

ORGANISATIONAL CULTURE

Below you will find nine features of organisational culture.

There are three alternative statements about each feature.

Please tick the statement which most closely describes the nature of the feature in the organisation or part of the organisation in which you work.

1	2	3
The LEADERSHIP style is: Supportive	Bureaucratic	Autocratic
The GENERAL CLIMATE : Encourages new ideas	Suspicious	Obstructive
PERSONAL VALUES are generally: To improve team performance	To concentrate on on personal goals	To do as little as possible
The IMAGE of the organisation is that of: Risk taking	Apathetic	Insensitivity
In terms of GROWTH , the organisation is: Growing according to plan	Static	Declining
The general TEMPO is: Fast paced	Deliberate	Slow
The POLITICS of the organisation are: Not present at all	Self-serving	Machiavellian
People's STATUS is: Important	Taken for granted	Not important at all
COMMUNICATION is: Direct	Secretive or partial	Blocked in all directions

Characteristics of a Learning Organization

Ability to adapt to a new future

Changing an organization means more than just changing its people. The concept of the “**learning organization**” increases understanding of how change for some organisations will be easier and more productive. The characteristics of such organisations include the following:

- Openness to ideas
- Creative tolerance of dissent
- Recognition of weaknesses
- Support to individual learning
- Willingness to take risks
- Systematic institutional audit
- Rewards for innovation

The questionnaire seeks to highlight areas for attention in making institutions responsive and developmental. Please score your institution against the 21 questions with 10 as excellent, 1 as 'a lot to learn'.

Score out of 10

1. It encourages people to ask questions and make suggestions _____
2. It rewards good suggestions _____
3. It allows people to challenge received truths and established behaviour _____
4. It converts dissent into diversity _____
5. It explores options for actions with an open mind _____
6. It experiments with new approaches _____
7. It takes risks _____
8. It is open about what it does and why, and its processes and decisions _____
9. It acknowledges weaknesses _____
10. It admits mistakes without excessive blame, guilt, penalty _____
11. It uses mistakes to learn from _____

- 12. Complaints are used as a free evaluation feed-back _____
- 13. People talk about their learning and share it with others _____
- 14. It encourages people to learn _____
- 15. It builds the learning needed to do a job into job work load calculations _____
- 16. Managers/supervisors see themselves also as tutors/trainers of their staff _____
- 17. Senior staff are willing to learn from subordinates _____
- 18. It reflects on, and reviews its activities regularly and rigorously _____
- 19. It audits learning by individuals and units _____
- 20. It takes responsibility for organizational learning in a structured, systematic way _____
- 21. It links management and committee decisions to learning inputs and outcomes _____

Total _____

CHANGE AUDIT OF ORGANISATION

The following statements are considered to be features not only of effective organisations,
but are essential pre-requisites for the ability to introduce and manage change.

Strongly Agree Agree Neither agree nor Disagree Disagree Strongly Disagree

STRATEGY

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Strategies and plans are well defined. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Strategies and plans are effectively communicated to all staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Most people understand and support the aims and objectives of the organisation and its mission. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Top management focuses on the medium and long term, not just short term issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

STRUCTURE

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5. Staffing is at an appropriate level. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Resources are allocated according to priorities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. There are a minimum possible tiers (levels) in the organisation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Responsibilities and accountability is clear. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Responsibility and authority are well matched. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The structure is flexible and responsive to changing needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. The organisation structure is integrated, rather than operating in isolated pockets. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Strongly Agree *Agree* *Neither agree nor Disagree* *Disagree* *Strongly Disagree*

MANAGEMENT STYLE

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 12. Encourages delegation and innovation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Emphasises helping rather than telling. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Achievement is recognised and rewarded. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Performance is measured against objective standards. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Performance targets are seen to be demanding but achievable. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SHARED VALUES

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 17. There is a high level of loyalty to the institution or organisation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. There is a positive belief in the value of the institution or organisation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. There is a belief in internal co-operation at all levels. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. There is a commitment to continuous improvement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

STAFF

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 21. Are valued as individuals and treated with respect. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Abilities and potential are well understood and exploited. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Are generally of high calibre. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Are used for their strengths, not penalised for their weaknesses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Strongly Agree Agree Neither agree nor Disagree Disagree Strongly Disagree

SKILLS

25. Are adequate to achieve objectives.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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26. The organisation encourages staff to learn and to develop expertise.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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27. Skills and abilities are transferred within the organisation.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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SYSTEMS

28. There is tight control of capital expenditure.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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29. There is effective budget management

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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30. There are timely and effective staff communication systems.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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31. There are effective systems for staff performance appraisal.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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MANAGING CHANGE QUESTIONNAIRE

AIM: To test **individual** knowledge of change processes.

Please read each statement below and circle the appropriate letter to indicate if it is **True** or **False**.

- | | True | False |
|---|------|-------|
| 1. People's attitudes have to be changed before behaviour can be changed. | T | F |
| 2. It is better to document all changes in writing. | T | F |
| 3. Managers do not need to explain how changes need to be made, but only what is to be changed. | T | F |
| 4. The ability to introduce change effectively is the most important characteristic of a manager. | T | F |
| 5. People usually resist change for emotional reasons, not rational ones. | T | F |
| 6. It is easy to change a group norm. | T | F |
| 7. Changing people is the biggest problem in introducing change. | T | F |
| 8. Change will usually be resisted if it is seen as the personal idea of the manager. | T | F |
| 9. Everybody understands what participative management means. | T | F |
| 10. Employees should not be involved in planning the methods used for introducing changes. | T | F |
| 11. It is usually easier to change the behaviour of your boss than of the people who work for you. | T | F |
| 12. It is often easier to change attitudes in a group than in an individual. | T | F |
| 13. Feedback after a change is not necessary. | T | F |
| 14. Workers are more resistant to change than managers. | T | F |
| 15. Explaining personality problems to individuals is more likely to persuade them to accept change. | T | F |
| 16. Change is best introduced if the manager has good technical skills. | T | F |

17. Making people change will cause frustration and aggression. T F
18. If a major change is considered, the climate within the organisation should be assessed first. T F
19. Resistance to change is reduced if the change is made slowly. T F
20. The best way to reduce resistance to change is to offer rewards. T F
21. The best way to introduce change is to discipline objectors or resisters. T F
22. Participation means that management must accept workers' suggestions. T F
23. Changes are best introduced by a specialist personnel department. T F

When you have finished, please check your answers with those of others in your group and discuss them, especially where people in the group have different views.

LEADERSHIP STYLES QUESTIONNAIRE

INSTRUCTIONS

Assume you are involved in each of the 12 situations described below. Each situation has **four** possible courses of action. Read each carefully. Circle the letter of the option which would most closely fit your behaviour. **Circle one option only.**

QUESTIONS

1. *Your staff have not been responding lately to your friendly conversation and concern for their welfare. Their performance is declining rapidly.*
 - (a) Emphasise the necessity to complete their tasks.
 - (b) Make yourself available for discussion but don't push your involvement.
 - (c) Talk with staff and then set goals.
 - (d) Intentionally do not intervene.

2. *The observable performance of your group is increasing. You have been making sure that all members are aware of their responsibility and expected standards of performance.*
 - (a) Maintain friendly contact, but continue to make sure that all members are aware of their responsibilities and expected standards of performance.
 - (b) Take no definite action.
 - (c) Do what you can to make the group feel important and involved.
 - (d) Emphasise the importance of deadlines and tasks.

3. *Members of your group are unable to solve a problem themselves. You have normally left them alone. Group performance and interpersonal relations have been good.*
 - (a) Work with the group and together engage in problem-solving.
 - (b) Let the group work it out.
 - (c) Act quickly to correct and redirect.
 - (d) Encourage the group to work on the problem and be supportive of their efforts.

4. *You are considering a change. Your subordinates have a fine record of accomplishment and respect the need for change.*

- (a) Allow group involvement in developing the change, but don't be too directive.
- (b) Announce changes and then implement with close supervision.
- (c) Allow the group to formulate its own direction.
- (d) Incorporate group recommendations but you direct the change.

5. *The performance of your group has been dropping off during the last few months. Members have been unconcerned with meeting objectives and have continually needed reminding to get tasks done on time. Redefining roles and responsibilities has helped in the past.*

- (a) Allow the group to formulate its own roles and responsibilities.
- (b) Incorporate group recommendations, but see that objectives are met.
- (c) Redefine roles and responsibilities and supervise carefully.
- (d) Encourage the group to work on the problem and be supportive of their efforts.

6. *You stepped into an efficiently run organisation. The previous manager controlled the situation tightly. You want to maintain a productive situation, but would like to begin humanising the environment.*

- (a) Do what you can to make the group feel important and involved.
- (b) Emphasise the importance of deadlines and tasks.
- (c) Intentionally do not intervene.
- (d) Get the group involved in decision-making, but see that objectives are met.

7. *You are considering changing to a structure that will be new to your group. Members of the group have made suggestions about the changes that are needed. The group has been productive and demonstrated flexibility in operations.*

- (a) Define the change and supervise carefully.
- (b) Participate with the group in developing the change but allow members to organise the implementation.
- (c) Be willing to make changes as recommended.
- (d) Avoid confrontation. Leave things alone.

8. *Group performance and interpersonal relations are good, but you feel somewhat unsure about your lack of direction of the group.*

- (a) Leave the group alone.
- (b) Discuss the situation with the group and then initiate the necessary changes.
- (c) Take steps to direct staff towards working in a well-defined way.
- (d) Be supportive in discussing the situation with the group but not too directive.

9. *Your boss has appointed you to head a task force that is far overdue in making requested recommendations for change. The group is not clear on its goals. Attendance at sessions has been poor. Meetings have turned into social gatherings. Potentially the staff have the talent to help.*

- (a) Let the group work out its problems.
- (b) Incorporate group recommendations, but see that objectives are met.
- (c) Redefine goals and supervise carefully.
- (d) Allow group involvement in setting goals, but don't push.

10. *Your staff, usually able to take responsibility, are not responding to your recent defining of standards.*

- (a) Allow group involvement in defining standards, but don't take control.
- (b) Redefine standards and supervise carefully.
- (c) Avoid confrontation by not applying pressure. Leave the situation alone.
- (d) Incorporate group recommendations, but see that new standards are met.

11. *You have been promoted to a new position. The previous supervisor was not involved in the affairs of the group. The group has adequately handled its tasks and direction. Group inter-relations are good.*

- (a) Take steps to direct staff towards working in a well defined way.
- (b) Involve staff in decision-making and reinforce good contributions.
- (c) Discuss past performance with the group and then you examine the need for new practices.
- (d) Continue to leave the group alone.

12. The group has a remarkable record of accomplishment. Members have effectively maintained long-range goals. Recent information suggests some internal difficulties among the group. They have worked in harmony for the past year. All are well qualified for the tasks.

- (a) Try out your solution with the group and examine the need for new practices.
- (b) Allow group members to work it out for themselves.
- (c) Act quickly to correct and redirect.
- (d) Participate in problem-solving discussion while providing support for the group.

The FIVE COMPANIES PROBLEM

BRIEFING

Aims:

To demonstrate how complex problems can be solved more effectively when individuals share skills, experience and learning.

To encourage team problem-solving.

The FIVE COMPANIES

The PROBLEM

There are **five** companies with offices in the same street.

One is **Italian**, one **British**, one **French**, one **American** and one **Hungarian**
The statements below refer to various characteristics of each company.

The five offices are painted in different colours

Your task is to locate each company in the correct office, and then locate the various characteristics with the correct company in the correct office.

Place each characteristic in the appropriate box.

There are **five** offices

1. The **British** company is in the **Red** office.
2. The **French** company makes **toys**.
3. In the **green** office they prefer to drink **coffee**.
4. In the **Italian** office they drink tea.
5. The **green** office is immediately to the right of the **black** office.
6. The company where they drive **BMW's** makes **chairs**.
7. In the **yellow** office they drive **Mitsuibishi's**.
8. In the **middle** office they like to drink **milk**.
9. The **American** company is in the **first** office.
10. The company where they drive **Ford's** is next to the company that makes **soap**.
11. **Mitsuibishi's** are driven by staff in the office next to the office of the company that makes **china**.
12. In the office where they drive **Lada's** they like **orange** juice.
13. Staff in the **Hungarian** office drive **Fiat's**.
14. The **American** company is in the office next door to the **blue** office.

