

## DIAGNOSING ORGANISATION CULTURE

Organisational culture is the pattern of beliefs, values, rituals, myths and sentiments shared by the members of the organisation. It influences the behaviour of all individuals and groups in the organisation. Culture impacts most aspects of organisational life - such as how decisions are made, who makes them, how rewards are distributed, who gets promoted, how people are treated, how the organisation responds to its environment etc. This instrument is designed to help you and other members of the organisation identify the values and beliefs that are reflected in the organisation's culture and compare them with your own.

### *Instructions for Using and Scoring the Instrument:*

This instrument contains 15 “beginnings” of sentences describing some aspect of organisational functioning and design. Following each of the beginnings are four possible “endings”, which when combined with the beginnings will form a complete sentence describing one of four different patterns of organisation behaviour, beliefs and values etc. that might be typical of a given organisation.

In the spaces below the heading **Existing Culture**, rank order the phrases following each sentence beginning, placing a “4” in front of the phrase that you think comes the closest to describing the way things are in the organisation, a “3” in front of the one which comes next closest, and so on through “2” and “1”.

Then go back and rank the phrases again, but this time according to the way you would like things to be in the organisation. Use the spaces below the **Preferred Culture** heading for these rankings, giving a “4” to your most preferred option, a “3” to your next most preferred, and so on through “2” and “1”.

When you have finished ranking the sentences, transfer the scores you gave each item to the scoring sheet. Then follow the instructions provided at the top of the sheet to total your scores.

## DIAGNOSING ORGANISATION CULTURE

**Existing Culture**      **Preferred Culture**

1. Members of the organisation are expected to give first priority to

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|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | a. meeting the demands and needs of their manager and other high level people in the organisation.     |
| <input type="checkbox"/> | <input type="checkbox"/> | b. carrying out the duties of their own job; staying within the policies and procedures related to it. |
| <input type="checkbox"/> | <input type="checkbox"/> | c. meeting the challenges of the task, finding a better way to do things.                              |
| <input type="checkbox"/> | <input type="checkbox"/> | d. co-operating with the people they work with, to solve work and personal problems.                   |

2. People who do well in the organisation tend to be those who

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|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | a. know how to please their manager, and are able and willing to use power and politics to get ahead. |
| <input type="checkbox"/> | <input type="checkbox"/> | b. play by the rules, work within the system, and strive to do things correctly.                      |
| <input type="checkbox"/> | <input type="checkbox"/> | c. are technically competent and effective, with a strong commitment to getting the job done.         |
| <input type="checkbox"/> | <input type="checkbox"/> | d. build close working relationships with others by being co-operative, responsive and caring.        |

**Existing Culture**      **Preferred Culture**

3. The organisation treats individuals

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|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | a. as "hands" whose time and energy are at the disposal of persons at higher levels in the hierarchy.                |
| <input type="checkbox"/> | <input type="checkbox"/> | b. as "employees" whose time and energy are purchased through a contract with rights and obligations for both sides. |
| <input type="checkbox"/> | <input type="checkbox"/> | c. as "associates" or peers, who are mutually committed to the achievement of a common purpose.                      |
| <input type="checkbox"/> | <input type="checkbox"/> | d. as "family" or "friends" who like being together and who care about and support one another.                      |

4. People are managed, directed or influenced by

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|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | a. people in positions of authority exercising their power through the use of rewards and punishments.   |
| <input type="checkbox"/> | <input type="checkbox"/> | b. the systems, rules and procedures which prescribe what they should do and the right ways of doing it. |
| <input type="checkbox"/> | <input type="checkbox"/> | c. their own commitment to achieving the goals of the organisation.                                      |
| <input type="checkbox"/> | <input type="checkbox"/> | d. their own desire to be accepted by others, and to be a good member of their work group.               |

**Existing Culture**      **Preferred Culture**

5. Decision making processes are characterised by

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|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | a. directives, orders and instructions coming down from higher levels.                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | b. the adherence to <u>formal</u> channels, and reliance on policies and procedures for making decisions. |
| <input type="checkbox"/> | <input type="checkbox"/> | c. decisions being made close to the point of action, by the people on the spot.                          |
| <input type="checkbox"/> | <input type="checkbox"/> | d. use of consensus decision-making methods to gain acceptance and support for decisions.                 |

6. Assignments of tasks and jobs to individuals are based on

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | a. the personal judgements, values, and wishes of those in positions of power.                            |
| <input type="checkbox"/> | <input type="checkbox"/> | b. the needs and plans of the organisation, and the rules of the system (seniority, qualifications etc.). |
| <input type="checkbox"/> | <input type="checkbox"/> | c. matching the requirements of the job with the interests and abilities of the individuals.              |
| <input type="checkbox"/> | <input type="checkbox"/> | d. the personal preferences of the individuals and their need for growth and development.                 |

Existing Culture	Preferred Culture
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7. Employees are expected to be

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | a. hard-working, compliant, obedient and loyal to the interests of those they report to.  |
| <input type="checkbox"/> | <input type="checkbox"/> | b. responsible and reliable, carrying out the duties and responsibilities of their job and avoiding actions that could surprise or embarrass their supervisor.  |
| <input type="checkbox"/> | <input type="checkbox"/> | c. self-motivated and competent, willing to take the initiative to get things done; willing to challenge those they report to if necessary to get good results. |
| <input type="checkbox"/> | <input type="checkbox"/> | d. good team workers, supportive and co-operative, who get along well with others.  |

8. Managers and supervisors are expected to be

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|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | a. strong and decisive, and firm but fair.   |
| <input type="checkbox"/> | <input type="checkbox"/> | b. impersonal and proper, avoiding the exercise of authority for their own advantage.                              |
| <input type="checkbox"/> | <input type="checkbox"/> | c. democratic and willing to accept subordinates' ideas about the task.  |
| <input type="checkbox"/> | <input type="checkbox"/> | d. supportive, responsive, and concerned about the personal concerns and needs of those whose work they supervise. |

**Existing Culture**      **Preferred Culture**

9. It is considered legitimate for one person to tell another what to do when

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|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | a. he or she has more power, authority, or "clout" in the organisation.   |
| <input type="checkbox"/> | <input type="checkbox"/> | b. it is part of the responsibilities included in his or her job description.                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | c. he or she has greater knowledge and expertise and uses it to guide or teach the other person to do the work. |
| <input type="checkbox"/> | <input type="checkbox"/> | d. the other person asks for his or her help, guidance or advice.   |

10. Work motivation is primarily the result of

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|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | a. hope for rewards, fear of punishment, or personal loyalty to the manager.  |
| <input type="checkbox"/> | <input type="checkbox"/> | b. acceptance of the norm of providing a "fair day's work for a fair day's pay".  |
| <input type="checkbox"/> | <input type="checkbox"/> | c. strong desires to achieve, to create, to innovate, and peer pressure to contribute to the success of the organisation. |
| <input type="checkbox"/> | <input type="checkbox"/> | d. people wanting to develop and maintain satisfying working relationships, and wanting to help others.                   |

**Existing Culture**      **Preferred Culture**

11. Relationships between work groups or departments are generally

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | a. competitive, with each looking out for their own interests and helping each other only when they can see some advantage for themselves by doing so.                       |
| <input type="checkbox"/> | <input type="checkbox"/> | b. characterised by indifference towards each other, helping each other so.  |
| <input type="checkbox"/> | <input type="checkbox"/> | c. co-operative when they need to achieve common goals. People are <u>normally</u> willing to cut red tape and cross organisational boundaries in order to get the job done. |
| <input type="checkbox"/> | <input type="checkbox"/> | d. friendly, with a high level of responsiveness to requests for help from other groups.   |

12. Intergroup and interpersonal conflicts are usually

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|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | a. dealt with by the personal intervention of people at higher levels of authority.                                 |
| <input type="checkbox"/> | <input type="checkbox"/> | b. avoided by reference to rules, and formal definitions of authority and responsibility.                           |
| <input type="checkbox"/> | <input type="checkbox"/> | c. resolved through discussions aimed at getting the best outcomes possible for the work issues involved.           |
| <input type="checkbox"/> | <input type="checkbox"/> | d. dealt with in a manner that maintains good working relationships and minimises the chances of people being hurt. |

**Existing Culture**      **Preferred Culture**

13 The larger environment outside the organisation is responded to as though it were

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|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | a. a jungle, where the organisation is in competition for survival with others.  |
| <input type="checkbox"/> | <input type="checkbox"/> | b. an orderly system in which relationships are determined by structures and procedures, and where everyone is expected to abide by the rules. |
| <input type="checkbox"/> | <input type="checkbox"/> | c. a competition for excellence in which productivity, quality and innovation bring success.   |
| <input type="checkbox"/> | <input type="checkbox"/> | d. a community of interdependent parts in which the common interests are the most important.   |

14 If rules, systems or procedures get in the way, people

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|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | a. break them if they have enough "clout" to get by with it, or if they think they can get away with it without being caught. |
| <input type="checkbox"/> | <input type="checkbox"/> | b. generally abide by them or go through proper channels to get permission to deviate from them or get them changed.          |
| <input type="checkbox"/> | <input type="checkbox"/> | c. tend to ignore or by-pass them to accomplish their task or perform their job better.                                       |
| <input type="checkbox"/> | <input type="checkbox"/> | d. support one another in ignoring or bending them if they are felt to be unfair, or create hardships on others.              |

**Existing Culture**      **Preferred Culture**

15    A new person in the organisation needs to learn

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|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | a. who really runs things; who can help or hurt them; who to avoid offending; the norms (unwritten rules) that have to be observed if they are to stay out of trouble. |
| <input type="checkbox"/> | <input type="checkbox"/> | b. the <u>formal</u> rules and procedures and abide by them; to stay within the formal boundaries of their job.  |
| <input type="checkbox"/> | <input type="checkbox"/> | c. what resources are available to help them do their job; to take the initiative to apply their skills and knowledge to their job.                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | d. how to co-operate; how to be a good team member; how to develop good working relationships with others.   |

## DIAGNOSING ORGANISATION CULTURE

### *Scoring Sheet*

Instructions:

Enter your rankings of the culture items in the spaces below. Your scores describing the **Existing Culture** go on the left, your scores describing your **Preferred Culture** go on the right. After you transfer your answers, total each column and enter the sums in the appropriate spaces. Be sure there is only one "4", one "3", one "2" and one "1" for each statement in the **Existing** column, and the same for the **Preferred** column.

Existing Culture					Preferred Culture										
1a	<input type="text"/>	1b	<input type="text"/>	1c	<input type="text"/>	1d	<input type="text"/>	1a	<input type="text"/>	1b	<input type="text"/>	1c	<input type="text"/>	1d	<input type="text"/>
2a	<input type="text"/>	2b	<input type="text"/>	2c	<input type="text"/>	2d	<input type="text"/>	2a	<input type="text"/>	2b	<input type="text"/>	2c	<input type="text"/>	2d	<input type="text"/>
3a	<input type="text"/>	3b	<input type="text"/>	3c	<input type="text"/>	3d	<input type="text"/>	3a	<input type="text"/>	3b	<input type="text"/>	3c	<input type="text"/>	3d	<input type="text"/>
4a	<input type="text"/>	4b	<input type="text"/>	4c	<input type="text"/>	4d	<input type="text"/>	4a	<input type="text"/>	4b	<input type="text"/>	4c	<input type="text"/>	4d	<input type="text"/>
5a	<input type="text"/>	5b	<input type="text"/>	5c	<input type="text"/>	5d	<input type="text"/>	5a	<input type="text"/>	5b	<input type="text"/>	5c	<input type="text"/>	5d	<input type="text"/>
6a	<input type="text"/>	6b	<input type="text"/>	6c	<input type="text"/>	6d	<input type="text"/>	6a	<input type="text"/>	6b	<input type="text"/>	6c	<input type="text"/>	6d	<input type="text"/>
7a	<input type="text"/>	7b	<input type="text"/>	7c	<input type="text"/>	7d	<input type="text"/>	7a	<input type="text"/>	7b	<input type="text"/>	7c	<input type="text"/>	7d	<input type="text"/>
8a	<input type="text"/>	8b	<input type="text"/>	8c	<input type="text"/>	8d	<input type="text"/>	8a	<input type="text"/>	8b	<input type="text"/>	8c	<input type="text"/>	8d	<input type="text"/>
9a	<input type="text"/>	9b	<input type="text"/>	9c	<input type="text"/>	9d	<input type="text"/>	9a	<input type="text"/>	9b	<input type="text"/>	9c	<input type="text"/>	9d	<input type="text"/>
10a	<input type="text"/>	10b	<input type="text"/>	10c	<input type="text"/>	10d	<input type="text"/>	10a	<input type="text"/>	10b	<input type="text"/>	10c	<input type="text"/>	10d	<input type="text"/>
11a	<input type="text"/>	11b	<input type="text"/>	11c	<input type="text"/>	11d	<input type="text"/>	11a	<input type="text"/>	11b	<input type="text"/>	11c	<input type="text"/>	11d	<input type="text"/>
12a	<input type="text"/>	12b	<input type="text"/>	12c	<input type="text"/>	12d	<input type="text"/>	12a	<input type="text"/>	12b	<input type="text"/>	12c	<input type="text"/>	12d	<input type="text"/>
13a	<input type="text"/>	13b	<input type="text"/>	13c	<input type="text"/>	13d	<input type="text"/>	13a	<input type="text"/>	13b	<input type="text"/>	13c	<input type="text"/>	13d	<input type="text"/>
14a	<input type="text"/>	14b	<input type="text"/>	14c	<input type="text"/>	14d	<input type="text"/>	14a	<input type="text"/>	14b	<input type="text"/>	14c	<input type="text"/>	14d	<input type="text"/>
15a	<input type="text"/>	15b	<input type="text"/>	15c	<input type="text"/>	15d	<input type="text"/>	15a	<input type="text"/>	15b	<input type="text"/>	15c	<input type="text"/>	15d	<input type="text"/>
	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>
	P		R		A		S		P		R		A		S

*Designed by Roger Harrison and Herb Stokes*

