contested areas of academic inquiry within the broader field of organisational studies. It is characterized by competing definitions, epistemologies and research paradigms. While controversy exists about virtually all aspects of this construct including the mechanics and extent of its contribution to organisational performance, there is considerable consensus about the importance of organisational culture.

Organisational culture is one of the major issues that has gained attention in academic research and education in the past three decades as a theory of organisations and as a management practice. The reason for this attention is the recognition of the centrality of cultural dimension in every aspect of an organisation (Alvesson, 2002). Ritchie (2000) noted that from the time of the earliest writers on organisational culture, suggestions have been to the effect that OC affects outcomes such as productivity, performance, commitment, self confidence and ethical behaviour. Whether that recognition is given to culture or not, it is an undeniable fact that a culture exists in every organisation which is formed intentionally or unintentionally. That culture can be equated to the personality that people possess.

Organisational culture like many other concepts has been defined differently by various researchers and academics. Van der Post, de Coning and Smith (1997, p. 147) defines organisational culture as “a system of shared meaning, the prevailing background fabric of prescriptions and proscriptions for behaviour, the system of beliefs and values that ultimately shape organisational behaviour” and for the purpose of this study I would adopt this definition. Quinn (1988) looks at it as the values and assumption that explains what organisations do. The perspectives common to the definitions stated above dwell on the element of sharing or having something in common and the fact that organisational culture is something which one is not born with but will have to adopt and adapt to. According to Trice and Beyer (1993) and Schein (2010), organisational culture seeks to define an organisation’s existence since it consists of shared meaning, artefacts, values, beliefs, norms and assumptions and it can be expressed through rites, legends, myths, and jargons (Kefela, 2010).

The organisational culture of an organisation has the potential of strongly impacting the executions of its strategies and the achievement of overall business goals and objectives. It also influences employee relations within and outside the organisation (Kefela, 2010). Samuel (2006) emphasized the point that the culture of the organisation is a necessary component for attaining improvements in organisational effectiveness, achievement of missions and strategies and management of change in the organisation. The culture that an organisation possesses can be beneficial or detrimental to it. It can work towards the achievements of stated goals or work as a barrier against the attainment of same goals (Kefela, 2010). The culture of an organisation

plays certain key roles. Robbins (1989, as cited in Kefela, 2010, p. 6) describes the functions of an organisation's culture as:

- Providing a boundary-defining role which differentiates one organisation from another;
- Conveying a sense of identity to the employees and their external environment;
- Facilitating the generation of commitment to the larger organisation's goal rather than one's own interest;
- Enhancing social system stability, acting as the glue that holds the organisation together; and
- Serving as a control mechanism, spelling out the rules and regulations of the organisation in order to guide and shape the attitudes and behaviour of employees.

The organisation's culture is constantly evolving. Leaders in these organisations have the task to continuously communicate a sense of identity and purpose to their employees, ensuring their commitment to the goals and aspirations of the organisation and constantly shaping their behaviour to conform to the changing culture (Kefela, 2010).

An organisation's culture can be studied and analyzed at three main levels; Schien (2010) claims. These are artefacts level, the levels of espoused beliefs and values, and at the level of its basic underlying assumptions. The artefacts that express the culture of any organisation include the physical structure of the organisation, the layout of their offices, the organisation's colours, dress codes, manner of interaction with colleagues and customers,

codes used for internal communication, the processes of doing work which eventually becomes behaviour which is easily observable among other things.

The issue with analyzing culture at this level is that although it is very easy to observe, it is very difficult to interpret. This is because the artefacts may communicate something that may not necessarily be what it implies. This is because symbols for example as Gagliardi (1999) has noted, play an important role in understanding a culture but these symbols can only hold an understanding for someone who has also been involved in that culture and will be ambiguous to an outside observer. An attempt by an outsider to interpret the elements of a particular culture without understanding the beliefs and norms underlying it would result in it being influenced by the individual's personal perspectives on issues which may not hold true for the organisation in question. The ambiguity involved in the interpretation of these artefacts calls for a higher level of analyzing culture to gain a better understanding of that culture.

Schein (2010) further indicated the next higher level as the level of espoused beliefs and values. The beliefs, values, and norms accepted in a group or organisation are a reflection of an original belief or idea of someone who either was instrumental in creating the group or was the first to suggest a solution when a problem came up. When the leaders in an organisation get other members of the organisation to act on their beliefs; whether they believed it earlier or not, and they achieve results, they easily accept this in the future without any debate. These values and beliefs can be committed to group members by leaders of the groups through their sayings or what groups have

been able to achieve together. These beliefs and values as time goes on become part of the ideologies guiding the organisation.

There may be a situation where the espoused beliefs and values in the groups are not similar to those geared towards achieving effective performance. In such a case according to Schein (2010), the desired behaviour is not reflected in the observed behaviour. Hence in analyzing espoused beliefs and values, one must differentiate between those that are similar to assumptions that guide performance in general, those that form part of the philosophy or ideology of the organisation and those which are only aspirations for the future. A better understanding can be sought with an analysis of the basic assumptions underlying those beliefs and values.

The basic assumptions referred to here imply a hypothesis which over time becomes a reality for the group and can easily be taken for granted. When a group finds reason to strongly believe in something, anything that is contradictory is not accepted. These basic assumptions may be built on issues such as safety cannot be compromised, profit at all cost. These could inform the kind of culture that exists in the organisation. An understanding of the basic underlying assumptions at work within the organisation would give you a better appreciation of the artefacts they have and the importance that must be attached to their espoused values.

Types of organisational culture

Just as there are varied perspectives and opinions on what organisational culture is, there are also different perspectives regarding the types. Cameron and Quinn (1999) and Tharp (2006) identified four types of

organisational culture using the competing values framework, where the values and focus of an organisation reflect the existing culture. The four identified types and their distinct characteristics are as follows:

- **Clan culture:** this is likened to the extended family system where people share a lot of personal information. The organisation valued cohesion, a humane working environment, group commitment, participation, team work, and loyalty. Success is defined in terms of sensitivity to customers and concern for people;
- **Adhocracy Culture:** adhocracy organisations place value on flexibility, adaptability, entrepreneurial and creative working environment where people stick out their necks and take risks. The bond of the organisation is commitment to experimentation and innovation. Success means gaining unique and new products or services; and individual initiatives and freedom are encouraged;
- **Hierarchy Culture:** organisations with hierarchical culture share similarities with bureaucratic corporations. They place much value on standardization, control and well defined structure for authority and decision making. Effective leaders are those that can organize, coordinate, and monitor people and processes; and
- **Market Culture:** compete/market organisations are concerned with competitiveness and productivity. The people are goal oriented and the glue that holds the organisation together is an emphasis on winning and having the largest market penetration. Reputation and success are common concerns.

Handy (1995) also asserted that clearly distinguishable organisational cultures give rise to four types of leaders, characterized as Zeus, Apollo, Athena, and Dionysus; according to the names of the gods of Greek mythology. According to Baker (2002), the distinct culture types postulated by Handy (1995), Quinn and Cameron (1999), and Tharp (2006) though they differ in name and definitions are all associated with organisations that have similar attributes across multiple functional dimensions. Organisations of today therefore have some aspects of all of these cultures however their main challenge and focus is the need to balance and manage the mix (Denison, Hooijberg & Quinn, 1995).

A closer look at the characteristics of the four cultures discussed above clearly shows that Clan and Hierarchy cultures are more focused on internal happenings and integration of the organisations while Market and Adhocracy Cultures have external focus on the environment in which they operate. Tharp (2006) however noted that none of these cultures is inherently better than the other although some may be more appropriate in certain contexts than others.

Dimensions of organisational culture

Organisational culture is made up of a number of defining dimensions which are either interrelated or independent of each other. These set of dimensions are by which culture could be compared (Denison, 1996), measured, and hence more effectively managed (Van der Post, De Coning & Smith, 1997). Several dimensions of organisational culture have been identified in the literature. A review of the various dimensions in the literature by Van der Post, De Coning and Smith (1997) identified 114 different

dimensions. They included the following: culture management, customer orientation, disposition towards change, employee participation, goal clarity, human resource orientation, identification with the organisation, locus of authority, management style, organisational focus, organisational integration, performance orientation, reward orientation, and task structure.

Kefela (2010) also identified seven dimensions of an organisational culture namely; attention to detail, innovation and risk taking, outcome orientation, stability, people orientation, aggressiveness and team orientation.

Harrison (1972, p. 121-123) four (4) dimensions and their operational definitions are as follows:

- Power orientation: the desire to dominate the environment and vanquish all opposition, organisational life being principally governed by the use of power and politics;
- Role orientation: the desire to be as rational and orderly as possible, organisational life being governed principally by considerations of rights, privileges, legality and legitimacy;
- Task orientation: the desire to get the job done and achieve results, organisational life being dictated mainly by what would facilitate task accomplishment; and
- Person orientation: the desire to serve the needs of the organisation's members, organisational life being principally guided by considerations of what would best satisfy the members' needs.

To Peters and Waterman (1982, p. 13-15), the eight (8) characteristics of excellent organisations are, a basis for action, closeness to the customer, autonomous and entrepreneurial leadership, productivity through people,

strongly managed value systems, knowing their business, simple organisation structures and decentralized authority.

Rossiter (1989) suggested five (5) dimensions namely, delegation of authority, teamwork across boundaries, empowerment of employees to contribute to results, integration of employees with technology and finally a shared sense of purpose. Bettinger (1989) on the other hand identified twelve (12) dimensions of organisation culture which were attitude towards change, strategic organisation focus on goals and objectives, performance standards and values that contribute towards success, rituals to support and reinforce values, concern for people, rewards and punishments that positively reinforce behaviour, openness in communication and supervision, conflict resolution aimed at minimizing dysfunctional results, markets and customer orientation, a sense of pride in the mission and objectives of the organisation, commitment to the organisation and teamwork.

Factors influencing the development of an organisational culture

The macro and micro environment within which organisations work influence them to a large extent. This may cause some of these organisations to be flexible or stagnant, conservative or innovative (Kulvinskiene & Seimiene, 2009). The factors that affect and impact on an organisation's culture according to Kulvinskiene and Seimiene (2009) citing Schein (2004), Driskill and Brenton (2005) and Schabracq (2007), can be grouped into three namely: factors from the organisation's macro environment that indirectly influence its culture, factors from the micro-environment of an organisation that directly affect it and factors of leadership.

Factors from the macro-environment

The macro-environment within which organisations operate has a number of factors at play which the organisation has no control over but has to contend with. These factors range from political, economic, environmental, legal, socio-cultural, technology and international events. The state of the economy for instance could influence how much an organisation would allocate resources to a particular process. The legal environment within which they are operating would determine what obligations there are to fulfil or not. The technological changes may call for a change in the organisation's current technology use if they are to stay in business. Cultural practices in foreign subsidiaries of multinational organisations for instance could be influenced by both external and internal forces, including changes in global markets, and competition from the same industry (Martin, 2002).

In a study involving International Business Machine (IBM) workers, it was realized that the culture in its international subsidiaries differed substantially between countries because of the different context within which they were operating (Lundberg, 2008). The realization that organisations do not exist in a vacuum has implications for how they should be managed (Lundberg, 2008). Although the organisation has no control over the fast changing external environment within which they operate, they have to adopt cultures that would adapt to these changes as well as remain beneficial to the organisation.

Factors from the micro-environment

Within the micro-environment of an organisation exists peculiar characteristics of the organisation such as its size, consumers, suppliers, partners, employees and other organisations that a particular organisation works with (Driskill & Brenton 2005). Doina, Mirela and Constantin (2008) have noted that there is a relationship between the size of an organisation and how complex or simple their organisational culture is. They noted that in smaller organisations, the culture there is more homogenous as compared to larger organisations where there are many sub cultures.

The leadership factor

Robbins (1989) and Driskill and Brenton (2005) have pointed out that the organisational culture that exists within an organisation is largely influenced by the founders of organisation. Their attitudes, goals and value affect their vision and mission of the organisation and that translates into the kind of human, capital and technological investments they are ready to make and the kind of image they guide the organisation to project.

Schein (2010) has stated that some organisational leaders have used their own personal characteristics such as their charisma to create and develop organisational cultures that would help them achieve their goals. Not only do they use charisma, some adopt deliberate role modelling, teaching and coaching, the physical design of their buildings, establishment of motivation schemes, and the preparation of formal statements of organisational philosophy, values and creeds. Overtime, these cultures are reinforced by the

leaders in order to ensure that the entire organisation has a full grasp of it and are committed to it.

Organisational culture in educational institutions

Higher educational institutions especially universities are becoming more 'managerial, 'centralized', 'market oriented' and 'commercialized' (Silver, 2003, p. 158). A number of factors including market forces, histories behind their establishments among others (Ferreira & Hill, 2008) are affecting their operations. Universities are now being confronted with new development like distance education, which is adding new meanings to the words 'teacher' and 'student' (Silver, 2003). Thus, Van Maanen and Barley (1985) suggested there should be a shift in the focus of analysis of organisational cultures as overall cultures and move to the analysis of cultures at group levels within the organisations.

In the light of the new challenges facing higher education in the world, there seem to exist a debate on whether higher institutions especially universities have an overall organisational culture. Educational institutions like any other organisation have cultures of their own. Deal and Kennedy (1982) and Bartell (2003, p. 45) described it earlier as the "values and beliefs of university stakeholders based on tradition and communicated verbally and nonverbally" and conveyed through stories, special language and institution norms. The university's organisational culture can also be thought of as the personality of the organisation (Cartwright & Cooper, 2000) and is socially constructed and subconscious.

On the other side of the divide, Silver (2003) has questioned whether universities can possibly be discussed as a unitary entity within the context of organisational culture as there are people who belong to different disciplines. He continued that in what ways do they perceive themselves to belong to the same community, having the same employer? Dill (1982) has noted that there is a weakening of shared beliefs in an academic culture because of failure in managing these beliefs. This is also because there is much tensed competition and fight for survival in these institutions and this is contributing to increasing fragile unity and the sense of sharing is being lost. To him, the faculties were more committed to their beliefs as compared to the common set of beliefs of the institutions. Astin (1993, as cited in Silver, 2003) stated that:

I have always been attracted to the idea of the university as a 'community of scholars.' However, given its massive size and the diversity of interests and purposes embodied in the modern university, and given the powerful incentives that it offers for individual scholarly accomplishment, the 'community' of scholars remains more of an ideal than a reality. We have the scholars, to be sure, but we lack the community. One might more aptly characterize the modern university as a collection rather than a community of scholars (p. 164).

He advocated for a system that would promote a sense of community by having policies that are more inclusive and open to different perspectives, views and values. Regardless of what the views of both divides are, there is recognition of the fact that a certain culture exists in educational institutions.

Universities UK (2008) has noted an increase in the number of higher educational institutions around the world and along with this growth, a rapid

growth in private higher educational institutions. There has also been increased competitiveness and diversity among public and private educational institutions (Dill, 1997). This is because the external and internal environments within which they operate are uniquely different and these shape their expectations and limits (Schraeder, Tears & Jordan, 2005). Public and private educational institutions like any other public and private institution continually have to deal with issues of market competition, budgetary issues which influences the goals they set and the strategies employed towards the achievement of these goals. This eventually affects the kind of organisational culture that is created within the institution (Rubenstein-Montano, Liebowitz, Buchwalter, McCaw, Newman, & Rebeck, 2001).

Financially, the private institutions tend to rely heavily on tuitions fees as their major source of funding while public institutions enjoy governmental support. Private educational institutions for example depend on the number of students enrolled to make their profits thus they usually enrol more students who have failed to make it to the public institutions. A study conducted by the Brewer, Gates, and Goldman (2002) on the market behaviour of public and private universities noted that it is easier for public universities to compromise their teaching and learning activities in order to achieve academic prestige. Private institutions invest more in student development and satisfying the labour market demand and hence invest their resources into programme improvements and provision of services for their students.

Frameworks for the assessment of organisational culture

The assessment of an organisational culture can either take the more traditional measurement form which advocates for the use of qualitative methods of measurements that attempt to capture the native point of views (Denison, 1996) or the school of thought, which accepts quantitative measurement with instruments theoretically developed by culture researchers. Some of these frameworks include the organisational culture inventory, competing values framework, Van der Post, De Coning and Smith (1997) dimensions of organisational culture, and organisational culture index.

The organisational culture inventory

Cooke and Lafferty (1986) developed the Organisational Culture Inventory (OCI), which tests the relationship between antecedents and culture and between culture and outcomes of interest. The purpose of the instrument is to evaluate the culture of organisations in terms of behavioural norms and expectations related to the shared beliefs and values held by organisational members (Acumen International, 2000). The OCI allows members of the organisation to consider a culture that, for them, would be ideal for maximizing business performance and what types of behaviours would be expected of them in that ideal culture.

The OCI measures 12 sets of normative beliefs and shared behaviours which can possibly influence the thinking and behaviours of organisational members, their motivations, performances, satisfaction and stress. These sets of beliefs and shared behaviours refer to 12 different cultural styles which are placed around a circumflex, with their proximity reflecting their expected

degree of association (Acumen International, 2000; Cooke and Szumal, 2000).

These 12 culture style include:

- Humanistic-Encouraging: Members are expected to be supportive, constructive, and open to influence in their dealings with one another;
- Affiliative: Members are expected to be friendly, cooperative, and sensitive to the satisfaction of their work group;
- Approval: Members are expected to be friendly, cooperative, and sensitive to the satisfaction of their work group;
- Conventional: Members are expected to conform, follow the rules and make a good impression;
- Dependent: Members are expected to do what they're told and clear all decisions with superiors;
- Avoidance: Members are expected to shift responsibilities to others and avoid any possibility of being blamed for a problem;
- Oppositional: Members are expected to be critical, oppose the ideas of others, and make safe (but ineffectual) decisions;
- Power: Members are expected to take charge, control subordinates, and yield to the demands of superiors;
- Competitive: Members are expected to operate in a "win-lose" framework, out-perform others, and work against (rather than with) their peers;
- Perfectionistic: Members are expected to appear competent, keep track of everything, and work long hours to attain narrowly-defined objectives

- Achievement: Members are expected to set challenging but realistic goals, establish plans to reach those goals, and pursue them with enthusiasm; and
- Self-Actualizing: Members are expected to enjoy their work, develop themselves, and take on new and interesting tasks.

The 12 different cultural styles are further clustered into three general types: constructive, passive/defensive, and aggressive/defensive. According to Cooke and Lafferty (1986) the OCI typology incorporates elements of the four behavioural patterns of helping, innovation, rule observance, and competition on the level of organisational culture.

Competing values framework

Cameron and Quinn (1999) have also developed an organisational culture framework built upon a theoretical model called the competing values framework. This framework looks at whether an organisation has a predominant internal or external focus and whether it strives for flexibility and individuality or stability and control (Berrio, 2003). The framework is also based on six organisational culture dimensions and four dominant culture types (i.e., clan, adhocracy, market, and hierarchy). This framework has as part of it the Organisational Culture Assessment Instrument (OCAI), which is useful for identifying an organisation's culture profile based on the core values, assumptions, interpretations, and approaches that characterize organisations (Cameron & Quinn, 1999). This will eventually show the dominant culture type that exists in that organisation. This framework has been employed by Berrio (2003), Fralinger (2007) and Ferrera and Hill (2008)

in studies relating to the organisational cultures in higher educational institutions.

Van Der Post's dimensions of organisational culture

Van der Post, De Coning and Smith (1997) observed that the study of organisational culture can be approached by identifying certain dimensions that shape behaviour and eventually can be regarded as the culture of the organisation. At the overt level, culture implies the existence of certain dimensions or characteristics that are closely associated and interdependent. Generally, however, research on organisational culture does not specify a set of uniform dimensions or characteristics. After a thorough view of literature on elements of organisational culture, the authors identified 114 dimensions. After further testing, 14 dimensions were arrived at which encapsulate the major elements of all organisational cultures. An instrument was designed for measuring the 14 dimension of organisational cultures. Each dimension has a number of constructs under it which gives meaning to each dimension. The constructs are put in statements forms and rated on a seven point likert scale. These fourteen dimensions are:

- Culture management: the extent to which the organisation actively and deliberately engages in shaping the organisation's structure;
- Customer orientation: the extent to which the organisation takes the views of customers seriously and actively responds to such views;
- Disposition towards change: the degree to which employees are encouraged to be creative and innovative and to constantly search for better ways of getting the job done;

- Employee participation: the extent to which employees perceive themselves as participating in the decision making process of the organisation;
- Goal clarity: the degree to which the organisation creates clear objectives and performance resources;
- Human resource orientation: the extent to which the organisation creates clear objectives and performance expectations;
- Identification with the organisation: the degree to which employees are encouraged to identify with the organisation;
- Locus of authority: the degree of authority, freedom and independence that individual employees have in their jobs;
- Management style: the degree to which managers provide clear communication, assistance and support to their subordinates;
- Organisational focus: the extent to which the organisation is perceived to be concentrating on those activities which form part of the fundamentals of the business;
- Organisational integration: the degree to which various subunits within the organisation are actively encouraged to operate in a coordinated way by co-operating effectively towards the achievement of overall organisational objectives;
- Performance orientation: the extent to which emphasis is placed on individual accountability for clearly defined results and a high level of performance;

- Reward orientation: the degree to which reward allocation are based on employee performance in contrast to seniority, favouritism, or any other non-performance criterion; and
- Task structure: the degree to which rules, regulations and direct supervision are applied to manage employee behaviour.

Organisational culture index

The Organisational Culture Index (OCI) developed by Wallach (1983) considers three main types of culture that exist in an organisation. These are bureaucratic, innovative and supportive cultures and the shared values, norms and beliefs that people in an organisation have can be categorized under these types. Although all three types are independent cultures, they all have to be present in their varying proportions in order to have a fuller description of an organisation's culture. Within the bureaucratic cultures, the structure of authority and responsibility is clearly defined and work is done in an organized and systematic manner. There is much control within the system and information and authority is based on a hierarchy. Innovative cultures provide a work environment that encourages risk and challenge taking and supportive cultures create a friendly environment that is supportive of members and is relationship oriented.

Wallach (1983) has developed an instrument for empirically assessing the cultures. The instrument has 24 items, 8 items each under a particular type of culture. The items are rated on a four-point scale ranging from 'does not describe my organisation' to 'describe my organisation most of the time.'

Conceptual framework for the study

After a review of a number of frameworks used in assessing organisational culture, Van der Post, De Coning and Smith (1997)'s dimension of organisational culture was selected as the conceptual framework for this study. This framework was deemed more appropriate for this study because the reliability of its constructs have been tested. Although this framework has not been used in the assessing organisational cultures within the educational context, it can be applied.

Summary

This chapter discussed the main concepts and issues underlying the cultures of organisations. It specifically looked at the concepts of culture and organisational culture, the dimensions of organisational culture, the factors that influence its formation, the organisational culture of educational institutions as well as the assessment of organisational culture. This chapter also reviewed a number of tools for assessing organisational culture and the study's conceptual framework. The next chapter considers the study's methodology. It spells out the study design, data and sources, sampling procedures and techniques, research instruments, data analysis and presentation amongst others.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter offers a description of the study's methodology. Information provided in this chapter includes a description of the study areas, study design, target population, data and sources, sampling size, sampling techniques, research instruments and data analysis. It also provides information on the field work as well as challenges encountered on the field.

Institutions covered in the study

The University of Ghana was established in 1948 and has as one of its main faculties, the University of Ghana Business School (UGBS). The school's mission is

To develop quality human resource capacity through provision of world class management of education, skills training and development, applied research, consultancy and other extension services to meet the needs of its domestic and international customers and industry using knowledgeable, competent and experienced faculty and state of the art technology.

The main departments under the school are departments of Accounting, Banking and Finance, Operations and Management Information System,

Organisation and Human Resource Management and Public Administration, and Health Services Management. The school has seen an increase in the number of foreign students over the years.

Central University College (CUC), which is a much younger institution compared to the University of Ghana, was founded in 1998 after starting as a bible school. Over the past twelve years, CUC has expanded and introduced a business school. The core mission of the business school is *‘to provide market-driven academic, professional, and practice-oriented business programmes in diverse fields of study to satisfy the needs of the academia, business industry, and government.’* The business school, which is the largest school currently in CUC, offers courses in Business Administration with options in Marketing, Human Resource Management, Accounting, Banking and Finance, Management Studies, and Agribusiness Management.

These schools of business were purposively selected because while the UGBS is the oldest public university school of business in the country, CBS currently has the highest number of students among private universities in the country.

Study design

The study though comparative in nature adopted a cross sectional study design. Cross sectional design also known as ‘one shot’ or ‘status study’ is a type of design that tries to find out about a situation by taking a cross-section of the target population. According to Kumar (2005, p. 93), this type of design is ‘very useful in obtaining an overall picture as it stands at the time of the study’. Since the study is interested in exploring the organisational cultures

that exist within the institutions of interest, this design would be useful in presenting what pertains in them. This is a very simple design which allows for the target population to be investigated once.

Data and sources

Data for this study was collected primarily with the use of questionnaires administered to respondents and In-Depth Interviews (IDIs) conducted for key informants. Additional information was sourced from the websites of the schools of businesses of the targeted institutions.

Target population

The study's target population was employees of CBS and UGBS. This was made up of a total of one hundred and ninety-two (192) employees from both institutions. Employees were chosen because they form an integral part of every organisation and to a large extent influence the formation and perpetuation of that organisation's culture.

Sample size for the study

The sample size for the study was calculated using the International Fund for Agricultural Development (2009)'s formula. Based on the formula:

$$n = \frac{t^2 \times p(1-p)}{m^2}$$

Where:

n - desired sample size

t - confidence level set at 95% (standard value = 1.96)

p - estimated proportion of the target population with similar characteristics
(set at 90% or 0.90)

m - margin of error set at 5% (standard value = 0.05)

The sample size calculated was:

$$n = \frac{1.96^2 \times 0.90 (1 - 0.90)}{0.05^2}$$

$$n = \frac{3.8416 \times 0.90 (1 - 0.90)}{0.0025}$$

$$n = \frac{3.8416 \times 0.90(0.1)}{0.0025}$$

$$n = \frac{3.8416 \times 0.09}{0.0025}$$

$$n = \frac{0.3457}{0.0025}$$

$$n = 138$$

Additionally, 5% of the calculated sample size (138), which was equivalent to 7, was added to cater for non response. Four (4) key informants were also selected; two each from each institutions. The key informants were two (2) persons in administrative positions and two (2) persons in teaching positions. Thus, the total sample size for the study was 149.

Sampling frame

The lists of employees of CBS and UGBS were used as the study's sampling frame. These lists contained the names of employees whose services were being engaged by the above institutions as of the time the study. CBS had a total of 107 employees while UGBS had 85 employees. The breakdown of employees by their rank is presented in Table 1.

Table 1: Summary of employees' survey sampling procedures

| Rank | Institution | |
|----------------|-------------|------|
| | CBS | UGBS |
| Senior members | 23 | 14 |
| Senior staff | 51 | 45 |
| Junior staff | 33 | 26 |
| Total | 107 | 85 |

Source: Fieldwork, 2010

Sampling procedures

The study employed both probability and non probability sampling techniques in selecting the respondents. A multi-staged sampling technique was used to select the individual respondents. The calculated sample size (145) was first proportionally divided among the two institutions on a 60% (CBS - 87): 40% (UGBS - 58) basis respectively. In the second stage, a simple random sampling technique was used to select the number of respondents assigned to each institution from the sampling frame. The multi-stage sampling technique was used because it has the advantage of ensuring the representation of identifiable groups in the target population.

Research instruments

The main instruments used to solicit data for this study were questionnaires and in-depth interview guides. The questionnaire was structured into three (3) sections and contained both close-ended and open-ended questions. The close-ended questions had possible responses provided for each question while the open-ended questions provided respondents with the opportunity to give their own responses to the questions posed.

The first section of the questionnaire focused on the background characteristics of the respondents. This information was deemed necessary in order to provide a context within which issues raised on organisational cultures could be discussed and appreciated. The background characteristics considered were sex, age, marital status, educational level, average monthly income, length of stay in organisation and religious affiliation. The second section measured employees perceptions of their organisational cultures based on Van der Post, De Coning and Smith (1997) dimensions of organisational culture. The fourteen (14) dimensions and their accompanying constructs were measured on a 7-Likert scale. The third and final section explored respondents' perceptions on the preferred organisational culture. With the aid of open-ended questions, respondents' preferences were explored on three main things. These were aspects of the current organisational culture that they liked and would want to be maintained, aspects of the organisational culture they did not like and would want to see abandoned and finally, aspects of organisational culture which were currently non-existent in the organisation yet respondents want to see introduced.

An interview guide was also designed to aid in conducting the IDIs. The guide was sectioned into two. The first part concentrated on exploring the organisational culture that existed in the institution and the second part focused on exploring the preferred organisational culture.

Pilot study

A pilot study was conducted between the 18th to 22nd April, of 2011 at School of Applied Sciences of CUC. Fifteen (15) employees took part in the exercise. The purpose of the pilot study was to identify possible challenges that could be faced in the filling of the questionnaire. After the pilot study, the need for the rephrasing of some items in the instrument to offer a better understanding of them came up. The necessary changes were made before the actual fieldwork was conducted.

Field work

Administration of the research instruments lasted approximately two and a half (2 ½) months (May 9th – 27th July, 2011). Verbal consents were sought from all respondents before the instruments were administered to them. The questionnaires were self administered. The IDIs were conducted at the convenience of the key informants. The IDIs were recorded and later transcribed for analysis. Out of the 145 questionnaires administered, 130 were retrieved after a period of two and a half month (2 ½) months. This represented a response rate of 89.7%. One hundred and three (103) questionnaires were found useful after the collected instruments were edited.

Challenge encountered

The key challenge encountered on the field had to do with the retrieval of questionnaires sent out. While some respondents had misplaced the instrument, others took a long time to fill it. Respondents who misplaced their instruments and requested for new ones were given new ones. This prolonged the time spent in retrieving the instruments for analysis.

Data analysis

Statistical Product for Service Solution (SPSS) version 17 was used to analyze the collected data. T-test was used to compare the mean responses of respondents from the two institutions on the dimensions of culture measured. Cross tabulations were made between the institutions, their preferences of organisational culture and their socio-demographic characteristics. For the IDIs, the recorded interviews were transcribed for manual analysis. The analyzed data were presented primarily using tables, and narrations. The usefulness of these formats is they are easy to read and understand.

Summary

This chapter took a look at the methodology followed in carrying out this study. It described the study design used for the study. It also provided information on the study areas, target population, sampling procedures, research instruments, data analysis and presentation as well as field work and its related issues. The next chapter focuses on the analysis and discussion of the collected data of the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter focuses on the analysis and discussion of results from the data collected from the field. Issues examined include the profile of the respondents, the existing organisational cultures in the educational institutions under study, similarities and differences in these existing organisational cultures as well as the preferred organisational cultures for these institutions.

Profile of respondents

Sex, age, marital status, highest educational level attained, working experience, average monthly income, and religious affiliation were the socio-economic and demographic characteristics considered in this study. A summary of the results on the socio-demographic characteristics of respondents drawn from the Central Business School (CBS) and University of Ghana Business School (UGBS) is presented in Table 2.

Table 2: Profile of respondents by institutions

| Profile | Institutions | | | |
|---|--------------|------|------|------|
| | CBS | | UGBS | |
| | N | % | N | % |
| Sex | | | | |
| Male | 49 | 83.1 | 34 | 73.3 |
| Female | 10 | 16.9 | 10 | 22.7 |
| Age | | | | |
| <25 | 9 | 15.3 | 7 | 15.9 |
| 26-35 | 23 | 39.0 | 19 | 43.2 |
| 36-45 | 17 | 28.8 | 10 | 22.7 |
| >46 | 10 | 16.9 | 8 | 18.2 |
| Marital status | | | | |
| Single | 24 | 40.7 | 21 | 43.7 |
| Married | 35 | 59.3 | 23 | 56.7 |
| Educational level | | | | |
| JHS | 0 | 0 | 1 | 2.3 |
| SHS | 3 | 5.0 | 2 | 4.5 |
| GCE 'O' or 'A' level | 2 | 3.4 | 3 | 6.8 |
| HND | 9 | 15.3 | 7 | 15.9 |
| University | 45 | 76.3 | 31 | 70.5 |
| Religious affiliation | | | | |
| Christianity | 55 | 93.2 | 37 | 84.1 |
| Islam | 4 | 6.8 | 5 | 11.4 |
| None | 0 | 0 | 2 | 4.5 |
| Average monthly income | | | | |
| Less than GHC 150 | 3 | 5.1 | 9 | 20.5 |
| GHC 151-250 | 6 | 10.2 | 3 | 6.8 |
| GHC 251-350 | 9 | 15.2 | 4 | 9.1 |
| GHC 351-450 | 3 | 5.1 | 2 | 4.5 |
| Above GHC 451 | 38 | 64.4 | 26 | 59.1 |
| Period of working in institution | | | | |
| Less than 2 years | 21 | 35.6 | 17 | 38.6 |
| 3-5 years | 21 | 35.6 | 14 | 31.8 |
| 6-10 years | 15 | 25.4 | 10 | 22.7 |
| Above 10 years | 2 | 3.4 | 3 | 6.8 |

Source: Fieldwork, 2011

Sex of respondents was one of the socio-demographic characteristics considered in the study. A total of 83 males and 20 females were drawn from

both institutions as shown in Table 2. Out of the total number of respondents drawn from CBS, 83.1% were males and 16.9% females. On the other hand, the sex distribution of respondents from UGBS was 73.3% males and 22.7% females (Table 2).

In terms of respondents' age, the entire sample's age ranged between 20 and 62 years with the average age being 35 years. The age distribution of respondents as presented in Table 2 indicated that 15.3% of the respondents drawn from CBS were below the age of 25 years. Again, 39.0% of CBS's respondents were between 26-35 years; 28.8% of them were between 36-45 years old and the remaining 16.9% were above 46 years old. The age distribution of UGBS's respondents on the other hand as shown in Table 2 were 15.9% (below 25 years old); 43.2% (26 -35 years), 22.7% (36 – 45 years) and 18.2% (above 45 years old). The majority of the respondents from both institutions were within the age category of 26-35 years as presented in Table 2.

With regards to the marital status of respondents, it was realized that 56.3% of all respondents were married while 43.7% were single (Table 2). In CBS, 40.7% of the respondents were single while 59.3% were married. Similarly, 43.7% of respondents from UGBS were single while 56.3% were married as shown in Table 2.

With respect to level of education attained, it was noted that the majority of respondents had attended school up to the university level (73.8%) as shown in Table 2. Only 1 respondent had attended school up to the level of Junior High. Respondents who had attended school up to the Senior High School (SHS) level and the GCE level were almost evenly distribution among

the two institutions as shown in Table 2. The high level of education attained by most respondents may be attributed to the fact that the employment opportunities in these higher educational institutions require high levels of education.

The predominant religion practiced by the majority of the respondents was Christianity (89.3%), followed by Islam (8.7%) and then those who belonged to none (1.0%) as indicated in Table 2. In CBS, 93.2% of the respondents were affiliated to Christianity, and 6.8% associated with Islam (Table 2). Respondents affiliated to Christianity were also dominant in UGBS (84.1%). While 11.4% of UGBS's respondents were affiliated to Islam, the remaining 4.5% did not belong to any religion.

Regarding average income levels of respondents, a significant percentage (62.13%) of respondents from both institutions were earning above GHC 451 as expressed in Table 2. In CBS, 5.1 % of respondents earned less than GHC 150, and another 10.2% earned between GHC 151-250. In the same institution, 15.3% of respondents earned between GHC 251-350, 5.1% of them earned between GHC 351-450 and 64.4% earned above GHC 451. In UGBS, 20.5 % of respondents earned less than GHC 150, 6.8% of them earned within GHC 151-250, 9.1% earned within GHC 251-350 and 4.5% also earned within GHC 351-450 (Table 2).

Finally, the number of years respondents had worked in the CBS and UGBS respectively as of the time of the study were explored. In CBS, 35.6% of the respondents had worked in the institution for less than 2 years, 35.6% had worked for a period between 3-5years, 25.4% had worked for about 6-10 years and 3.4% of them had worked in the institution over a period of 10 years

(Table 2). Out of those who had worked in UGBS, 38.6% of them had worked for less than 2 years in the institution, 31.8% had been in the institution for between 3-5years, 22.7% had worked there for between 6-10years and 6.8% had worked there for over 10 years as shown in Table 2.

Existing organisational culture in the institutions

The culture of an organisation is very central to every aspect of that organisation (Alvesson, 2002). All educational institutions have their own unique cultures that define their identity, sense of purpose and direction. Cameron and Quinn (1999) have identified that these cultures can be grouped into four (4) namely; clan, adhocracy, hierarchy and market. Every organisation has a mix of these cultures although one could be dominant. This study sought to identify the existing organisational cultures in CBS and UGBS based on Cameron and Quinn's categorization of organisational culture. Based on the in-depth interviews conducted with key informants from both institutions, the following issues came up.

Organisational culture of Central Business School

Key informants from CBS were asked to describe from their perspectives the existing organisational culture of their school. Looking at it from different angles, they made the following remarks:

“Our organisational culture is greatly influenced by the vision of the founder of this institution, Dr. Mensa Otabil. It is his vision to train and raise Godly transformational leaders for Africa who will exhibit the values of faith, integrity and excellence. These values are the

framework within which the culture of our business school is situated. Employees and students of this school try to espouse these values in the discharge of their duties. Our culture also emphasizes innovations and celebrates individual initiatives. Employees enjoy much flexibility in doing their work.” (Key informant, CBS)

Another key informant’s perspective of the existing organisational culture in CUC was that:

“We work like a family here. When you step into an office, you cannot easily tell who the boss is. Much emphasis is not placed on the positions but rather on the work that has to be done. Laid down procedures are not always followed here. For example, students are sometimes allowed to register even after registration deadlines are over. Since a lot of restructuring is on-going in the school, things should get better as time goes on.” (Key informant, CBS).

Another informant’s opinion was that:

“There is a problem of information flow in this organisation. You rarely get feedback on issues raised or discussed. As such a number of us feel excluded from the decision-making processes. This situation is not helping anyone. It is a bit difficult for new employees to adjust in to the school because proper orientations are not held for them.” (Key informant, CBS).

Organisational culture of University of Ghana Business School

A similar approach was used in UGBS to get key informants to give their description of the existing organisational culture in their school of business. The following descriptions were given by the key informants from UGBS.

“UGBS has an organisational culture which is based upon laid down procedures and structures. These structures and procedures have been used for a long time and they have over the years defined the school, the work of its employees and the quality of our students. The heads of departments mostly manage the system and are more concerned about ensuring that the system runs smoothly. The culture here also encourages some level of innovations from employees.” (Key informant, UGBS).

“The culture here does not really bring about much cooperation between the various departments in this business school. This may be because each department has its own culture which people can better identify with. The culture in this school is a blend of many things. But its ultimate goal is to deliver excellence.” (Key informant, UGBS).

“There is some flexibility in how work is done here although deadlines must be met. While some people here are very committed to their work others are not. But this is to be expected in any human institution.” (Key informant, UGBS).

Reflection on the existing organisational cultures of the institutions

The results above indicated the existence of a mix of different types of organisational culture in both institutions. The descriptions given for CBS's organisational culture pointed to a mix of adhocracy and clan types of organisational culture. However, the dominant culture was Adhocracy. This type of organisational culture encourages innovations and emphasizes on the growth of the organisation. It also encourages individual initiatives and all these were evident in the descriptions provided above. The sense of belonging to a family; expressed by an informant also indicated the presence of the Clan culture. On the other hand, the organisational culture of UGBS was a mix of the hierarchy or control culture and the adhocracy culture. However the hierarchy culture appeared to be dominant culture.

A distinction could be seen in the organisational culture of both institutions. The dominance of the adhocracy culture in the organisational culture of CBS may be attributed to the fact that since there is keen competition between the numerous private universities in the country; CBS is trying to position itself well in order to capture an appreciable percentage of the target market. Hence, it is not surprising that their organisational culture is emphasizing innovativeness. This affirms Cunha and Cooper (2002)'s observations that private institutions turn to have an organisational culture that is geared towards profit making, excellence, and meeting the needs of their key stakeholders. On the other hand, the dominance of hierarchy culture in UGBS is to be expected because state-owned institutions are often found to have organisational cultures that are built around procedures and structures, which often encourages bureaucracy (Cuhan, 2000).

Similarities and differences in the institutions' organisational cultures

Organisational cultures are made up of a number of dimensions which make it possible for organisational culture to be compared or measured (Denison, 1996; Van der Post, De Coning & Smith, 1997). Ferreira and Hill (2007) have indicated that since the structure and processes of public and private universities differ, their organisational cultures are likely to be different. This study attempted to explore the similarities and differences in the dimensions of the organisational culture of CBS and UGBS in line with the conceptual framework guiding the study. Respondents' perceptions on the dimensions of organisational culture stipulated by Van der Post, De Coning and Smith (1997) were explored with t-test set at a significant level of 0.05.

Results which were statistically significant implied differences in the dimensions of the organisational culture being compared. On the other hand, results which did not indicate any significant differences implied similarities in dimensions. The results of the analysis as shown in Table 3 revealed significant differences in respondents' perceptions on culture management by their institutions. While respondents from CBS agreed (mean =1.25) to the fact that their institution tried to manage their organisational culture, respondents from UGBS were unsure about efforts being made in their institution to effectively manage their organisational culture (mean =1.79). The positive perceptions of respondents from CBS on this dimension may be explained by the fact that their school is making conscious efforts to build a culture around the vision and values of their founder and this is known to all employees.

Table 3: Mean responses on the dimensions of organisational culture by institution

| Dimensions | Institutions | | | | P-value |
|----------------------------------|--------------|---------------|------|---------------|---------|
| | CBS | | UGBS | | |
| | N | Mean response | N | Mean response | |
| Conflict resolution | 59 | 1.35 | 44 | 1.36 | 0.935 |
| Culture management | 59 | 1.25 | 44 | 1.79 | 0.000 |
| Customer orientation | 59 | 1.56 | 44 | 1.39 | 0.110 |
| Disposition towards change | 59 | 1.67 | 44 | 2.23 | 0.000 |
| Employee participation | 59 | 1.87 | 44 | 1.75 | 0.423 |
| Goal clarity | 59 | 1.49 | 44 | 1.69 | 0.073 |
| Human resource management | 59 | 1.36 | 44 | 1.15 | 0.058 |
| Identification with organisation | 59 | 1.31 | 44 | 1.45 | 0.173 |
| Locus of authority | 59 | 1.33 | 44 | 2.27 | 0.000 |
| Management style | 59 | 1.37 | 44 | 1.65 | 0.018 |
| Organisational focus | 59 | 1.27 | 44 | 1.24 | 0.740 |
| Organisational integration | 59 | 1.53 | 44 | 1.54 | 0.835 |
| Performance orientation | 59 | 1.69 | 44 | 1.61 | 0.340 |
| Task structure | 59 | 1.64 | 44 | 1.74 | 0.419 |

Source: Fieldwork, 2011

Scale: Agree = 1.0-1.49, Uncertain = 1.50- 2.49, Disagree = 2.50-3.0

With regards to organisational cultures which are disposed to change, significant differences (P = 0.000) were also established (Table 3). Although all respondents from the two institutions expressed doubt about their cultures

encouraging change, the expression of doubt was lesser among respondents from CBS (mean = 1.67) as compared to their counterparts from UGBS (mean = 2.23). The differences noted in this case may perhaps be attributed to the differences in the ownership and structure of these two institutions. Since CBS is a private institution, making changes to accommodate new opportunities and threats may be relatively easier as compared to UGBS which is state-owned and a lot of bureaucratic processes would have to be followed before changes can be effected.

In terms of the organisational culture's dimension of authority (Table 3), respondents from CBS agreed (mean = 1.33) to the fact that their culture allowed all level of employees authority in the discharge of their duties. On the contrary, respondents from UGBS were not sure (mean = 2.27) whether their culture empowered all employees with authority to take work related decisions, thus indicating they have a culture which encourages top-down approaches to decision making. The explanation for these responses may lie in Cunha and Cooper (2002) assertion that organisational cultures of private institutions stresses on and makes provision for individual initiatives and accountability while public institutions lack this.

Similarly, significant differences were also established in respondents' perceptions about the management style that their organisational culture encouraged as shown in Table 3. Respondents from CBS through their responses ascribed to the existence of a culture (mean = 1.37) that encouraged employee participation in the management of the institution. On the other hand, respondents from UGBS were not too sure (mean = 1.65) whether their organisational culture deliberately encourages that. Since CBS is smaller as

compared to UGBS, it may be easier for them to get their employees involved in management.

As Table 3 suggests, issues relating to conflict resolutions, customer orientation (CBS, mean = 1.35; UGBS, mean = 1.36), employee participation (CBS, mean = 1.87; UGBS, mean = 1.75), goal clarity (CBS, mean = 1.49; UGBS, mean = 1.69), human resource management (CBS, mean = 1.36; UGBS, mean = 1.15), identification with institution (CBS, mean = 1.31; UGBS, mean = 1.45), organisational focus (CBS, mean = 1.27; UGBS, mean = 1.24), organisational integration (CBS, mean = 1.53; UGBS, mean = 1.54), performance orientation (CBS, mean = 1.69; UGBS, mean = 1.61) and task structure (CBS, mean = 1.64; UGBS, mean = 1.74) were not statistically significant.

An interesting pattern was noted in respondents' mean responses on the dimensions of organisational culture compared in this study. Although the organisational culture literature suggests that the organisational cultures of private and public institutions significantly differ (Cunha, 2000; Cunha & Cooper, 2002; Ferreira & Hill, 2008; Cox, 2009), much differences were not noted between the two institutions in this study.

The dimensions, which recorded significant differences in respondents' perceptions, played some critical role in the cultures of the institutions. Although the literature suggests that private institutions most often have an organisational culture that focuses on excellence, efficiency, customer satisfaction, the same is not completely the case with CBS. This may perhaps be because it is undergoing expansion and it has its related challenges of proper coordination, human resource management, and customer orientation.

Preferred organisational cultures of the institutions

Cameron and Quinn (1999) have pointed out that one advantage of assessing organisational culture is that it creates awareness among employees about their existing culture and the improvements that are needed to be made on those cultures. Respondents' preferred organisational culture was explored along two (2) main dimensions. It first considered aspects of the current organisational culture that respondents preferred and did not prefer. Secondly, it considered improvements that respondents wanted to see in their organisational culture. Respondents' preferences were also explored by their socio-demographic characteristics.

Respondents were asked to mention aspects of their existing organisational cultures they most preferred as well as those they least preferred. Their responses as shown in Table 4 revealed that currently, the three (3) topmost preferred aspects of organisational culture in CBS were free flow of information (32.2%), flexibility in work schedules (22.0 %) and clarity of organisational goals (15.3%). For respondents from UGBS on the other hand, employee empowerment (47.7%), free flow of information (13.6%) and emphasis on effectiveness (13.6%) were the three (3) topmost preferred aspects of the existing culture in UGBS.

Table 4: Respondents' preferences for their existing organisational culture

| Aspects of organisational culture | Institutions | | | |
|---|--------------|--------------|-----------|--------------|
| | CBS | | UGBS | |
| | N | Percent (%) | N | Percent (%) |
| Employee empowerment | 6 | 10.2 | 21 | 47.7 |
| Free flow of information | 19 | 32.2 | 6 | 13.6 |
| Flexibility in work schedules | 13 | 22.0 | 5 | 11.4 |
| Clarity of goals | 9 | 15.3 | 1 | 2.3 |
| Emphasis on effectiveness | 4 | 6.8 | 6 | 13.6 |
| Employee involvement in decision making | 5 | 8.5 | 2 | 4.5 |
| Good customer orientation | 3 | 5.1 | 3 | 6.8 |
| Total | 59 | 100.0 | 44 | 100.0 |

Source: Fieldwork, 2011

Again as shown in Table 4, the two (2) least preferred aspects of the organisational culture for respondents from CBS were emphasis on effectiveness (6.8%) and good customer orientation (5.1%) while for respondents from UGBS, there were employee involvement in decision making (4.5%) and clarity of goals (2.3%).

Reasons for preferences

Respondents from the two institutions associated different reasons for their preferences of certain aspects of their cultures. In the case of CBS as shown in Table 5, reasons given in support for free flow of information were

its role in increasing employee morale (22.2%), ensuring effectiveness of work done (66.7%), and its contribution to the growth of the school (11.1%).

Table 5: Aspect of organisational culture by reasons for preference

| Institution | Aspect of organisational culture | Reasons for preference | Percent (%) |
|-------------|----------------------------------|------------------------------|-------------|
| CBS | | | |
| | Free flow of information | Increases employee morale | 52.4 |
| | | Promotes innovation | 33.3 |
| | | Ensures effective work | 14.3 |
| | Sub total | | 100.0 |
| | Flexibility in work schedules | Increases in employee morale | 22.2 |
| | | Ensures effectiveness | 66.7 |
| | | Growth in school | 11.1 |
| | Sub total | | 100.0 |
| | Clarity of goals | Increases in employee morale | 29.2 |
| | | Promotes innovativeness | 41.8 |
| | | Ensures effective work | 23.2 |
| | | Growth in school | 5.8 |
| | Sub total | | 100.0 |
| UGBS | | | |
| | Employee empowerment | Promotes innovativeness | 14.3 |
| | | Ensures effectiveness | 14.3 |
| | | Ensures growth in school | 71.4 |
| | Sub total | | 100.0 |
| | Free flow of information | Ensures effectiveness | 100.0 |
| | Sub total | | 100.0 |
| | Emphasis on effectiveness | Ensures growth in school | 53.7 |
| | | Promotes innovativeness | 46.3 |
| | Sub total | | 100.0 |

Source: Fieldwork, 2011

Another aspect of organisational culture they identified was flexibility of work. Reasons given in support of it were that it has increased employee morale (29.2%), promoted innovations in the school (41.8%), ensured effectiveness of work done (23.3%), and contributed to the growth of the school (5.8%). Finally, with regards to the issue of clarity of goals in the school, respondents stated that it has increased employee morale (33.3%), ensured how effectively work was done in the school (50.0%) and it has contributed to the growth of the school (16.7%).

For respondents from UGBS, employee empowerment was the single most preferred aspect of their organisational culture (Table 5). The reasons they gave in support of this preference were that it promotes innovativeness among employees (14.3%), ensures effectiveness of work done (14.3%) and it ensure a growth in the school (71.4%). They also mentioned free flow of information and emphasis on effectiveness as other preferred aspects of their culture. The reason alluded to the former was it ensures effectiveness of work done (100.0%) and reasons for the latter were it ensures growth of the school (53.7%) and it promotes innovativeness (46.3%) as presented in Table 5.

Preferred aspects of organisational culture by respondents' profile

Respondents' preferences were explored by their profile to see whether they were variations. The results of the cross tabulation expressed in Table 6 indicated that in terms of sex, the male respondents had more preference for all the aspects of OC assessed than their female counterparts.

Table 6: Preferred aspects of organisational cultures by respondents' profile

| Profile | N | Aspects of organisational culture | | | | | | |
|-------------------------------|----|-----------------------------------|--------------------------|-------------------------------|------------------|---------------------------|---|---------------------------|
| | | Employee empowerment | Free flow of information | Flexibility in work schedules | Clarity of goals | Emphasis on effectiveness | Employee involvement in decision making | Good customer orientation |
| | | % | % | % | % | % | % | % |
| Sex | | | | | | | | |
| Male | 83 | 25.3 | 25.3 | 6.0 | 6.0 | 8.4 | 19.3 | 9.6 |
| Female | 20 | 30.0 | 20.0 | 5.0 | 10.0 | 15.0 | 10.0 | 10.0 |
| Age | | | | | | | | |
| < 25 | 16 | 12.5 | 12.5 | 12.5 | 6.3 | 6.3 | 25.0 | 25.0 |
| 26- 35 | 42 | 31.0 | 23.8 | 7.1 | 7.1 | 14.3 | 14.3 | 14.3 |
| 36 – 45 | 27 | 22.2 | 25.9 | 3.7 | 7.4 | 7.4 | 22.2 | 11.1 |
| < 46 | 18 | 33.3 | 33.3 | 0 | 5.6 | 5.6 | 11.1 | 11.1 |
| Marital status | | | | | | | | |
| Single | 45 | 26.7 | 22.2 | 11.1 | 2.2 | 11.1 | 17.8 | 8.9 |
| Married | 58 | 25.9 | 25.9 | 1.7 | 10.3 | 8.6 | 17.2 | 10.3 |
| Educ. level | | | | | | | | |
| JHS | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 100 |
| SHS | 5 | 0 | 40.0 | 0 | 0 | 0 | 60.0 | 0 |
| GCE | 5 | 80.0 | 0 | 20.0 | 0 | 0 | 0 | 0 |
| HND | 16 | 18.8 | 12.5 | 0 | 12.5 | 18.8 | 25.0 | 12.5 |
| University | 76 | 26.3 | 27.6 | 6.6 | 6.6 | 9.2 | 14.5 | 9.2 |
| Average monthly income | | | | | | | | |
| > GHC 150 | 12 | 41.7 | 8.3 | 8.3 | 0 | 0 | 25.0 | 16.7 |
| GHC 151-250 | 9 | 22.2 | 0 | 22.2 | 11.1 | 22.2 | 22.2 | 0 |
| GHC 251-350 | 13 | 7.7 | 38.5 | 0 | 15.4 | 7.7 | 15.4 | 15.4 |
| GHC 351-450 | 5 | 20.0 | 0 | 20.0 | 0 | 0 | 40.0 | 20.0 |
| < GHC 451 | 64 | 28.1 | 29.7 | 3.1 | 6.3 | 10.9 | 14.1 | 7.8 |
| Work (in years) | | | | | | | | |
| > 2 years | 38 | 28.9 | 15.8 | 10.5 | 2.6 | 13.2 | 21.1 | 7.9 |
| 3-5 years | 35 | 22.9 | 17.1 | 5.7 | 11.4 | 11.4 | 20.0 | 11.4 |
| 6-10 years | 25 | 24.0 | 44.0 | 0 | 8.0 | 4.0 | 12.0 | 8.0 |
| < 10 years | 5 | 40.0 | 40.0 | 0 | 0 | 0 | 0 | 20.0 |

Fieldwork, 2011

With respect to marital status, much variation was not noted between respondents' preferences and their marital status. As shown in Table 6, those who were married slightly dominated in almost all the aspects of OC assessed as compared to their counterparts who were unmarried.

In terms of respondents' educational background as presented in Table 6, those who had attained university degree showed more preference for all the aspects of OC assessed. This was to be expected because majority of the respondents (73.8%) had schooled up to the university level.

The results in Table 6 also indicated that respondents who had worked for a period of less than 2 years in both institutions showed more preference for the aspect of OC that dealt on employee empowerment while those who had worked for a period between 6-10 years preferred flexibility in work schedules.

Improvements on organisational cultures of the institutions

Finally, respondents were asked to state what improvements should be made to their existing organisational culture. Table 7 revealed that the three (3) topmost areas identified by respondents from CBS were employee empowerment (26.7%), good customer orientation (20.0%) and human resource development (15.5%). For respondents from UGBS on the other hand, proper coordination between departments (22.2%), employee empowerment (18.5%), strict adherence to procedures (18.5%) and emphasis on excellence (18.5%) as shown in Table 6 were the desired additions needed to be made.

Table 7: Aspect of organisational culture in need of improvement

| Aspects of organisational culture | Institution | | | |
|---|-------------|-------------|------|-------------|
| | CBS | | UGBS | |
| | N | Percent (%) | N | Percent (%) |
| Employee empowerment | 12 | 26.7 | 5 | 18.5 |
| Emphasis on excellence | 3 | 6.7 | 5 | 18.5 |
| Proper coordination between departments | 4 | 8.8 | 6 | 22.2 |
| Human resource development | 7 | 15.5 | 2 | 7.4 |
| Strict adherence to procedures | 4 | 8.8 | 5 | 18.5 |
| Effective staff reward system | 6 | 13.3 | 2 | 7.4 |
| Good customer orientation | 9 | 20.0 | 2 | 7.4 |
| Total | 45 | 100.0 | 27 | 100.0 |

Source: Fieldwork, 2011

Reasons assigned for the areas in need of improvements

Respondents gave various reasons to support their three (3) topmost aspects of their existing organisational culture that needed improvement. One aspect of OC of interest to respondents from CBS was employee empowerment. The reasons given in support of it were that it will boost employee morale (71.4%), enhance the performance of the institution (14.3%), satisfy customers (7.1%), and make employees effective (7.2%). The same reasons of enhancement of performance of institution (20.0%) and satisfied customers (80.0%) were associated with good customer orientation as shown in Table 8.

Table 8: Reasons in support for improvement in organisational culture

| Institution | Aspect of organisational culture | Reasons for improvement | Percent (%) |
|------------------------------------|----------------------------------|--|---------------------------------|
| CBS | Employee empowerment | It will boost employee morale | 71.4 |
| | | Enhance performance of institution | 14.3 |
| | | Satisfied customers | 7.1 |
| | | Increase effectiveness of employees | 7.2 |
| | Sub total | | 100.0 |
| | Good customer orientation | Enhance performance of institution | 20.0 |
| | | Satisfied customers | 80.0 |
| | Sub total | | 100.0 |
| | Human resource development | It will promote employee morale | 11.1 |
| | | Enhance performance of institution | 22.2 |
| | | Satisfied customer | 11.1 |
| | | Increase effectiveness of employees | 55.6 |
| | Sub total | | 100.0 |
| | UGBS | Proper cooperation between departments | It will promote employee morale |
| Enhance performance of institution | | | 80.0 |
| Satisfied customer | | | 10.0 |
| Sub total | | | 100.0 |
| Strict adherence to procedures | | Enhance performance of institution | 25.0 |
| | | Satisfied customer | 12.5 |
| | | Increase effectiveness of employees | 62.5 |
| Sub total | | | 100.0 |
| Emphasis on excellence | | Enhance performance of institution | 75.0 |
| | | Satisfied customer | 25.0 |
| Sub total | | 100.0 | |

Source: Fieldwork, 2011

In terms of human resource development as shown in Table 8, reasons given by CBS' respondents in support were that it will promote morale of employees (11.1%), enhancement of institution's performance (22.2%), satisfied employees (11.1%) and effective employees (55.6%).

The desire for proper coordination between departments was put forward by respondents from UGBS. This was because they believed it will increase employee effectiveness (10.0%), enhance the institution's performance (80.0%) and satisfy customers (10.0%) as presented in Table 8.

The reasons given in favour of their second preference; strict adherence to procedures was enhancement of institution's performance (25.0%), satisfied customers (12.5%), and increase effectiveness of employees (62.5%). In the case of effective staff reward system, the reason was that it will increase staff morale (100%). And for emphasis on excellence (Table 8), they believed it will enhance the performance of the institution (75.0%) and ensure customers are satisfied (25.0%).

Generally, the respondents from both CBS and UGBS expressed similar sentiments about their preferences on the desired organisational cultures that their institutions should have. Their responses suggest that they desire an organisational culture that will focus on empowering the employee as well as promoting excellence. Since there is a proliferation of business schools in the country, it will take an institution that effectively monitors its organisational culture to stay on top of the competition.

Summary

This chapter was concerned with the analysis of the data collected and the discussion of the results. It explored the existing organisational culture of CBS and UGBS. It also explored similarities and differences that existed between the dimensions of the organisational cultures of these two institutions. Finally, it looked at respondents' future preferences for the organisational cultures in their respective institutions. The next chapter provides a summary of the main findings of the study, conclusions and relevant recommendations for action and further research.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This final chapter is a presentation of the summaries of the main findings, as well as the conclusions and recommendations arising from the findings of the study.

Summary

The main objective of this study was to assess the organisational culture of the CBS and UGBS. Specifically, the study tried to

- Identify the existing organisational culture within the University of Ghana Business School and the Business School of the Central University College;
- Find out the preferred organisational culture within the University of Ghana Business School and the Business School of the Central University College; and
- Explore similarities and differences within the dimensions of the organisational culture of the Business Schools of University of Ghana and Central University College.

Van der Post, De Coning and Smith (1997)'s dimensions of organisational culture was used as the study's conceptual framework. The study employed a

cross sectional study design. A hundred and three (103) respondents were selected through a multi-stage sampling procedure to partake in this comparative study. Four (4) key informants were also made use of. The data for this study was analyzed mainly with the use of narratives, cross tabulations, and t-test.

Main findings

Based on the study's specific objectives, the following were the main findings arrived at:

- The dominant organisational culture in CBS was adhocracy culture while that of UGBS was hierarchy culture.
- The organisational cultures of CBS and UGBS were significantly different along the dimensions of culture management, disposition to change, authority and management style.
- The dimensions of the organisational cultures of CBS and UGBS were similar in terms of conflict resolutions, customer orientation, employee participation, goal clarity, human resource management, identification with institution, organisation focus, organisation integration, performance orientation and task structure.
- Employee empowerment, free flow of information and flexibility in work schedules were the three (3) topmost preferred aspects of the organisational culture of CBS. However in UGBS, the three (3) topmost preferred aspects of the existing organisational cultures were employee empowerment, free flow of information and emphasis on effectiveness.

- The two (2) least preferred aspects of CBS' organisational culture were emphasis on effectiveness and customer orientation while for UGBS; they were employee participation in decision making and clarity of organisational goals.
- The organisational culture of CBS needs improvement in the areas of emphasizing employee empowerment, good customer orientation, and human resource development while that of UGBS needs improvement in the area of emphasizing proper coordination between departments, employee empowerment and strict adherence to procedures.

Conclusions

Drawing from the specific objectives guiding the study and the ensuing findings, the following conclusion can be drawn.

- Much difference does not exist between the dimensions of the organisational cultures of CBS and UGBS. The results of the study indicated that significant differences were not observed between ten (10) out of the fourteen (14) dimensions of the OCs of both institutions. Significant differences only existed in the dimension of culture management, disposition to change, authority and management style.
- It can also be concluded that the current OCs of CBS and UGBS do not place much emphasis on good customer orientation and employee empowerment. The study revealed that the least preferred aspects of both organisational cultures dealt on issues of customer orientation and employee participation in decision making. Therefore respondents are

expecting that if improvements must be done to their organisational cultures then these areas must be addressed.

Recommendations

- The proliferation of private universities in the country has made the tertiary educational sector in Ghana very competitive. In order for CBS and UGBS to stay above the competition and gain a significant proportion of the target market, there is the need for them to develop an organisational culture that places a lot of importance on the customer (Students). It is therefore recommended that the heads of these institutions in consultation with their employees formulate policies and procedures that will seek to effectively address the needs and expectations of the students.
- Employees of an organisation form the integral part of that organisation and their actions or inactions can make or unmake the organisation. Therefore the management of both institutions must consider developing an OC that will increase the involvement of employees in the decision making process as well as empower them to take initiatives on their own. This will make them feel part of the organisation and motivated to give off their best.

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APPENDICES

APPENDIX I

UNIVERSITY OF CAPE COAST

Assessment of Organisational Culture of the business schools of the University of Ghana and the Central University College, Accra.

Introduction

This questionnaire is aimed at soliciting information on the organisational culture that exists within your institution. This instrument is designed for data collection as part of the requirement for a M.A in Organisational Development in the University of Cape Coast. This is a purely academic exercise and any information provided will be treated as strictly confidential. Your cooperation in completing this questionnaire would be appreciated.

Thank You

Instruction: Please tick {√} the response that apply to you

Section A: Socio Demographic Characteristics

1. Sex

1. Male []

2. Female []

2. Age:

3. How long have you been working in this institution.....

4. Highest Education Attained

1. No Formal Education []

2. Primary []

3. JHS/Middle School []

4. SHS []

5. GCE 'A' or 'O' Level []

6. HND []

7. University []

8. Others

5. Marital Status:

- 1. Single []
- 2. Married []
- 3. Widowed []
- 4. Divorced []

6. Religion

- 1. Christianity []
- 2. Islam []
- 3. Traditional []
- 4. None []
- 5. Others []

7. Income Level

- 1. Less than GHC 50 []
- 2. GHC 50-150 []
- 3. GHC 151-250 []
- 4. GHC 251–350 []
- 5. GHC 351-450 []
- 6. Above GHC 451 []

Section B: Assessment of Organisational Culture

Please tick {√} the box that best describes your response to each of the following in the next pages. The responses are: 1. Completely Agree (CA), 2. Mostly Agree (MA), 3. Slightly Agree (SA) 4. Uncertain (U) 5. Slightly Disagree (SD), 6. Mostly Disagree (MD), 7. Completely Disagree (CD)

| DIMENSION – ITEM | CA | MA | SA | U | SD | MA | CD |
|--|----|----|----|---|----|----|----|
| Conflict Resolution | | | | | | | |
| Differences of opinion are welcomed in this organisation | | | | | | | |
| There is an air of openness and trust in this organisation | | | | | | | |
| Differing views are encouraged in this organisation | | | | | | | |

| | | | | | | | |
|--|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| The people in this organisation are not interested in hearing views that do not agree with their views | | | | | | | |
| This organisation tends to deal with differences of opinion by ignoring them or by pretending that they do not exist | | | | | | | |
| Employees are not encouraged to reveal any differences of opinion which they may have with their bosses | | | | | | | |
| In this organisation bosses do not like to hear the other side of the story | | | | | | | |
| Culture Management | | | | | | | |
| This organisation has strong values which are widely shared by its members | | | | | | | |
| Employees In this organisation have a clear understanding of what its values and philosophies are | | | | | | | |
| This organisation consistently makes employees aware of how they are expected to behave at work | | | | | | | |
| There is nothing holding this organisation together and binding its members to one another | | | | | | | |
| DIMENSION - ITEM | CA | MA | SA | U | SD | MD | CD |
| Culture Management | | | | | | | |

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| Managers in this organisation seldom communicate to employees what the organisation's values and philosophies are | | | | | | | |
| Managers in this organisation seldom do anything which shows employees what is important for the organisation's long term success | | | | | | | |
| Customer Orientation | | | | | | | |
| In this organisation there is a strong emphasis on the customer | | | | | | | |
| In this organisation there is an emphasis on giving the customer the best quality and service | | | | | | | |
| This organisation really takes its customers seriously and listens to them | | | | | | | |
| This organisation really values its customers | | | | | | | |
| This organisation is definitely not customer oriented | | | | | | | |
| Disposition Toward Change | | | | | | | |
| In this organisation employees are always encouraged to search for better ways of getting the job done | | | | | | | |
| In this organisation, employees are encouraged to be creative and innovative | | | | | | | |

| | | | | | | | |
|--|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| In this organisation, there is no emphasis on individual initiative | | | | | | | |
| Creativity is definitely not encouraged in this organisation | | | | | | | |
| This is not an innovative organisation and new ideas are generally discouraged | | | | | | | |
| Employee Participation | | | | | | | |
| Employees in this organisation are genuinely encouraged to participate in broad organisational policy matters | | | | | | | |
| This organisation has a participative management style | | | | | | | |
| Employees in this organisation are consulted in respect of decisions regarding what the organisation plans to do | | | | | | | |
| Employees in this organisation have a say in the organisation's work methods | | | | | | | |
| DIMENSION - ITEM | CA | MA | SA | U | SD | MD | CD |
| Employee Participation | | | | | | | |
| In this organisation employees are involved in decisions which directly impact on their work | | | | | | | |
| This organisation does not allow employees to participate in the decision-making process. | | | | | | | |
| Employees in this organisation have very little say in their own work goals | | | | | | | |

| Goal Clarity | | | | | | | |
|---|--|--|--|--|--|--|--|
| Employees in this organisation are sufficiently aware of the organisation's goals | | | | | | | |
| Employees in this organisation understand the objectives of the organisation | | | | | | | |
| Everything that employees do in this organisation is directed at accomplishing the organisation's goals | | | | | | | |
| Employees in this organisation do not understand what contribution is expected from them | | | | | | | |
| Employees in this organisation do not know what is expected of them in their jobs | | | | | | | |
| In this organisation goals are not clearly defined | | | | | | | |
| Employees in this organisation are not aware of the objectives of the organisation | | | | | | | |
| Human Resource Orientation | | | | | | | |
| This organisation has high regard for its employees | | | | | | | |
| This organisation views its employees as important contributors to the organisation's success | | | | | | | |
| This organisation does not really value its employees | | | | | | | |

| | | | | | | | |
|---|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| This organisation does not treat its employees as if they are a valued resource | | | | | | | |
| This organisation treats its employees as though they have nothing to contribute towards the organisation's performance | | | | | | | |
| DIMENSION - ITEM | CA | MA | SA | U | SD | MD | CD |
| Identification with the Organisation | | | | | | | |
| Employees in this organisation assist each other because they share a high degree of commitment to making the organisation successful | | | | | | | |
| Employees in this organisation share a high degree of commitment to make the organisation successful | | | | | | | |
| Employees in this organisation have confidence and trust in each other | | | | | | | |
| In this organisation employees are committed to making the organisation successful | | | | | | | |
| Employees in this organisation do not identify with the organisation | | | | | | | |
| This organisation does not encourage its employees to identify with each other and the organisation | | | | | | | |
| Locus of Authority | | | | | | | |

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|--|--|--|--|--|--|--|--|
| In this organisation employees are empowered to make appropriate decisions and they do not have to refer everything up the line. | | | | | | | |
| Employees in this organisation are encouraged to use their own initiatives in doing their jobs | | | | | | | |
| Employees in this organisation have the freedom and independence to do their jobs effectively | | | | | | | |
| In this organisation, authority to make decisions is only in the hands of senior managers | | | | | | | |
| Employees in this organisation are not allowed to get on with their jobs because they have to double check all decisions with their bosses | | | | | | | |
| In this organisation decisions have to be referred upwards all the time. | | | | | | | |
| In this organisation, authority to make decisions is only in the hands of senior managers | | | | | | | |
| Management Style | | | | | | | |
| In this organisation communication flows freely and accurately throughout the organisation-upward, downward and laterally | | | | | | | |
| Managers in this organisation | | | | | | | |

| | | | | | | | |
|--|-----------|-----------|-----------|----------|-----------|----------------------|-----------|
| provide clear communication, assistance and support to their subordinates | | | | | | | |
| In this organisation senior management is helpful and supportive when required | | | | | | | |
| This organisation listens to the views of its employees | | | | | | | |
| In this organisation there is a low level of trust in openness with bosses | | | | | | | |
| Employees in this organisation cannot rely on management support when needed | | | | | | | |
| DIMENSION - ITEM | CA | MA | SA | U | SD | M D | CD |
| Organisation Focus | | | | | | | |
| This is a focused organisation which knows how to get the basic things right | | | | | | | |
| This organisation concentrates on those activities which form part of the fundamentals of the business | | | | | | | |
| This organisation does not allow itself to get side-tracked by issues which do not really matter | | | | | | | |
| This organisation does not allow employees to concentrate their efforts on the right activities | | | | | | | |
| This organisation has no idea what it needs to do exceptionally well in order to survive and | | | | | | | |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| prosper | | | | | | | |
| Few of the activities in this organisation centre around things that are really vital to its success | | | | | | | |
| This organisation has a poor understanding of the things that really matter | | | | | | | |
| Organisational Integration | | | | | | | |
| In this organisation employees from different departments are encouraged to work together for the overall good of the organisation | | | | | | | |
| In this organisation support across work group and departmental boundaries is strongly encouraged | | | | | | | |
| In this organisation managers go out of their way to ensure that different departments operate in a coordinated way | | | | | | | |
| In this organisation, inter-departmental cooperation is very strong encouraged | | | | | | | |
| In this organisation the sharing of information between departments and work groups is not encouraged | | | | | | | |
| The different sub-units in this organisation are not encouraged to work together effectively | | | | | | | |

| | | | | | | | |
|---|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| towards the achievement or the organisation's goals | | | | | | | |
| Performance Orientation | | | | | | | |
| In this organisation there is a norm to maintain progress and strive towards excellence | | | | | | | |
| The goals which are set in this organisation are tough but realistic | | | | | | | |
| In this organisation, there is little emphasis on doing a good job | | | | | | | |
| In this organisation little emphasis is placed on the achievement of goals | | | | | | | |
| This organisation sets no performance standards for its employees | | | | | | | |
| This organisation places a low premium on high performance | | | | | | | |
| In this organisation little emphasis is placed on performance standards | | | | | | | |
| DIMENSION - ITEM | CA | MA | SA | U | SD | MD | CD |
| This organisation rewards employees on the basis of performance | | | | | | | |
| In this organisation employees are expected to contribute towards the achievement of the organisation's objectives and this is what is rewarded | | | | | | | |
| This organisation treats employees like good performers | | | | | | | |

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| rather than poor performers | | | | | | | |
| In this organisation there is a clear link between reward and performance | | | | | | | |
| In this organisation employees are rewarded not for who they know but for what they produce | | | | | | | |
| In this organisation emphasis is placed on rewarding employees for success rather than punishing them for failure | | | | | | | |
| This organisation does not reward good performance | | | | | | | |
| Task Structure | | | | | | | |
| Employees in this organisation are not constrained by rules, regulations, policies and procedures in doing their jobs | | | | | | | |
| In this organisation there is an informal atmosphere which helps employees to get the job done | | | | | | | |
| Employees in this organisation have to get approval from above before they can act | | | | | | | |
| In this organisation employees have to follow many standard procedures in doing their work | | | | | | | |
| Employees in this organisation are not constrained by rules, regulations, policies and procedures in doing their jobs | | | | | | | |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| In this organisation not following the chain of command to get a job done, is frowned upon | | | | | | | |
| In this organisation employees have to observe many rules and regulations in doing their work | | | | | | | |
| In this organisation employees are supervised very closely | | | | | | | |
| In this organisation there are many standard procedures which employees have to adhere to at all times | | | | | | | |
| In this organisation there are too many rules, regulations and standard procedures | | | | | | | |

Section C: Future Preferences of Organisational Culture

1a. Give four (4) aspects of your current organisational culture, you like and will want to see it continue?

| Aspect of organisational culture | Reason |
|----------------------------------|--------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

2a. State four (4) aspects of your organisational culture, you do not like and will not want to see continue?

| Aspect of organisational culture | Reason |
|----------------------------------|--------|
| | |

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

3a. State four (4) things which are currently **not** part of your organisation's culture, **but you will want to see introduce** into your organisation's culture?

| Aspect of organisational culture | Reason |
|----------------------------------|--------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

4. Any other issues

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.....

.....

THANK YOU

APPENDIX II

UNIVERSITY OF CAPE COAST

Assessment of Organisational Culture of the business schools of the University of Ghana and the Central University College, Accra.

In-Depth Interview Guide for Key Informants

Introduction

This interview guide is aimed at soliciting information on the organisational culture that exists within your institution. This instrument is designed for data collection as part of the requirement for a MA in Organisational Development. This is a purely academic exercise and any information provided will be treated as strictly confidential. Your cooperation in partaking in this interview will be appreciated.

Thank You

Under each sub section, which of the following best describes your organisation and why?

Dominant characteristics

1. The organisation is a very personal place. It is like an extended family. People seem to share a lot of personal information and features.
2. The organisation is a very dynamic entrepreneurial place. People are willing to stick out their necks and take risks.
3. The organisation is very results-oriented. A major concern is getting the job done. People are very competitive and achievement-oriented.
4. The organisation is a very controlled and structured place. Formal procedures generally govern what people do.

Organisational leadership

1. The leadership in the organisation is generally considered to exemplify mentoring, facilitating, or nurturing.

2. The leadership in the organisation is generally considered to exemplify entrepreneurship, innovation, or risk taking.
3. The leadership in the organisation is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.
4. The leadership in the organisation is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.

Management of employees

1. The management style in the organisation is characterized by teamwork, consensus, and participation.
2. The management style in the organisation is characterized by individual risk taking, innovation, freedom, and uniqueness.
3. The management style in the organisation is characterized by hard-driven competitiveness, high demands, and achievement.
4. The management style in the organisation is characterized by security of employment, conformity, predictability, and stability in relationships.

Organisation glue

1. The glue that holds the organisation together is loyalty and mutual trust. Commitment to this organisation runs high.
2. The glue that holds the organisation together is commitment to innovation and development. There is an emphasis on being on the cutting edge.
3. The glue that holds the organisation together is an emphasis on achievement and goal accomplishment.
4. The glue that holds the organisation together is formal rules and policies. Maintaining a smooth-running organisation is important.

Strategic emphases

1. The organisation emphasizes human development. High trust, openness, and participation persist.

2. The organisation emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.
3. The organisation emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.
4. The organisation emphasizes permanence and stability. Efficiency, control and smooth operations are important.

Criteria of success

1. The organisation defines success on the basis of development of human resources, teamwork, employee commitment, and concern for people.
2. The organisation defines success on the basis of having the most unique or newest products. It is a product leader and innovator.
3. The organisation defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.
4. The organisation defines success on the basis of efficiency. Dependable delivery, smooth scheduling and low-cost production are critical.