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Organizational Culture in Academic Institutions Hofstede's Five Dimensions

Kosovare Ukshini¹, Besime Ziberi²

Abstract: Organizational culture is a case that has a big attention in the world of globalization economy. Nowadays we can hear different kind of debates and also we can find a lot of research papers that are related with organizational culture. In most of research papers we can find different definitions of the organizational culture but in context the concept of culture means the same: “**Culture is how organizations do things**” — Robbie Katanga. Most simple cultures involve three basic human activities: what people think, what people do and what people make. Organizational culture has to be oriented in highly positive virtues, attitudes, and behavior of employees and management that are part of individuals who work together to achieve organizational goals in effective and efficient way. These individuals share their attitudes, values, beliefs between organization, with costumers and furniture and with the whole factors that directly or indirectly are related with the organization work. Organizational culture is a big matter for all types of organizations because it has very important effect on the company's success and the whole wellbeing. In this research paper is showed a picture of the organizational culture in academic institutions regarding to Hoffstede's five dimensions for culture.

Keywords: Organization culture; staff; higher education; enrolment

1. Introduction

We are going to begin our research paper with the main question: ‘Is it meaningful to try or investigate any causal link between culture, goals achievement and performance?’

Organizational culture is a key factor in organizational theory. It becomes more important as a result of economic globalization when it comes in consideration, economic competitions and international co-operation. By development and rising of organizations, and culture concept by the day develops and changes

¹ PhD Candidate, Faculty of Economics, AAB University, Republic of Kosovo, Address: Fushe Kosove, Republic of Kosovo, Corresponding author: kosovare.ukshini@universitetiaab.com.

² PhD, Faculty of Economics, AAB University, Address: Fushe Kosove, Republic of Kosovo, E-mail: besime.ziberi@universitetiaab.com.

Organizational culture is known as a broad concept and there are a lot of theory from different authors and researchers that comes out with different conclusions of the thesis that can culture be measured using quantitative methods. Some are opposed to this idea (Schwartz & Davis, 1981; Trice & Beyer, 1993; others see no profound objections (Den Hartog et al., 1999; Denison & Mishra, 1995; Hofstede, 1984, 1991; House et al., 1999).

The anthropologist, Clifford Geertz, writes that traditional culture, “denotes a historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in symbolic forms by means of which [people] communicate, perpetuate, and develop their knowledge about and attitudes toward life” [25, p. 89]. From this definition we can notice that we have to see an organization like an anthropologist that can see a village or a clan. These kinds of statements were a scientific debate since 1980s. According to the Geertz definition we will try to scan culture and its importance in achievement the university’s goal.

We came in such an idea to show the organizational culture in Academic Institutions and to find out how culture impact the goals achievement and performance as a result of dynamic environmental when the competitiveness is becoming more and more in expression. Like organizations that face the competitiveness environment, nowadays and Universities face with this problem. In Kosovo there are a lot of Public and Private Universities. We can find out a lot of academic programs that in principle look the same. But Universities differ from each other by the way how they do things, how they function and this is the culture. An organization's culture is reflected in what is done, how it is done, and who is involved in doing it. (William G. Tierney)

So, in this paper first of all, we will try to find out University’s culture and then to identify how it is link with a main goal of university - the teaching quality and enrollment growth. This research paper has the main objective to identify organizational culture in Academic Institutions with special emphasis AAB University and second to highlight the link between culture and goal achievement within an University. We are going to use a questionnaire that has been share with academic and administrative staff. The sample was choose randomly when a Google form questionnaire was distributed through e-mail addresses. The questionnaire is designed as Hofstede’s theory of organizational culture framework. The other questions that we try to give the answer in this paper are as below:

- Why organizations exist?
- What are organizations principles?

- Why does culture bother organizations owners?
- Which type of culture do we have and which are the values that ask for the own type?

Culture plays very important role in the organization work and effectiveness. Organizations not only have to define their own culture, they have to use it, change it and adapt it within environmental changes.

2. Literature Review

In the literature we have a broad definitions about the meaning of the culture, its importance and how it is related with the organizations goals and performance. When we listen the word culture it immediately reflect to us as something that has to be good and strong with others word something that we use all the time. Culture is very hard to be tested like is performance too. Tylor provides one of the earliest definitions of culture: “the complex whole which includes knowledge, belief, art, morals, custom and any other capabilities and habit acquired by man as a member of society” (1871, in McCort and Malhotra, 1993).

Culture contains such variables like norms, values, beliefs, attitudes that are very hard to quantify and to test. But there are several studies in literature that try to show its importance and the difficulties to study culture like a broad and important concept in organizational theory. Kroeber & Kluckhohn gave an early definition: “culture consists in patterned ways of thinking, feeling and reacting, acquired and transmitted mainly by symbols, constitutes the distinctive achievements of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional (i.e., historically derived and selected) ideas and especially their attached values. (Kroeber & Kluckhohn, 1952, p. 181). Of this definition we can conclude that culture is really a difficult aspect that can be tested. As we have to do with aspects like artifacts that can be view when we enter in an organization but there are a lot of other aspects that are quiet hard to notice like the way of thinking of the employees, their feels or satisfaction in the work place, etc.

Organizational culture is a wide and deep concept, something that an organization 'is' rather than what it 'has' (according to Buchanan and Huczynski). According to Schein (2010), an MIT Sloan School of Management professor (1981, 1985, 1992) theory, organizational culture is defined 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 a correct way to perceive, think and feel in relation to those problems'. Deal and Kennedy defined organizational culture as the way things get done around here. Torben (2011) describe organizational culture as: "how things get done, how decisions get made, what works and does not work as far as behaviors and what gets rewarded and how". Sorensen (2002) support that cultural "strength" or certain kind of cultures correlate with economic performance within an organization. Cameron & Quinn (2005) emphasize that the success of organizations is not only determined by specific external conditions, for example, barriers to market entry, rivalry in the industry, and supplier and buyer power (see also Porter, 1985). They conclude that the remarkable and sustained success of some U.S. companies (e.g., Southwest Airlines, Wal-Mart, etc.) "Has had less to do with market forces than with company values" (Cameron & Quinn, 2005, p. 4).

We don't have a unique culture that fits with all type of organizations. Every single kind of organizations generate their own vision, mission, and build strategies so in this way they create their own culture their own way how they function and how they do things. For examples professors in academia have the same methods, same materials that use in the lecture but students groups differentiate from each other, or they have student with grade point average 10.00 or 6.00 two extremes and between. Taking in concern this statement we can notice that like people do not have same beliefs also organizations cannot have the same culture. Culture exists, we cannot say that we do not have culture, and we can use it for comparison.

Hofstede (2001) has offered that culture is "the collective programming of the mind that distinguishes the members of one group or category of people from another" everyone has his own culture, any element by which is different from the others. For example solving problems quickly or slowly, being polite with customers or impolite etc. Organizations are open social system composed of different people with different educational degree, different position, but they all work together for achievement one common goal-the organizational goal by which is defined also the organizational structure and culture. A single definition of organizational culture has proven to be very elusive. No one definition of organizational culture has emerged in the literature. One of the issues involving culture is that is defined both in terms of its causes and effect. For example, these are the two ways in which cultures often defined:

1. *Outcomes* Defining culture as a manifest pattern of behavior- Many people use the term culture to describe patterns of cross individual behavioral consistency

(CIBC). For example, when people say that culture is *"The way we do things around here,"* they are defining consistent way is in which people perform tasks, solve problems, resolve conflicts, treat customers, and treat employees.

2. *Process* Defining culture as a set of mechanisms creating cross individual behavioral consistency- In this case culture is defined as the informal values, norms, and beliefs that control how individuals and groups in an organization interact with each other and with people outside the organization. ."

Taking in concern these two approach given by Dr. Richard and W. Scholl (University of Rhode Island) we find out that in a great importance are employees in an organization especially in an academic institution to know their own position, their duties, to be able to solve problems, to treat well the customers, in our case students, to respect each other, to interact between and with people around like parents, families, firms, stakeholders etc.

Is there a formula for a successful organizational culture? Authoritarian cultures in companies, as in nations, may be the most efficient, explains Rothwell, but competitive success may require more than efficiency. The trick today, he notes, **is to move fast but with the best ideas**. And the best ideas do not come slowly from the leaders at the top. "The challenge is to unleash the creative potential of workers," Rothwell emphasizes. "Indeed, the leader's role has changed from authoritarian, who tells people what to do, to facilitator, who challenges people to come up with the best ideas and finds creative ways to identify obstacles to productivity and knock them down." So it is very important **innovation**. Accent do not fall in the hierarchic authority but in team work so in general all the employees in any kind of organization have to feel like a part of it in this way they will be more close in the process of goal achievement. Culture is becoming very important issue in academic institutions.

In a scientific Journal from Ohio State University I find out very important conclusion related organizational culture in Academic Institution. In the article is mentioned "The strength of academic culture," states by David Dill, "is particularly important when academic institutions face declining resources. During these periods the social fabric of the community is under great strain. If the common academic culture has not been carefully nurtured during periods of prosperity, the result can be destructive conflicts between faculties, loss of professional morale, and personal alienation" [21, p. 304]. Organizational culture in Universities is a little bit complicated to be investigate. The competitiveness is rising from day to day in higher education and culture is becoming the key factor for success. Dodek et al., (2010)

remark “culture is to an organization what personality is to the individual - a hidden, yet unifying theme that provides meaning, direction and mobilization”. We perceived there is no consensus on comprehensive definition. In accordance with Mary Jo Hatch and Tammar Zilber (2012), cultures cannot be accurately or completely described at all. Even so, all the definitions are close in the notion they convey and bring us to define organizational culture: A set of beliefs and shared values that unifies members of an organization and consolidates them under the cover of potent behavioral norms and rules. Taking in concern the key words of these definitions we can conclude that Universities in principle offer the same curricula but the way how they are implemented exactly how things go on are quite different. And in this case is “culture” that differentiates them from each other. Culture and its dimensions are complex set to be investigate. In this paper we will use Hofstede’s model to identify organizational culture in Academic Institutions.

3. Hofstede’s Organizational Culture Dimensions

Geert Hofstede (or Gerard Hendrik Hofstede – born 2 October 1928, Haarlem) is an influential Dutch writer on the interactions between national cultures and organizational cultures, and is an author of several books including *Culture’s Consequences* (2nd, fully revised edition, 2001) and *Cultures and Organizations, Software of the Mind* (2nd, revised edition 2005, with his son Gert Jan Hofstede).

Hofstede’s study demonstrated that there are national and regional cultural groupings that affect the behavior of societies and organizations, and that are very persistent across time. The idea of a business having a culture was developed from the work of Hofstede on national cultures (1980). His research focused on ways of measuring national culture and how these ‘measures’ might work differently in different contexts. The cultural values that are important in a national culture, he suggested, could be reflected in the way businesses within that country are operated and organized. Hofstede’s five dimensions (he developed four in 1980, then added a fifth in 1991) were:

1. **Small vs. Large Power Distance** – the extent to which the less powerful members of institutions and organizations expect and accept that power is distributed unequally. Small power distance expect and accept power relations that are more consultative or democratic. People relate to one another more as equals regardless of formal positions. Subordinates are more comfortable with and demand the right to contribute to and critique the decision making of those in power. In large power

distance countries less powerful accept power relations that are more autocratic and paternalistic. Subordinates acknowledge the power of others simply based on where they are situated in certain formal, hierarchical positions. As such the Power Distance Index Hofstede defines does not reflect an objective difference in power distribution but rather the way people perceive power differences.

2. **Individualism vs. collectivism** – individualism is contrasted with collectivism, and refers to the extent to which people are expected to stand up for themselves and to choose their own affiliations, or alternatively act predominantly as a member of a life-long group or organization. Latin American cultures rank among the most collectivist in this category, while the U.S.A. is one of the most individualistic cultures.

3. **Masculinity vs. femininity** - refers to the value placed on traditionally male or female values (as understood in most Western cultures). So called 'masculine' cultures value competitiveness, assertiveness, ambition, and the accumulation of wealth and material possessions, whereas feminine cultures place more value on relationships and quality of life. This dimension is often renamed by users of Hofstede's work, e.g. to Quantity of Life vs. Quality of Life. Another reading of the same dimension holds that in 'M' cultures, the differences between gender roles are more dramatic and less fluid than in 'F' cultures.

4. **Uncertainty avoidance** – reflects the extent to which members of a society attempt to cope with anxiety by minimizing uncertainty. Cultures that scored high in uncertainty avoidance prefer rules (e.g. about religion and food) and structured circumstances, and employees tend to remain longer with their present employer.

5. **Long vs. short term orientation** – describes a society's "time horizon," or the importance attached to the future versus the past and present. In long term oriented societies, values include persistence (perseverance), ordering relationships by status, thrift, and having a sense of shame; in short term oriented societies, values include normative statements, personal steadiness and stability, protecting ones face, respect for tradition, and reciprocation of greetings, favors, and gifts.

4. Research Methodology

After reviewing the literature regarding organizational theory , the importance of organizational culture in Academic Institutions and the way how culture can differentiate organizations from each other, using the Hofstede's framework knowing

in literature as ‘Hofstede’s five dimensions’, we developed the own questionnaire to highlights the importance of Organizational Culture in Academic Institutions. The validity of the statements that are included in the questionnaire was tested by SPSS software, gathering data from academic and administrative staff from Academic Institutions related organizational culture.

5. Data Collection

A self-administrated questionnaire was designed and tested among academic and administrative staff in Academic Institutions in Kosovo. Prior to administrating the questionnaire, there are demographic questions and the others related Hofstede’s five dimension. In total the questionnaire has 32 statements. Statements that covered topics such as reputation of University, academicians, also are included in the survey instrument. In the first section there are demographic questions that participants of this survey responded. We put questions like age and status of employment as a result to find out if there is any differentiation in thinking taking in concern these two meaningful demographic questions. All the statements in the second sections of the questionnaire sought responses on a scale of 1 to 5 in which "1" represented "Strongly Disagree" and "4" represented "Strongly Agree" and “5 “neutral.

The questionnaire was distributed randomly to all staff. Thus, it was a self-administrated approach of questionnaire responding.

The sample was 150 members of from all staff. Of the whole sample we had 90 responses. From the whole staff members that responded 50 are male and 28 are female. Regarding employment status 28 of the whole sample are academic staff and the rest 62 of employers that answered are administrative staff. Using the SPSS program we tested the variables and come in different conclusions that interpret Organizational culture in Academic Institutions.

6. Findings and Results

Academic Institutions especially AAB College has shown Excellency for all years of its functioning. The staff members day to day came the same in their belief, norms, attitudes and shared values. Working together like a team personal interest transfer into collective interest oriented to achieve a common goal - the University goal. The culture of an institution is the culture of the own leadership of that institution.

As is mentioned above the Excellency is not shown only between the staff members but also in the communicated with the student- their success in labor market, the communication with the stakeholders and the interested parties of Institution that highlight the organizational culture. As culture is mentioned in literature like the way how organization do things, we can say taking in concern the real data collected from questionnaire that AAB College do thing in the greatest way as it is knowing in inside and international educational market as the most serious private- University that serve its students and prepare to face with serious spheres of hard life that is actually in transition countries. The final product are graduated student but in the road to achieve this final result (graduated students) University applies the best practices of management in doing things. Below in the paper we are going to analyze every statement of Hofstede's framework for organizational culture to highlight the organizational culture of and how it is related with staff satisfaction and enrolment growth.

Regarding to the real data that are consistently collected by the 90 members of staff has a small power distance culture regarding the first statement of Hofstede's framework for organizational culture. That means that that all the employees are satisfied from the way of communication. They are free in giving ideas, innovation; they expect and accept power relations that are more consultative or democratic. Employees relate to one another more as equals regardless of formal positions. Subordinates are more comfortable with and demand the right to contribute to and critique the decision making of those in power.

Individualism vs. collectivism. The lot of statements that are integrated in the questionnaire has to do with the way of how people feel inside the organization. University organizational culture is collectivism that means all the employees are oriented for the University future and act as a member of a life-long group.

Masculinity vs. femininity – University culture is femininity that means is quality oriented.

Uncertainty avoidance – Culture scored high in uncertainty avoidance that means employees prefer rules and structured circumstances, and employees tend to remain longer with their present employer.

Long vs. short term orientation – University is long term oriented. Values include persistence (perseverance), ordering relationships by status, thrift, and having a sense of shame; Future strategies that make the University's culture long term oriented are: Providing for students an innovative and intellectually rigorous education that equips

them with the relevant decision-making, analytical, entrepreneurial and sustainable skills to achieve lifelong success. Keep the curriculum under review so as to provide one that is distinctive and attractive to students at regional and national levels and meets the challenges of the 21st century. Improve student retention and increase students' sense of belonging by providing programs and other opportunities that meet student and employer needs and incorporate current research.

7. Conclusions

Organizational culture is a broad and deep concept in nowadays environmental; it became more important as a result of globalization and competitiveness. Educational market is raising year by year and Universities also has to deal with the factor of competitiveness. AAB is the leader. It is proactive in decision making. It implements new innovative strategies. The most eminent professor lecture there and well prepared administrative staff service students and professors also. The staff respect Communication Standard in order to achieve high quality in communication inside and outside the institution with students, employees and other stakeholders, the University has set a general. It aims to keep the high-quality standard across the administrative and academic departments, set expectations with users and increase satisfaction with clients. In this way as it is elaborated in the paper, organizational culture in AAB has a crucial role in enrolment growth.

8. Recommendations

1. Academic Institutions should implement three or more types of rewarding system;
2. Academic Institutions should organize more seminars in interesting place to socialize the staff;
3. Academic Institutions should avoid the differences between an academic and administrative as the language has to be the unique one for all the staff members.

9. Limitations

The questionnaire was realized using Google drive form. Time to collect responses was too long as staff members do not show interest at all to fulfill the questionnaire. In the future we have to find any way to stimulate staff to be more active in these kinds of surveys.

We used the SPSS program to estimate the variables and to present them using Hofstede's framework. As Organizational Culture is quite broad concept and there are a lot of ways to test the link between organizational culture and enrolment growth using more sophisticated econometrical software for the future we can add in this paper this kind of regression model and to contribute in improvement the way of doing things in Institution for example what to change or not for rising the number of participants.

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Appendix 1. Questionnaire

Organizational Culture in Academic Institutions

I. Demographic questions

1. What is your gender?

- Male;
- Female.

2. What is your age?

- 25-34 years old;
- 35-44 years old;
- 45-54 years old;
- 55-64 years old;
- 65-74 years old.

3. What is the highest degree or level of school you have completed?

- Bachelor's degree;
- Master's degree;
- Professional degree;
- Doctorate degree; Assistant professor;
- Full professor;
- Associate professor.

4. Employment Status

- Academic staff;
- Administrative staff.

II. Statements (agree ...do not agree...neutral)

Instructions for completion of the questionnaire for part II: For each statement 1-28: Give a (4) to the statement that best represents the dominant view in your organization. Give (3) to the next statement closest to your organization's position, a (2) to the next and a (1) score to the statement that out of the four options least represents the culture of your organization and give 5 for neutral answer.

1. Individuals and teams have clearly defined goals that relate to the goals and mission of the University.
2. Teams often lack the authority needed to get the job done effectively.
3. People feel that most change is the result of pressures imposed from higher up in the organization.
4. People believe in teamwork, the “what's in it for us” approach rather than “what's in it for me.”
5. Everyone knows and understands our organization objectives and priorities.
6. Individuals and teams are measured and rewarded according to how well goals are achieved.
7. People are always looking for new ways to better serve clients and customers.
8. Business decisions are most often made on the basis of facts, not just perceptions or assumptions.
9. We constantly stretch our goals, to continuously improve.
10. Managers at all levels work together as a team to achieve results for the organization.
11. University is risk taking .
12. University has clearly delineated structures, many written rules, standardized procedures.
13. We respect the authority.
14. We emphasize hierarchy and harmony within group.
15. Employees believe that their beliefs are unique.
16. Employees share resources and are prepared to sacrifice personal interest for collective interests.
17. Gender roles are clearly distinct.
18. The family is the prototype of all social organizations.
19. Future-oriented mentality.
20. Rules are used to determine what is right.

21. Different people hold different views about reality.
22. We often hear “I “(I do this or that...)
23. Employees ideally achieve objectives in groups and assume joint responsibility.
24. Nonverbal and verbal display of thoughts and feelings.
25. Employees have clear distinction between work and private life.
26. Employees have awarding status based upon accomplishments.
27. IN the University most senior managers are male, middle-age, and qualified by their backgrounds.
28. Everyone strongly believes in a set of shared values about how people should work together to solve common problems and reach mutual objectives.

Appendix 2.

Table 1. Results in percentage of the questionnaire

Statements	Status of the staff	1	2	3	4	5	Total
Individuals and teams have clearly defined goals that relate to the goals and mission of the University	Academic staff	0.00	35.71	57.14	7.14	0.00	100.00
	Administrative staff	6.45	19.35	45.16	25.81	3.23	100.00
Teams often lack the authority needed to get the job done effectively	Academic staff	14.29	28.57	50.00	7.14	0.00	100.00
	Administrative staff	6.45	25.81	58.06	9.68	0.00	100.00
People feel that most change is the result of pressures imposed from higher up in the organization	Academic staff	7.14	14.29	28.57	50.00	0.00	100.00
	Administrative staff	3.23	9.68	38.71	41.94	6.45	100.00
People believe in teamwork, the “what's in it for us” approach rather than “what's in it for me”	Academic staff	14.29	42.86	7.14	35.71	0.00	100.00
	Administrative staff	12.90	38.71	25.81	19.35	3.23	100.00
Everyone knows and understands our organization objectives and priorities.	Academic staff	7.14	35.71	28.57	28.57	0.00	100.00
	Administrative staff	6.45	29.03	41.94	16.13	6.45	100.00
Individuals and teams are measured and rewarded according to how well goals are achieved	Academic staff	14.29	35.71	42.86	7.14	0.00	100.00
	Administrative staff	32.26	29.03	22.58	12.90	3.23	100.00
People are always looking for new ways to better serve clients and customers.	Academic staff	7.14	14.29	21.43	57.14	0.00	100.00
	Administrative staff	3.23	12.90	54.84	29.03	0.00	100.00
Business decisions are most often made on the basis of facts, not just	Academic staff	7.14	21.43	42.86	28.57	0.00	100.00
	Administrative staff	12.90	29.03	38.71	19.35	0.00	100.00

perceptions or assumptions							
We constantly stretch our goals, to continuously improve.	Academic staff	0.00	21.43	42.86	35.71	0.00	100.00
	Administrative staff	3.23	12.90	45.16	35.48	3.23	100.00
Managers at all levels work together as a team to achieve results for the organization	Academic staff	0.00	28.57	50.00	21.43	0.00	100.00
	Administrative staff	19.35	22.58	38.71	19.35	0.00	100.00
University is risk taking	Academic staff	21.43	14.29	35.71	28.57	0.00	100.00
	Administrative staff	3.23	38.71	45.16	12.90	0.00	100.00
We have clearly delineated structures, many written rules, standardized procedures	Academic staff	35.71	42.86	21.43	0.00	0.00	100.00
	Administrative staff	16.13	25.81	48.39	9.68	0.00	100.00
We respect the authority	Academic staff	7.14	28.57	64.29	0.00	0.00	100.00
	Administrative staff	6.45	35.48	54.84	3.23	0.00	100.00
We emphasize hierarchy and harmony within group	Academic staff	14.29	42.86	42.86	0.00	0.00	100.00
	Administrative staff	12.90	54.84	29.03	3.23	0.00	100.00
Employees believe that their beliefs are unique	Academic staff	0.00	21.43	57.14	21.43	0.00	100.00
	Administrative staff	6.45	25.81	45.16	22.58	0.00	100.00
Employees share resources and are prepared to sacrifice personal interest for collective interests	Academic staff	14.29	28.57	57.14	0.00	0.00	100.00
	Administrative staff	16.13	41.94	32.26	6.45	3.23	100.00
Gender roles are clearly distinct	Academic staff	14.29	21.43	50.00	14.29	0.00	100.00
	Administrative staff	9.68	38.71	35.48	12.90	3.23	100.00
	Academic staff	0.00	28.57	42.86	28.57	0.00	100.00

The family is the prototype of all social organizations	Administrative staff	3.23	9.68	54.84	29.03	3.23	100.00
	Academic staff	7.14	14.29	35.71	42.86	0.00	100.00
University has Future-oriented mentality	Administrative staff	0.00	25.81	35.48	38.71	0.00	100.00
	Academic staff	0.00	21.43	50.00	28.57	0.00	100.00
Rules are used to determine what is right	Administrative staff	3.23	32.26	25.81	35.48	3.23	100.00
	Academic staff	0.00	0.00	28.57	71.43	0.00	100.00
Different people hold different views about reality.	Administrative staff	0.00	0.00	19.35	80.65	0.00	100.00
	Academic staff	7.14	7.14	50.00	35.71	0.00	100.00
We often hear “I “(I do this or that...)	Administrative staff	0.00	3.23	61.29	35.48	0.00	100.00
	Academic staff	0.00	42.86	50.00	7.14	0.00	100.00
Employees ideally achieve objectives in groups and assume joint responsibility	Administrative staff	3.23	41.94	38.71	9.68	6.45	100.00
	Academic staff	0.00	28.57	50.00	21.43	0.00	100.00
We have nonverbal and verbal display of thoughts and feelings	Administrative staff	0.00	19.35	54.84	25.81	0.00	100.00
	Academic staff	0.00	21.43	50.00	28.57	0.00	100.00
Employees have clear distinction between work and private life	Administrative staff	3.23	25.81	51.61	12.90	6.45	100.00
	Academic staff	21.43	14.29	42.86	21.43	0.00	100.00
Employees have awarding status based upon accomplishments.	Administrative staff	41.94	25.81	22.58	9.68	0.00	100.00
	Academic staff	7.14	28.57	21.43	42.86	0.00	100.00
In the University most senior managers are male, middle-age, and qualified by their backgrounds	Administrative staff	3.23	16.13	45.16	35.48	0.00	100.00
	Academic staff	0.00	28.57	42.86	28.57	0.00	100.00
Everyone strongly believes in a set of	Academic staff	0.00	28.57	42.86	28.57	0.00	100.00

shared values about how people should work together to solve common problems and reach mutual objectives	Administrative staff	6.45	19.35	54.84	19.35	0.00	100.00

Appendix 3.

Table 2. Numeric Data

		1	2	3	4	5	Total
Individuals and teams have clearly defined goals that relate to the goals and mission of the University	Academic staff	0	10	16	2	0	28
	Administrative staff	4	12	28	16	2	62
Teams often lack the authority needed to get the job done effectively	Academic staff	4	8	14	2	0	28
	Administrative staff	4	16	36	6	0	62
People feel that most change is the result of pressures imposed from higher up in the organization	Academic staff	2	4	8	14	0	28
	Administrative staff	2	6	24	26	4	62
People believe in teamwork, the “what’s in it for us” approach rather than “what’s in it for me”	Academic staff	4	12	2	10	0	28
	Administrative staff	8	24	16	12	2	62
Everyone knows and understands our organization objectives and priorities.	Academic staff	2	10	8	8	0	28
	Administrative staff	4	18	26	10	4	62

Individuals and teams are measured and rewarded according to how well goals are achieved	Academic staff	4	10	12	2	0	28
	Administrative staff	20	18	14	8	2	62
People are always looking for new ways to better serve clients and customers.	Academic staff	2	4	6	16	0	28
	Administrative staff	2	8	34	18	0	62
Business decisions are most often made on the basis of facts, not just perceptions or assumptions	Academic staff	2	6	12	8	0	28
	Administrative staff	8	18	24	12	0	62
We constantly stretch our goals, to continuously improve.	Academic staff	0	6	12	10	0	28
	Administrative staff	2	8	28	22	2	62
Managers at all levels work together as a team to achieve results for the organization	Academic staff	0	8	14	6	0	28
	Administrative staff	12	14	24	12	0	62
University is risk taking	Academic staff	6	4	10	8	0	28
	Administrative staff	2	24	28	8	0	62
We have clearly delineated structures, many written rules, standardized procedures	Academic staff	10	12	6	0	0	28
	Administrative staff	10	16	30	6	0	62
We respect the authority	Academic staff	2	8	18	0	0	28
	Administrative staff	4	22	34	2	0	62

We emphasize hierarchy and harmony within group	Academic staff	4	12	12	0	0	28
	Administrative staff	8	34	18	2	0	62
Employees believe that their beliefs are unique	Academic staff	0	6	16	6	0	28
	Administrative staff	4	16	28	14	0	62
Employees share resources and are prepared to sacrifice personal interest for collective interests	Academic staff	4	8	16	0	0	28
	Administrative staff	10	26	20	4	2	62
Gender roles are clearly distinct	Academic staff	4	6	14	4	0	28
	Administrative staff	6	24	22	8	2	62
The family is the prototype of all social organizations	Academic staff	0	8	12	8	0	28
	Administrative staff	2	6	34	18	2	62
University has Future-oriented mentality	Academic staff	2	4	10	12	0	28
	Administrative staff	0	16	22	24	0	62
Rules are used to determine what is right	Academic staff	0	6	14	8	0	28
	Administrative staff	2	20	16	22	2	62
Different people hold different views about reality.	Academic staff			8	20	0	28
	Administrative staff			12	50	0	62

We often hear “I “(I do this or that...)	Academic staff	2	2	14	10	0	28
	Administrative staff	0	2	38	22	0	62
Employees ideally achieve objectives in groups and assume joint responsibility	Academic staff	0	12	14	2	0	28
	Administrative staff	2	26	24	6	4	62
We have nonverbal and verbal display of thoughts and feelings	Academic staff		8	14	6	0	28
	Administrative staff		12	34	16	0	62
Employees have clear distinction between work and private life	Academic staff	0	6	14	8	0	28
	Administrative staff	2	16	32	8	4	62
Employees have awarding status based upon accomplishments.	Academic staff	6	4	12	6	0	28
	Administrative staff	26	16	14	6	0	62
In the University most senior managers are male, middle-age, and qualified by their backgrounds	Academic staff	2	8	6	12	0	28
	Administrative staff	2	10	28	22	0	62
Everyone strongly believes in a set of shared values about how people should work together to solve common problems and reach mutual objectives	Academic staff	0	8	12	8	0	28
	Administrative staff	4	12	34	12	0	62
							90