DISSERTATION

PERCEPTIONS OF ORGANIZATIONAL CULTURE

OF A MULTI-CAMPUS COMMUNITY COLLEGE DISTRICT:

MIXED METHODS IN CONCERT

Submitted by

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ABSTRACT

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MIXED METHODS IN CONCERT

This concurrent, mixed-methods case study analyzed perceptions of current and preferred organizational culture within a rural, multi-campus community college district. This phenomenon was examined by analyzing and comparing data collected by surveying all full-time employees utilizing the Organizational Culture Assessment Instrument (OCAI) and through 10 personal interviews.

OCAI results indicated that employees perceived the current overall culture type as predominantly Clan and Hierarchy, the preferred overall culture type as predominantly Clan and Hierarchy, with a significant increase in Adhocracy.

Main Campus employees perceived a current dominant Clan culture type; Other Campus employees perceived a current dominant Hierarchy culture type. Both Main and Other Campus employees preferred a dominant Clan culture type.

Administrator and Support stakeholder groups perceived a current dominant Clan culture; Professional and Faculty stakeholder groups perceived a current dominant Hierarchy culture. All four stakeholder groups preferred a dominant Clan culture.

Four structural themes emerged from the employee interviews and were best described by using song titles. *Why Can't We Be Friends*, by War, described employee perceptions of a dysfunctional conflict between Main and South Campuses. *Changes*, by David Bowie, described the many changes that were taking place within the college culture. *Believe in Me*, by Dan Fogelberg, described a culture that supports student but

not employee development and a lack of employee empowerment. *Hello*, by SHEL, described a culture that has ongoing struggles with facilitating effective college communication.

Conclusions were drawn that employees perceive current dominant Clan and Hierarchy cultures and prefer dominant Clan and Adhocracy cultures, enhancing flexibility and discretion for employees, internal integration and external differentiation. Respect for one another and an overall concern for people should become high priorities to heal old wounds and build a more collaborative culture. Recommendations were made for changing the college culture.

ACKNOWLEDGEMENTS

creation and completion. Your *Whole Lotta Love* is what has helped me reach this

milestone, and for this, I am grateful.

DEDICATION

To My Ohana . . . this is for you. To Roni, to MySon!, to Boo, for understanding when I missed a ball game or school event. To Cocoa, for always turning a frown upside down. To my Amazing Mom, for helping me with housekeeping and kid-raising. To Ranman, for being my Rock and reminding me how to best eat an elephant. To my Beloved Dad, who I miss so much, who taught me at a young age about the power of persistence.

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I – INTRODUCTION

Culture may first conjure up images of the customs and practices of citizens living in a foreign country. We may visualize ourselves traveling overseas and learning how people live and behave differently in various parts of the world. We may reflect on what is necessary on our part to modify our own patterns of behavior to better fit in this foreign land.

How does that understanding of culture translate to *organizational culture*? In many ways the acculturation of an individual within an organization is similar to that of a person beginning residency in a foreign country. When an individual becomes a new member of a group or organization, he/she must become familiar with the ways in which work gets done and how employees appropriately behave within the workplace. New employees quickly learn how their own patterns of behavior fit with the characteristics and practices of that group or organization.

According to Schein (1992), the *culture* of a group is defined as follows:

> 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. 12)

Organizational culture can be sized up as "how things get done around here" (Cameron & Quinn, 2006, p. 16). Culture is developed through a socialization process that employees experience to understand an organization's shared values, practices, and acceptable behaviors. "An organization's culture is reflected by what is valued, the dominant leadership styles, the language and symbols, the procedures and routines, and the definitions of success that make an organization" (Cameron & Quinn, 2006, p. 17).

Through a psychological lens, organizational culture can be sized up as the personality of the organization, which includes its shared values, beliefs, practices, socialization processes, and acceptable behaviors. And just like human beings, these organizational personalities, per se, can be complex, strong, and dynamic. According to Birnbaum (1988), "At one level, organizational cultures, like individual personalities, are all distinctive" (p. 75).

Different institutions of higher education have different organizational cultures, shared values, practices among its members, and nuances within the college. "Another major source of cultural differentiation occurs between subsets of institutions, such as community colleges, research universities, or liberal arts colleges" (Birnbaum, 1988, p. 75). Within an organization, including a college or university, cultures may differ within organized work units. Early research in the 1960s focused on student cultures, with later work branching off into studying academic, distinctive campus, and higher education system cultures (Tierney, 1988). "Organizations, of course, may have multiple, unique subcultures associated with different subunits …" (Cameron & Quinn, 2006, p. 147).

Case Study Location and Characteristics

The community college selected for this study is unique and fits the criteria for examination. In an attempt to protect the identity of participants within this case study, I will use pseudonyms when referring to the community college, its campuses, and its people (Merriam, 2001).

Midwest Rural Community College (MRCC) was established more than 80 years ago and is located in a rural, mid-west region of the United States. The college consists of three comprehensive campuses that are located approximately 60 miles from one another.

Its service area is more than 17,000 square miles and includes 12 counties in a less-populated part of a mid-western state.

The campus identified as the main campus on the college website will be referred to in this study as Main Campus (MC). It is located in a small city of approximately 15,000 residents that has a strong agriculture industry to help support economic development. This campus had a 2009/10 total student headcount of 3,204 (both full- and part-time) and total student FTE of 1,014. This campus boasts a strong liberal arts/transfer curriculum and many athletic programs. The campus has a large gymnasium and residence halls; so many competitive student athletes come to this campus. The Main Campus houses most college administrators, including directors, deans, vice-presidents, and the college president.

The campus referred to in this study as North Campus (NC) is located north of the Main Campus in a small town of approximately 9,000 residents, which boasts a strong agriculture and railroad industry. This campus had a 2009/10 total student headcount of 488 (both full- and part-time) and total student FTE of 138. This campus began as a nursing school; it continues to offer this program as well as other career, technical, and general education programs.

The campus referred to in this study as South Campus (SC) is located approximately 75 miles from the Main Campus in a town of approximately 6,500 residents which depends on a strong agriculture industry home office of a major retailer for economic vitality. This campus had a 2009/10 total student headcount of 620 (both full- and part-time) and total student FTE of 201. Signature programs at this campus include cosmetology and aviation.

The college also has a center that is located in the same town as Main Campus, which will be referred to in this study as Corporate Center (CC). It had 2009/10 total student headcount of 4,289 credit and 6,988 noncredit students, and total student FTE of 255. Corporate Center programming is primarily focused on workforce development and customized training for local business and industry partners. Corporate Center is neither identified as a campus by the college nor within this study.

MRCC is governed by an elected Board of Governors who represent each of the geographical areas the college serves. The legislature of the state in which MRCC resides dictated five electoral districts; two members of the Board must represent each district, with an additional board member as an at-large representative.

The College employs 182 full-time employees, including 73 classified as instruction, 30 classified as executive/administrative, 39 classified as professional/technical, 40 classified as clerical/secretarial and 7 classified as service/maintenance (Kathy Ault, personal communication, September 30, 2010).

Statement of the Problem

Each campus began as its own local college or school; however, more than 30 years ago the Board of Governors reorganized all three entities into one college with multiple campuses. Ten years later, the Board discontinued the separate campus names and changed the name of the college to Midwest Rural Community College, with the Main *Campus* and the North and South *Centers* (Midwest Rural Community College Catalog, 2009-2011). At some point in the history of this college, the North and South Centers were rebranded as *campuses*.

In conversations with several leaders who were familiar with MRCC, I was told there was significant disconnection and ill feelings between Main Campus and South Campuses. Apparently this discontent goes back to the early days of the merger, when South Campus employees and its community were very unhappy with the loss of its independence and identity. I was very interested to learn more about these perceptions and how they may impact the college culture.

I also learned that there had been turnover in the college executive leadership team. I wondered how these changes impacted employee perceptions of culture as well.

Finally, I wondered how employees perceive the current college culture and what they would recommend as a preferred culture. I was interested in knowing what recommendations they may have to change and improve culture, and what level of commitment they have in helping make these changes.

Purpose of the Study

The intent of this study is to describe and compare current and preferred organizational culture within a multi-campus community college using a concurrent, mixed-methods design to data gathering and convergence. All full-time district employees were quantitatively surveyed to determine their perceptions of the current and preferred college culture. Qualitative interviews were conducted with employees within a variety of stakeholder groups from each campus to gather detailed perceptions of college culture and gain insight into the benefits and challenges that may exist working within and among each campus culture.

This study focused on the perceptions of employees from all three campuses; however, it must be noted that survey and interview participants also are housed at

Corporate Center. For the purposes of this study, Corporate Center was not identified as a separate campus, as it is located near the Main Campus.

This study adds to the research fields of organizational development and community college leadership and change by diagnosing and analyzing a multi-campus community college culture utilizing a mixed methods approach. An added benefit to performing this study is that generalizations can be made to other community colleges, four-year colleges, and universities. This study can provide helpful data for decision-makers at Midwest Rural Community College.

According to Tomas, Dubrow, and Hartley (2005), "Institutional culture matters in higher education" (p. 1). "Institutions must understand themselves before members can rally around their purposes and aspirations and before a campus can frame itself to appeal to outsiders" (p. 7).

Research Questions

1. How do Midwest Rural Community College employees perceive the overall current and preferred organizational culture, and what differences exist?

2. How do Main and Other Campus employees perceive the current and preferred organizational culture of Midwest Rural Community College, and what differences exist?

3. How do specific stakeholder groups perceive the current and preferred organizational culture of Midwest Rural Community College, and what differences exist?

4. How do the quantitative and qualitative data converge and inform one another to describe perceptions of current and preferred culture?

5. What recommendations can be made to improve the organizational culture at

    Midwest Rural Community College?

Both quantitative and qualitative data collection and analysis were used to answer all five research questions. According to Onwuegbuzie and Leech (2006), the most compatible mixed methods research questions are open-ended and non-directional and seek to discover or describe a setting, location, context, or experience. "In such instances, the quantitative research question leads to a descriptive research design whereas the qualitative research question can lead to any of the qualitative research designs" (p. 13), including case study.

These research questions are balanced between being specific, and being answered by survey results and analysis, and being broad and capturing where the participant may go during an interview. According to Stake (1995), "Case study fieldwork regularly takes the research in unexpected directions, so too much commitment in advance is problematic" (p. 28).

Conceptual Framework

This study will describe the current and preferred campus cultures within the Competing Values Framework, a model originally created to organize and interpret organizational culture and its relationship to organizational effectiveness and performance (Quinn & Rohrbaugh, 1983; Cameron & Quinn, 2006). Numerous studies have been conducted using the Competing Values Framework to dissect and understand organizational culture specific to colleges and universities (Cameron, 1978, 1981; Cameron & Whetton, 1984); Smart and Hamm (1993) used the Competing Values Framework in their research to interpret organizational culture within two-year colleges.

Many researchers have proposed many different dimensions associated with organizational culture, and this is discussed in detail in the literature review section. Cameron and Quinn (2006) propose two dimensions that best describe organizational culture. One dimension analyzes culture on a continuum ranging from flexibility, adaptability, and nimbleness to stability, predictability, and status-quo. The other dimension analyzes culture along a continuum of how focused the culture is on internal integration and external differentiation.

Together these two dimensions create four quadrants, each representing a culture type that describes a set of organizational effectiveness indicators. Each dimension is competing on the diagonal. These indicators describe how employees see work getting done in the organization and what is important to the people within the organization, and help define the core values of the organization.

The four different organizational types are labeled in a clockwise format as *Clan, Adhocracy, Market, and Hierarchy* (see Figure 1.1). According to Cameron and Quinn (2006), "More than 80 percent of the several thousand organizations we have studied have been characterized by one or more of the culture types identified in this framework" (p. 46-47). Cameron and Quinn (2006) state that the quadrant names were derived from scholarly literature.

> We discovered that the four quadrants that emerged from [these] analyses match precisely the main organizational forms that have developed in organizational science. They also match key management theories about organizational success, approaches to organizational quality, leadership roles and management skills. (p. 36)
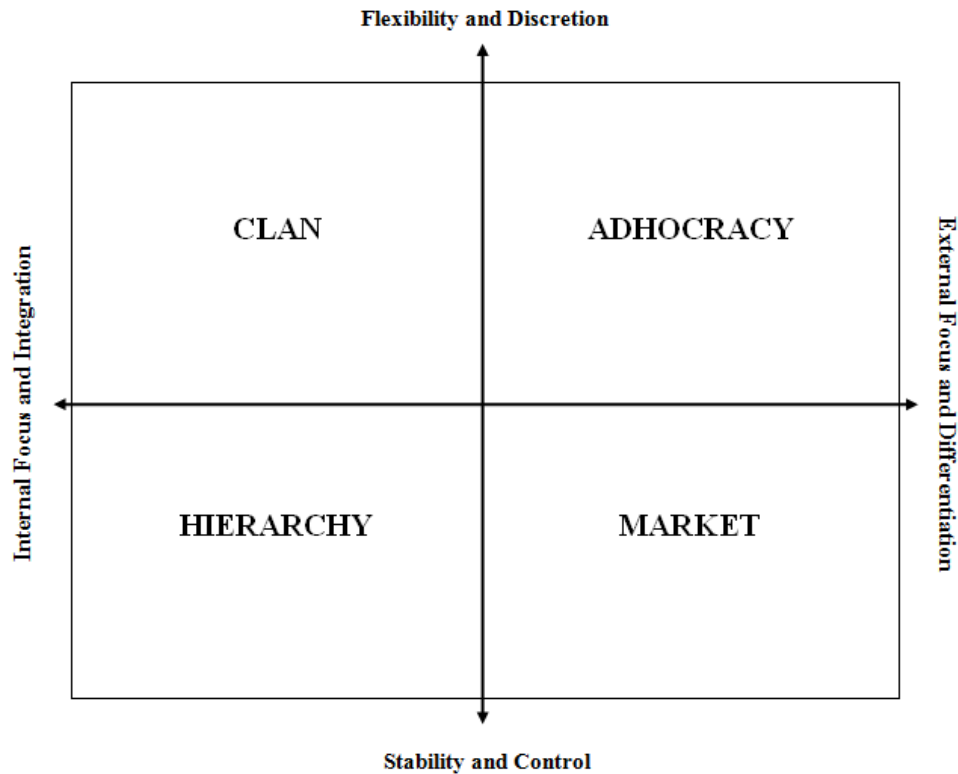
Figure 1.1. The Competing Values Framework

Smart and St. John (1996) state that this framework describes four culture types that "are compatible with the various ways colleges and universities have been viewed by scholars" (p. 221).

Organizational Culture Assessment Instrument

The Organizational Culture Assessment Instrument (OCAI) will be utilized to survey all employees as to the culture type, strength, and congruence from both current and preferred perspectives. The OCAI "has been used in more than a thousand organizations that we know of, and it has been found to predict organizational performance" (Cameron & Quinn, 2006, p. 23).

Six content dimensions also will be measured. *Pattern* dimensions refer to measuring the cultural type, strength, and congruence. *Content* dimensions are more

specific to the culture and "refer to aspects of an organization's culture that should be used as cues in scenarios in order to help individuals recognize their organization's culture values" (Cameron & Quinn, 2006, p. 150). Content dimensions are categories that help organize information people encounter within the organization. The OCAI is based on the following six content dimensions:

1. Dominant organizational characteristics;

2. Leadership style and approach;

3. Management of employees and the working environment;

4. Organizational glue or bonding mechanisms;

5. Strategic emphasis that drives organizational strategy; and

6. Criteria for success and how employees are rewarded for accomplishments.

The OCAI has proven its reliability and validity along with many other commonly used instruments in the organizational and social sciences (Cameron & Quinn, 2006). Numerous studies are cited that support the OCAI's validity as well (Cameron & Freeman, 1991; Quinn & Spreitzer, 1991).

Definition of Terms

Comprehensive Community College: A two-year institution of higher education that goes beyond preparing students for transfer to a four-year college and addresses programming needs, such as workforce development, student success, and honors programs (Floyd, Haley, Eddy, & Antczak, 2009).

District vs. College vs. Campus: The District is the overarching governing body that has an elected Board of Trustees and is ultimately accountable for all college operations. Midwest Rural Community College is the college that encompasses Main,

North, and South Campuses. Corporate Center is not considered a "campus" and was not examined in this study.

Organizational Culture: Organizational culture reflects the underlying assumptions, taken-for-granted values, and historical practices within a college. Culture develops over time, is covert, and can be steeped in tradition. It is complex and often times, "people are unaware of their culture until it is challenged" (Cameron & Quinn, 2006, p. 16). This study examines organizational culture.

Organizational Climate versus Culture: This phenomenon can be interpreted from observable, surface-level behavior and tends to be more amenable to change (McNabb & Sepic, 1995). *Climate* refers more to "temporary attitudes, feelings and perceptions on the part of the individual" and is more overt, while *culture* is "an enduring, slow-changing core attribute" and is more covert and aggregate (Cameron & Quinn, 2006, p 147). This study does not examine organizational climate.

Stakeholder Groups: A stakeholder group is a group of employees with similar roles, responsibilities, expectations and outcomes within the college. This study will survey and interview the following full-time employee stakeholder groups: administrator, professional, faculty, and support. These employee groups are defined by MRCC.

Study Limitations

Controversies exist on how to precisely define culture, what dimensions characterize culture, and how it is measured.

> Heated debates continue to rage among culture researchers about the best ways to assess culture. A central issue is whether a quantitative approach to culture assessment is valid or whether an in-depth, qualitative approach is the only way to detect and describe culture. (Cameron & Quinn, 2006, p. 148)

According to Schein (1990), a problem with using a survey instrument to measure culture is that it assumes one clearly understands the dimensions to be studied. "Even if these are statistically derived from large samples of items, it is not clear if the initial item set is broad enough or relevant enough to capture what may for any given organization be its critical cultural themes" (p. 110). But practitioners often do not have time to study culture via in-depth qualitative methods, and as such, a wide array of quantitative survey methods have been developed to assess organizational culture (Jung, et al., 2009).

The arguments in favor of utilizing a quantitative assessment support the breadth of data that are collected and analyzed in support of the broad assumptions and aggregate perspectives of employees. However, there is concern among researchers that a quantitative survey instrument will focus more on measuring organizational climate as opposed to organizational culture (Denison, 1990). Cameron and Quinn (2006) argue that the scenario analysis procedure that is utilized in the OCAI helps employees put culture in context and focuses on the covert and grand perspective that correlates with culture.

Those who argue in favor of using a qualitative approach believe individual stories that evolve from interviews create the depth necessary to accurately assess culture (Martin, Feldman, Hatch, & Sitkin, 1983; Martin & Powers, 1983). Schein (1992) supports a "clinical" approach to culture research. With this approach, both the researcher and the subject are highly involved with the process. "Both the consultant and the client are fully involved in the problem-solving process, and the search for relevant data is therefore a joint responsibility" (p. 29).

To fully understand organizational culture, longitudinal data should be collected and analyzed, with the researcher working within the college, becoming immersed over a period of time, and actively engaging in participant observation (Cameron & Quinn, 2006). In this study, however, this was not feasible because I live in a different state and have a limited time to complete my study. However, this study provides a valid assessment of the college culture for a given snapshot in time.

Delimitations

The study is a case study delimited to Midwest Rural Community College. Only full-time faculty were included in this study, delimiting perceptions of part-time faculty. Data were collected during the Fall 2010 semester, therefore representing a snapshot in time. Sub-Campus cultures were not studied, due to the concern for protecting employee identities to ensure the researcher does no harm by the research process.

Significance of Study

According to Cameron and Quinn (2006), the most powerful factor in successful organizations is organizational culture. "Virtually every leading firm you can name, small or large, has developed a distinctive culture that is clearly identifiable by its employees" (pp. 4-5). Many organizational scholars recognize the effect culture has on organizational performance and effectiveness (Cameron & Ettington, 1988; Denison, 1990; Trice & Beyer, 1993). Research has been conducted to support the importance of understanding organizational culture within institutions of higher education, including two-year colleges (Smart 2003; Smart & Hamm, 1993; Smart & St. John, 1996;).

But very little research has been conducted on diagnosing and comparing organizational culture within a multi-campus institution of higher education. A number

of studies have been conducted analyzing group subculture within a college (Dimmitt, 2004; Locke, 2005), but to date, I have found only one study addressing multi-campus culture at a community college. Allen (1993) suggests that additional research is needed in organizational culture of community colleges, specifically "similar case studies in multi-unit community college systems, either multi-campus or multi-college" (p. 234).

Researcher's Perspective

As a former management faculty for both two- and four-year institutions, and as a current community college dean, I agree with the literature that it is important for higher education leaders and managers to understand organizational culture. When I was a community college and university faculty member, I learned of Cameron and Quinn's (2006) Competing Values Framework and the OCAI. I vowed that if I ever decided to pursue a doctorate degree, that I would conduct a case study using this instrument and the conceptual framework. I taught these concepts in my organizational design courses and am intrigued by their work.

The community college in which I formerly worked was cited by the Higher Learning Commission during an accreditation visit as needing to improve its organizational culture. To that end, I piloted the OCAI to assess the current and preferred core culture from both summative and stakeholder group perspectives and mapped results using the Competing Values Framework.

According to Creswell and Plano Clark (2007), "All research needs a foundation for its inquiry, and inquirers need to be aware of the implicit worldviews they bring to their studies" (p. 21). My worldview tends to be pragmatic, using research for real-world problem-solving and application. In reflecting, this comes as no surprise, because my

background is in business management and organizational development, as well as secondary and higher education teaching. These fields of study seem to fit the worldview of acquiring knowledge for the purpose of applying it and/or sharing it. Creswell and Plano Clark believe mixed methodology fits well for a pragmatism worldview. The focus is on consequences of research, and the approach may combine both deductive and inductive thinking.

I agree with this philosophy in using mixed methods for researching college culture. Quantitative data collection allows for a broad, collective approach. Qualitative data collection allows for stories to be told and heard. It is important to gather these data to discover what themes emerge. By choosing only one method to study organizational culture, there is a lopsided approach that denies a more comprehensive story. And while I am only telling the story within a snapshot in time, there were at least multiple opportunities and methods utilized to collect as much data as possible within that time frame. I feel confident that I did the best I could at maximizing data gathering for this study.

I aspire to become a community college president and will continue to teach leadership and management courses throughout my career. Further understanding of organizational culture will help me be a more effective community college leader as well as help me teach our country's future business and community college leaders. I may also have an opportunity to continue my research in this fascinating field of study.

Organization of Study

Chapter One introduces the study and the selected community college, as well as the statement of the problem, purpose of the study, research questions, conceptual

framework, assessment instrument, definition of terms, study limitations and delimitations, need or significance, and researcher's perspective. Chapter Two contains the review of related literature and research regarding organization culture, assessment of culture, organizational effectiveness, and change. Literature specifically related to college and university culture will not be separate; it will be incorporated within the broader topics. Chapter Three discusses the mixed methodology and procedures used to conduct the study. Chapter Four contains the survey results; Chapter Five contains the participant interview results. Chapter Six brings mixed methods together to discuss the findings and conclusions and makes recommendations for further study.

The title of this study indicates that methods will be utilized *in concert* with one another. Themes that emerge to best describe perceptions of organizational culture will be described by using song titles. These titles were chosen to summarize what was going through my mind as I was analyzing the data. I am a music fan, and have been a music student for many years, once considering this as a career pathway. By using song titles as themes, it brings a little bit more of me into my study and utilizes a creative approach to presenting results and recommendations.

II – REVIEW OF LITERATURE

Introduction

This section explores the literature surrounding organizational culture. It first discusses a variety of definitions, differences between the terms culture and climate, and subcultures within a larger organizational culture. The literature review next explores culture dimensions and expanded information on the Competing Values Framework. Further research on cultural strength, congruence, effectiveness, leadership, and change is next presented. This section concludes by examining gaps in organizational culture research and literature.

Culture Definitions

The concept of organizational culture emerged from the fields of anthropology and sociology and became a major topic of organizational research in the 1980s (Ouchi & Wilkins, 1985). The catalyst for this research was U.S. companies studying Japanese companies who were prosperous and successful (Ouchi, 1981; Pascale & Athos, 1981; Peters & Waterman, 1982). Scholars began to examine organizational culture to help leaders and managers better make sense of organizational characteristics in order to manage both orderliness and chaos, and to improve organizational effectiveness, performance, and change within the workplace (Trice & Beyer, 1993). Yet with this extensive research came debate as to how best to define organizational culture, its dimensions, and origin.

Scholarly debate has taken place on the exact definition of organizational culture (Smircich, 1983). "Culture is by definition elusive, intangible, implicit, and taken for granted and is part of every organization" (Deal & Kennedy, 1982, p. 501).

Anthropologist Geertz (1973) defined culture as a historically transmitted pattern of meanings embodied in symbols, and many authors support the use of symbols in the meaning of culture (Deal & Kennedy, 1982; Schein, 1992; Trice & Beyer, 1993).

Two themes consistently emerge in the study of culture: norms and assumptions (Owens, 1995). These norms and assumptions are learned by employees through a process of socialization. During this socialization process, typically when they first begin working for an organization, employees learn behaviors that are and are not desirable and customary within the work environment (Van Maanen & Schein, 1979). For instance, if a new employee comes several minutes late to a meeting and everyone is seated, the meeting has started, and eyes are glaring at him/her, the culture would indicate that "We just don't come late to meetings around here." Coming late to meetings is not part of this organizational culture. Employees often times learn the organizational culture through trial and error and by observing the behavior of others.

Within higher education, specific definitions of organizational culture exist. According to Kuh and Whitt (1988), organizational culture is defined as

> persistent patterns of norms, values, practices, beliefs and assumptions that shape the behavior of individuals and groups in a college or university and provide a frame of reference within which to interpret the meaning of events and actions on and off campus. (p. 6)

Culture Versus Climate

Researchers have studied both culture and climate phenomena since the early 1960s. Much of the research has attempted to distinguish between these two by dictating the type of data collection method utilized. Quantitative methodology has historically been utilized to collect data on culture; qualitative methodology has historically been utilized to collect data on climate. Denison (1996) studied the differences between

culture and climate to gain a better understanding of the similarities and differences between the two.

On the surface, Dennison (1996) believed that culture refers to norms and values that the organization holds that are much deeper and are "rooted in history, collectively held, and sufficiently complex to resist many attempts at direct manipulation" (p. 644). Climate can be referred to as "a situation and its link to thoughts, feelings, and behaviors of organizational members" (p. 644). It is often subjective and influenced by leaders and other powerful people within the organization.

However, Denison (1996) believed that at a deeper level of comparison, these two phenomena have more similarities than differences. The differences exist more in interpretation than actual phenomenon, that being "the creation and influence of social contexts in organizations" (p. 646). He suggested that organizational leaders and managers adopt the best language to use to describe their own context.

Dennison (1996) concluded that there is strong rationale for using a mixed methods approach when studying organizational culture.

> The debate over whether rituals or regressions or surveys or semiotics constitute the best data can become subordinate to the debate over what these multiple data sources and strategies can reveal about social contexts and their influence on individuals and organizations. (p. 645)

Creating, Embedding, and Socializing

Schein (1992) notes three sources for creating and embedding culture. The first is the beliefs, values, and assumptions of the founders of the organization. The second is the learning experiences of group members as the organization evolves. The third is new beliefs, values, and assumptions brought to the organization by new members and

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leaders. Out of all three of these elements, "by far the most important for cultural beginnings is the impact of founders" (p. 211).

Founders and leaders embed and communicate organizational culture in a variety of ways. New members experience a "socialization" process in which they acquire the core elements of a culture. "Some of the mechanisms that leaders use to communicate their beliefs, values, and assumptions are conscious, deliberate actions; others are unconscious and may even be unintended" (Schein, 1992, p. 229).

Schein (1992) identifies six mechanisms that embed culture. The first is what leaders pay attention to, including what they measure, control, reward, and systematically focus on. By paying attention to how leaders set agendas for meetings and what they emotionally react to, one can discern what is important to them. The second is how leaders react to critical incidents and organizational crisis. Crisis heightens anxiety and how leaders deal with the anxiety reveals the importance leaders have for people.

The third mechanism is observed criteria for resource allocation, including how budgets are created and what is funded. Many projects are valuable within an organization, but which ones are funded and at what level clearly indicate importance to a leader and that helps shape culture. The fourth mechanism, is deliberate role modeling, teaching, and coaching, including a leader's visible behavior and what he/she actually articulates. This includes how a leader communicates assumptions and values, particularly to a newcomer.

The fifth mechanism is observed criteria for rewards, status, and recognition. This refers to actual practices, not strictly what is published or articulated.

The sixth mechanism for embedding and transmitting culture is observed criteria for recruitment, selection, promotion, retirement, and communication within the company. This is a more subtle method because it operates more unconsciously within the organization. "Most newcomers to an organization have a wealth of data available to them to decipher what the leader's assumptions really are. Much of the socialization process is, therefore, embedded in the organization's normal working routines" (Schein, 1992, p. 245).

Successfully transitioning into a new organizational culture takes time and can be difficult, especially for part-time workers. Tinker (2004) identified factors that led to low involvement of associate (part-time) faculty members and made suggestions on how to improve the socialization process of these contingent employees. In addition to the statistical analysis of a questionnaire survey, the mixed method research design posed open ended questions to this population. Data were collected via an organizational survey, a system-wide survey, and focus groups.

Analysis of this study concluded that "core college members" and associate faculty members differed significantly in their understanding of whether associate faculty were included in socialization activities like division celebrations and other components that make up an organizational culture. This study also found that associate faculty do not have clear roles within the college and expectations for them differ among core college members. They appear to be stuck in the second phase of the organizational socialization process, as described by Van Maanen and Schein (1979).

Tinker's study showed the importance of the acculturation process of part-time faculty, which leads to their carrying the organizational culture and college objectives

into the classroom, thus increasing the quality of instruction. The study utilized Schein's definition of socialization and supports how the organizational culture survives through teaching shared assumptions to newcomers (Schein, 1992, p. 13).

Subcultures

Subcultures within organizations can exist, depending on the size of the organization and whether certain groups have existed for a period of time. "It is perfectly possible for coexisting units of a larger system to have cultures that are independent and even in conflict with each other" (Schein, 1990, p. 111). Van Maanen and Barley's (1984) work on occupational communities suggest that people within the same field of work have a distinct culture. Functional departments, such as marketing and manufacturing, often experience culture clashes with one another due to the fact that these subunits have developed their own cultures (Cameron & Quinn, 2006).

Differentiation begins to occur within an organization when it becomes less efficient for the organization's founder to coordinate everything. As an organization grows, subcultures emerge from divisions, departments, or other stable subgroups. "If the organization is successful, it inevitably creates smaller units that begin the process of culture formation on their own with their own leaders" (Schein, 1992, p. 256).

Dimmitt (2004) utilized several theoretical bases of organizational culture, including that of Schein, to examine the organization and faculty cultures within an urban community college district and the relationship between those cultures and the professionalism of its faculty. Data were collected utilizing a quasi-ethnographic case study method and snowball sampling technique to gain interviews with faculty and staff. Organizational documents were also examined, and participant observation was

undertaken. Analysis of interview transcripts and sampled documents were coded to determine evidence of cultural type and how professional jurisdiction is displayed within each culture.

While this dissertation focused more on distinguishing organizational culture utilizing other organizational culture theories, this publication provides support and evidence to Schein's theory that many subcultures may exist within an organization and that as organizations mature, "functionalization, divisionalization, and diversification of cultures occur" (Schein, 1992, p. 256). Dimmitt's study showed how faculty culture is different from other employee groups because faculty have been socialized through extended educational experience and that practices of faculty governance have contributed to the acculturation of members in a unique way.

The purpose of Locke's study (2005) was to examine how subcultural groups view, respond to, and influence a planned change within a medium-sized community college. Qualitative research methods were utilized, including focus groups, individual interviews, an anonymous open-ended questionnaire, participant observation, and review of archival documentation. These data were examined and analyzed to determine beliefs, values, and assumptions of four subgroups, including administration, senior faculty, junior faculty, and support staff.

Locke's study utilized Schein's cultural dimensions and three-tiered model and determined that four distinct subcultures based on differing assumptions did in fact exist. The study further determined that the differences in subcultures were at the deepest level of Schein's three-tiered model, that of underlying assumptions. It was at this third, deepest level of culture that each group would determine whether or not to hinder or

support the planned change. The implications of this study are important to community college leaders because understanding subgroup values and assumptions can aid in planning and implementation of an institutional change effort.

Culture Dimensions

There are various interpretations and opinions from researchers as to the content and specific dimensions of culture. There is also debate as to interpreting organizational culture with predetermined categories. "A simplifying typology is always dangerous because one might not have the right variables in it" (Schein, 1990). However, type and dimensions provide a framework to organize, make sense, and communicate the complexity of organizational culture.

Schein's (1992) research suggests six different dimensions of type: the organization's relationship to its environment, the nature of human activity, the nature of reality and truth, the nature of time, the nature of human nature, the nature of human relationships, and homogeneity versus diversity. Deal and Kennedy (1983) believe the two dimensions that best describe culture are the degree of risk and the speed of feedback. "Cultures select what is needed to make a company successful" (p. 502). Trice and Beyer (1993) make the connection between tribal societies and modern organizations, suggesting there are six different types of cultural rites that focus on either specific individuals or a functioning group.

Some of the more recent work on organizational culture focuses on using the Competing Values Framework for understanding culture type in an effort to initiate change and improve organizational effectiveness (Cameron, 2004; Shepstone & Currie, 2008). The framework was introduced earlier in this paper (see Figure 1.1) as a popular

conceptual framework for understanding culture type. This framework was initially

developed through research on organizational effectiveness, measuring culture on two

dimensions that represent a continuum, the level of emphasis placed on flexibility and

discretion or stability and control and the level of emphasis placed on internal or external

orientation. Each quadrant represents what the organization places value on, helping to

define its core values (Cameron & Quinn, 2006).

The Hierarchy culture emphasizes internal orientation and stability and control.

This organization places a high priority on rules, process, procedures, and efficiency.

Decision-making and authority is top-down, and the organization tends to be impersonal.

Being fiscally conservative is positively rewarded. McDonald's and Wal-Mart are two

examples of core Hierarchy cultures, which makes sense when fast, consistent, smooth-

running operations are ingredients of their success.

The Market culture shares stability and control with the Hierarchy culture, but is

externally-focused. Maintaining a competitive advantage, profitability, market share, and

the bottom-line are all highly-valued outcomes in this culture. The culture's competitive,

and people within the organization are highly competitive; individual achievement is

rewarded. High-tech companies, like Hewlett Packard and General Electric, have these

"results-or-else, take-no-prisoners" type of cultures (Cameron & Quinn, 2006, p. 40).

The Clan culture is internally-focused but is adaptable and gives people discretion

to do their jobs. Cross-functional teams are abundant, participation is encouraged, and

decision-making is consensus-oriented. These organizations are family-oriented and

people-oriented, they focus on developing individuals, and commitment and loyalty are

high. Smart and Hamm (1993) and Smart and St. John (1996) claim that the most effective culture type for both two- and four-year colleges is a Clan culture.

The Adhocracy culture shares adaptability and flexibility in common with the Clan culture but is externally-focused. This word comes from the root word *ad hoc*, meaning dynamic, temporary, and changing (Cameron & Quinn, 2006). These organizations are innovative, often seeking the next product that meets the changing needs of their customers. Risk-taking is encouraged, people tend to wear many hats, and decision-making is decentralized in order to respond quickly to external demands. Adhocracy cultures often exist with start-up companies and remain as a subculture within larger organizations (Cameron & Quinn, 2006).

It is useful to know an organization's culture type "because organizational success depends on the extent to which the organization's culture matches the demands of the competitive environment" (Cameron & Quinn, 2006, p. 71). A mismatch between culture and environment may create challenges for an organization's survival. The profile also helps match leadership attributes to a culture type, including what types of leadership and management styles are preferred and will most likely be positively rewarded.

The Competing Values Framework depicted in Figures 1.1 and 2.1 has been used to examine organizational culture type in colleges and universities (Berrio, 2003; Cameron, 1978, 1981, 2004; Cameron & Tschirhart, 1992; Smart & St. John, 1996; Tierney, 1988; Zammuto & Krakower, 1991), including community colleges (Smart, 2003; Smart & Hamm, 1993; Smart, Kuh, & Tierney, 1997). Many of the most recent dissertation studies examining organizational culture in higher education have used the

Competing Values model as a conceptual framework (Brooks, 2007; Obenchain, 2002; Sckerl, 2002; Sheen, 2005), including those studies specifically assessing community college culture (Kempster, 2008; Marushak, 2006). Smart and St. John (1996) state that this framework describes four culture types that "are compatible with the various ways colleges and universities have been viewed by scholars" (p. 221).

Flexibility and Discretion

Culture Type:	CLAN	**Culture Type:**	ADHOCRACY
Orientation:	COLLABORATIVE	**Orientation:**	CREATIVE
Leader Type:	Facilitator	**Leader Type:**	Innovator
	Mentor		Entrepreneur
	Team Builder		Visionary
Value Drivers:	Commitment	**Value Drivers:**	Innovative Outputs
	Communication		Transformation
	Development		Agility
Theory of Effectiveness:	Human development and participation produce effectiveness	**Theory of Effectiveness:**	Innovativeness, vision, and new resources produce effectiveness
Culture Type:	HIERARCHY	**Culture Type:**	MARKET
Orientation	CONTROLLING	**Orientation**	COMPETING
Leader Type:	Coordinator	**Leader Type:**	Hard Driver
	Monitor		Competitor
	Organizer		Produce
Value Drivers:	Efficiency	**Value Drivers:**	Market share
	Timeliness		Goal achievement
	Consistency and uniformity		Profitability
Theory of Effectiveness:	Control and efficiency with capable processes produce effectiveness.	**Theory of Effectiveness:**	Aggressively competing and customer focus produce effectiveness.

Internal Focus and Integration (left axis) ← → *External Focus and Differentiation* (right axis)

Stability and Control

Figure 2.1. The Competing Values of Leadership, Effectiveness, and Organizational Theory

According to Brown and Dodd (1998), "Every organization is a blend of at least some elements of each of the four organizational types" however, "most organizations have a disproportionate representation of one or two of the quadrants" (p. 48). Utilizing

instruments to assess organizations with the Competing Values Framework theory helps leaders distinguish between the current-perceived and the desired-future organizational culture of a company or institution. In doing so, leaders can better decide where and how to adjust its operating values and/or leadership tactics to make better effort towards organizational effectiveness.

Culture Strength

Some cultures are stronger than others (Deal & Kennedy, 1983), and often times this correlates with how long the organization has been in business. "Research has revealed that strong cultures are associated with homogeneity of effort, clear focus, and higher performance in environments where unity and common vision are required" (Cameron & Quinn, 2006, p. 72).

Utilizing the OCAI, the strength of a culture type is determined by the number of points awarded. Some organizations thrive with a strong culture, others seek more balance in order to meet the needs of its environment. "The point is that no ideal culture plot exists. Each organization must determine for itself the degree of cultural strength required to be successful in its environment" (Cameron & Quinn, 2006, p. 73).

Berrio (2003) utilized the OCAI to describe the dominant culture type of Ohio State University Extension (OSUE) as perceived by their personnel. Current and preferred culture types, as determined by the OCAI, were analyzed to determine if and how differences existed. Strength, cultural profile amongst groups of individuals, and demographics of personnel were also explored.

The dominant culture type for OSUE in the current situation was Clan, and the dominant culture type in the preferred situation was Clan. In the current situation, the

Clan culture was "slightly strong" and in the preferred situation, the Clan culture was "moderately strong." Significant differences were found between the dominant Clan culture and the Market and Hierarchy culture types, which suggest the presence of characteristics of both Clan and Adhocracy culture types in OSUE.

Culture Congruence

Cultural congruence addresses how various aspects or dimensions of an organization's culture are aligned (Cameron & Quinn, 2006). Congruence can be examined within the core organizational culture as well as within subcultures and occupational groups. Cultural incongruence can present problems within the organization, including differences in perceptions, strategies, and goals, which can derail organizational performance and momentum. Over the long term, "incongruence inhibits the organization's ability to perform at the highest levels of effectiveness" (p. 74).

Marushak (2006) performed a study to determine how perceptions about current and preferred dimensions of organizational culture can be measured and evaluated to assist decision-makers in maintaining and creating congruent work environments for Students Affairs divisions. This qualitative case study utilized Schein's three levels of culture as well as Cameron and Quinn's Organizational Culture Assessment Instrument to gather members' perceptions of the current culture as well as their beliefs as to how the organization must change to navigate future external and internal challenges. Analysis of the data revealed incongruence between current and preferred dominant culture type, in that employees would prefer a culture of commitment, care, and trust as opposed to the current one of formality, policies, and efficiency.

This study was important because this perceived cultural incongruence may be inhibiting Student Affairs divisional employee motivation and performance. Schein's levels of culture provide the theoretical framework for this research study, including those behaviors on the surface and those assumptions that are deeply woven into the culture.

Culture Effectiveness

According to Quinn and Rohrbaugh (1983), "deeply embedded in the organizational literature is the construct of effectiveness" (p. 363). But like culture, organizational effectiveness can be difficult to specifically define. "Judging the effectiveness of any organization ultimately involves the question of values" (p. 375), and what is valued is determined by how an organization measures success. Since organizational culture is defined in part by what an organization values, it makes sense that scholarly work has focused on studying organizational culture to help provide guidance to managers who are searching for ways to improve organizational effectiveness (Cameron & Quinn, 2006).

Smart and St. John (1996) conducted a quantitative study within 4-year institutions to determine if organizational culture has an impact on organizational effectiveness, based on its dominant type and cultural strength. Survey instruments were administered to 717 4-year colleges and universities, with 334 (46%) agreeing to participate. An average of 21 surveys were distributed amongst a variety of college leaders (trustees, administrators, department heads), with an overall response rate of 49%.

Organizational effectiveness was measured using nine different dimensions of higher education effectiveness and culture type was measured using Jung's (1923)

psychological archetypes and Quinn's (1988) Competing Values Framework. Cultures were also identified as "strong" or "weak," with strength being defined as the extent to which espoused beliefs and values of the organization are "closely aligned with actual management policies and practices" (Smart & St. John, 1996, p. 229).

The findings of this study indicate that those with strong cultures that have a dominant Clan or Adhocracy culture, are most effective based on nine criteria. Clan cultures are internally-focused and are highly collaborative and cohesive with leaders acting in a facilitator role. Adhocracy cultures are also focused on the individual but are more externally-focused and growth-oriented, with leaders acting entrepreneurial. Strong Clan and Adhocracy cultures are most effective in terms of student academic development, system openness, community interaction, and student educational satisfaction.

Those cultures that were determined to be weak, more control-oriented, and bureaucratic were determined to be less effective. While this refers to the Market and Hierarchy cultures, as named by the Competing Values Framework, the Hierarchy culture was least effective. This culture is characterized by an internal emphasis of stability, with a heavy focus on rules and policies.

The most prevalent type of organizational culture in higher education is that of a Clan culture, and strong Clan cultures were perceived to be the most effective on performance dimensions "that have been traditionally valued in the higher education community" (Smart & St. John, 1996, p. 234). They score high in effectiveness relating to student personal development, faculty and administrator employment satisfaction, and organizational health.

Smart (2003) conducted a survey to examine the extent to which organizational effectiveness was related to cognitive and behavioral complexity of organizational cultures and roles of senior campus leaders within a sample of community colleges. Surveys of full-time faculty and administrators were conducted within a system of 14 community colleges. Completed surveys were obtained from 52% of the participants, with response rates ranging from 36% to 87% for individual campuses.

The survey examined three perceptions by participants, including organizational effectiveness, organizational culture, and general leadership roles. The study utilized the theoretical framework of Cameron and Ettington's (1988) Competing Values Framework and characterized four different leadership roles for each culture, including motivator, vision setter, task master and analyzer.

The findings of this study show that the organizational performance increases when the dominant organizational culture emphasizes paradoxical characteristics from all four quadrants, thus acting as a more complex culture. According to Smart (2003), "Campus officials should seek to develop a more complex or balanced overall campus culture that incorporates a healthy emphasis on all four culture types in the Cameron and Ettington (1988) typology" (p. 694-695).

The findings of this study also show that effective community college leaders must be able to perform contradictory leadership roles characteristic of all four culture types. According to Smart (2003), "Our findings clearly suggest that successful leadership in community colleges is dependent on the ability of campus leaders to serve as Motivators, Vision Setters, Task Masters, and Analyzers" (p. 696).

According to Smart (2003), the actions of campus leaders, and the nature of campus cultures, have a powerful impact on organizational effectiveness in both 2- and 4-year colleges. Collective findings (Cameron & Ettington, 1998; Smart & Hamm, 1993; Smart, Kuh & Tierney, 1997; Smart & St. John, 1996) have found that there is strong evidence that effectiveness of two- and four-year colleges is contingent on the characteristics of its college culture. "The specific culture that is best for specific two-year colleges is a matter of institutional choice" (Smart & Hamm, 1993, p. 96).

Culture, Leadership, and Change

Barber's study (1990) compared the leadership behaviors related to change by the founding president of a community college and the succeeding president at the same college and then compared the succeeding president's behaviors to that of researched behaviors for organizational change in the corporate world. Data were collected through documentation, archival records, direct on-site observation, participant observation, historical profiles, and interviews; naturalistic inquiry, a qualitative methodology, was utilized for this study.

Schein's framework for embedding culture was used, in part, to analyze the effectiveness of leadership in relation to change. The study revealed that both the founding and succeeding presidents utilized a transformational leadership style and that the leadership behaviors of the succeeding president, who entered a mature organization with a strong culture, parallel those researched, documented, and being utilized by the corporate world.

This study is significant in that it creates new literature on the importance for community college leaders to understand the relationship between culture, leadership,

and change and provides an impetus for these community college leaders to examine how these concepts relate to the corporate world. Schein discusses how one approaches culture evolution and change based on what role and lens they are using, including that of a leader/change agent who is attempting to produce change (Schein, 1992, p. 296).

Organizational culture can change, but it depends upon which stage the organization is in, that of founding and new growth, transition to midlife or maturity, or decline. Schein discusses in great detail the methods of administering change in all of the life cycles of an organization, including incremental change, organizational development intervention, and coercive persuasion. It is most important to remember that leadership starts the change process and "it is within the power of leaders to enhance diversity and encourage subculture formation or, through selection and promotion, to reduce diversity and thus manipulate the direction in which a given organization evolves culturally" (p. 332-333).

According to Schein (1992), "Internal dissent can be forgiven, but a leader who fails in the external functions is usually abandoned, voted out, or gotten rid of" (p. 69). Understanding culture requires analyzing how an organization interacts with its external world.

Brigham-Sprague's (2001) studied a multi-campus community college that confronted a monumental governance crisis that involved the firing of the CEO, forcing resignations of nearly the entire board, and appointing of a new board of governors. With this shakeup came a threat by the state board to withhold funding and imposition of probationary accreditation status by the regional accreditation association. This study

addressed the need for better understanding of the relationship between crisis, leadership, and change.

Data were collected utilizing interviews, personal observations, and review of key institutional documents. A time series analysis was performed that compared dominant trends in the history of the college to patterns of evolution predicted by life cycle theories, including that of Schein.

This study is significant in that it recognizes the impact organizational crisis has on organizational culture. It also recognizes that an organizational evolution life cycle is an important consideration in analyzing an organization's response to dealing with change. It also suggests that crisis can surface unresolved issues embedded in the culture.

Manlove conducted a study (2004) that focused on discovering what leadership styles were used by women of color leaders within a community college, if differences exist between the leaders, and to what extent the leadership behaviors of these women influenced the organizational culture of their community college. Quantitative data were gathered by administering the Kouzes and Posner Leadership Practice Inventory and qualitative data was gathered using phenomenological interviews based on Schein's three levels of culture. Analysis of the data indicated that most leaders believe their values were closely aligned with those of their colleges, that those values translate into behaviors and decisions that advance the culture, and that, as women of color, they make an important contribution to their institutional culture.

This study is important, because the findings show there is a significant relationship between these leadership practices and their institutional culture. This

supports Schein's statement that culture is borne from one of three sources, one of which is by the new beliefs, values and assumptions brought in by new leaders (p. 211).

According to Wilkins and Ouchi (1983), there is an impression that when an organization has a distinct culture, it is hard to change. But they disagree that the socialization process, values, and assumptions that exist within an organization's culture are not as deep as the anthropological analogy suggests and that organizational culture can change. Leaders should focus more on what kinds of changes can be made and to what extent change needs to occur. Utilizing the OCAI and Competing Values Framework is one way to understand current and preferred culture and strategies for change.

Gaps in Organizational Culture Literature

There are still gaps in organizational culture research. While the bulk of the most recent research has focused on assessing organizational culture to address organizational change and effectiveness, very little research has been conducted utilizing a mixed methods approach to studying culture. Cameron and Quinn (2006) suggest using a two-phase process for assessment and change, following the survey instrument with focus group sessions to seek consensus on the current and preferred cultures. I have been unsuccessful in locating any published research on using mixed methodology in assessing an organization's culture, from any industry, including both four- and two-year higher education institutions. Numerous dissertation studies have been performed assessing organizational culture either quantitatively, using the Organizational Culture Assessment Instrument, or qualitatively, using Schein's Three-Level model. I found one dissertation

study which was a mixed methods, multiple site case study on organizational culture and performance within three county public health departments (Brown, 2007).

There is also a gap in recent published organizational culture research within higher education, specifically community colleges. Berrio (2003) used the OCAI and Competing Values Framework to assess culture at The Ohio State University extension campus. Smart et al. (1997) performed several studies within two-year colleges during the 1990s, but very little of late has been published to refresh our perspectives. Allen (1993) conducted a qualitative case study dissertation on a multi-campus community college to identify subcultures within the organization. I have been unable to locate a mixed-methods study on a multi-campus organizational culture in either a two- or four-year institution of higher education.

Summary

The literature on organizational culture helps us better understand how to best define this phenomena and importance in understanding its impact on organizational effectiveness. Researchers have primarily focused on how organizational culture impacts the corporate world, with less emphasis on its impact within higher education, specifically community colleges. A number of studies have been conducted to focus on two-year institutions, specifically utilizing the Competing Values Framework. Additional research is needed utilizing a mixed methods approach to diagnosing culture within a community college and making recommendations for change.

III – STUDY DESIGN

Introduction and Rationale

The purpose of this study was to describe and compare current and preferred organizational culture within a multi-campus community college utilizing a mixed methods design. Within a college semester, both a survey and participant interviews were conducted to collect quantitative and qualitative data. The Organizational Culture Assessment Instrument was electronically administered to all full-time employees. The last survey question solicited interview participants. All data were collected within Fall semester 2010.

Data collection was sequential, however, data analysis was prepared, explored and analyzed separately, with the data sets merging in a second stage. Each type of data were given equal weight, therefore, this study is categorized as a concurrent design (Creswell & Plano Clark, 2007). Data were compared and results were merged using the Competing Values Framework.

I felt very strongly that using both of these approaches was the better way to get a comprehensive picture of organizational culture within this multi-campus community college. "The value of mixed methods research seems to outweigh the potential difficulty of this approach" (Creswell & Plano Clark, 2007, p. 10). This one mixed methods case study will not tell the complete stories of campus culture but will provide some meaning of current and preferred culture as determined by employees and will make recommendations for change and improvement.

According to Denison (1990), after decades of studying culture, in which the research paradigm has switched from a quantitative to a qualitative back to a quantitative

orthodoxy, "perhaps both perspectives, taken together, are necessary for a full understanding of this phenomenon" (p. 210).

Table 3.1.

Data Collection and Analysis Methods

Research Question	Data Type	Data Collection Method
How do Midwest Rural Community College employees perceive the overall current and preferred organizational culture, and what differences exist?	Quantitative Qualitative	OCAI Survey Participant Interviews
How do Main and Other Campus employees perceive the current and preferred organizational culture of Midwest Rural Community College, and what differences exist?	Quantitative Qualitative	OCAI Survey Participant Interviews
How do specific stakeholder groups perceive the current and preferred organizational culture of Midwest Rural Community College, and what differences exist?	Quantitative Qualitative	OCAI Survey Participant Interviews
How do the quantitative and qualitative data converge and inform one another to describe perceptions of current and preferred culture?	Quantitative Qualitative	OCAI Survey Participant Interviews
What recommendations can be made to improve the organizational culture at Midwest Rural Community College?	Quantitative Qualitative	OCAI Survey Participant Interviews

Quantitative Data Collection and Analysis

I first received permission on January 22, 2009 to utilize the Organizational Culture Assessment Instrument for a pilot survey and dissertation study from Dr. Kim Cameron, co-author of Diagnosing and Changing Culture (Appendix A). On August 30, 2010, I received permission to conduct my study from the Midwest Rural Community College Presidential Cabinet, which included the College President, Vice Presidents, Deans and Campus Directors. On September 27, 2010, the College President sent an email to all full-time employees indicating that I would be conducting this study, which would include employee participation in both an electronic survey and one-on-one interviews.

The Organizational Culture Assessment Instrument was administered electronically to all 182 full-time Midwest Rural Community College employees at all three campuses (Appendix B). This was done by sending an email to all employees with a link to an online survey tool (Appendix C). Participants were given 10 days to complete the survey. Employees were also notified that paper copies of the survey were available in the Human Resources Department.

Instructions were given to participants that they were to assess the overall campus culture, not a subunit nor the campus culture in which they work. The survey had three sections: the first addressed current perceptions of culture, the second addressed preferred perceptions of culture, the third and last section collected demographic information.

Demographic questions first asked if they worked at Main or Other Campus, North and South campuses encompassing the Other Campus category. It was important

to combine North and South into one category to ensure participant confidentiality. Each survey participant also identified the stakeholder group that best represented his or her role, either Administrator, Professional, Faculty, Support, or Executive. Years of college service was the last demographic question.. This information is important for data categorizing and analysis, however, years of college service data were later not used in the study. No additional demographic data were needed.

The goal of the OCAI is the aggregate perceptions of organizational culture from multiple respondents. The first step in data analysis was calculating overall mean scores for each culture type and plotting the results on the Competing Values Framework. Mean scores were calculated and plotted for the overall culture, six content dimensions of culture, Main and Other campus, and stakeholder groups.

Statistical analysis was then conducted to analyze differences in perceptions. Data was entered into SPSS software to conduct paired samples t tests for all groups in search of significant differences between current and preferred culture means. One-way ANOVA was used to seek significant differences between stakeholder groups.

Qualitative Data Collection and Analysis

At the end of the OCAI survey was a link to my email address, requesting that anyone who was interested in participating in personal interviews regarding the organizational culture contact me. This was also highlighted in a cover email/letter to all employees. Therefore, simple random and convenient sampling techniques were utilized to determine who would be interviewed.

Ten one-on-one interviews were conducted with employees from a variety of stakeholder groups (Appendix E). Due to a limit of time and financial resources, this was

the maximum number of personal interviews that I was capable of conducting during the

Fall 2010 semester. While Lincoln and Guba (1985) recommend sampling until a point of

saturation when redundancy occurs, there was a limit on the time in which data was

gathered.

Stake (1995) claims a fundamental outcome of a case study is discovering multiple

descriptions and interpretations of others. "The interview is the main road to multiple

realities" (p. 64). I traveled to each campus to conduct interviews in a face-to-face format.

Each conducted interview took approximately one hour. Each participant was asked ten

questions (Appendix F).

During the interview, I did my best to probe and clarify perceptions of culture to

expand on topics that the interviewees were sharing. "Formulating the questions and

anticipating probes that evoke good responses is a special art (Stake, 1995, p. 65).

According to Glesne (2006), experience/behavior questions tend to be the easiest for

respondents to answer and "are good places to begin to get the interviewer talking

comfortably" (p. 82). Glesne (2006) also recommends that interview questions focus on

the past or present as that is where rich stories and descriptions are often found. I framed

questions on the past and present, except when soliciting input for future change. I

specifically asked what each participant was willing to support in order to change culture,

to convey the importance of action and their responsibility in ensuring change.

Questions were open-ended and broad, with the researcher refraining from leading

participants towards characterized pattern or content dimensions from the OCAI and the

Competing Values Framework.

> Qualitative case study seldom proceeds as a survey with the same questions asked
> of each respondent, rather each interviewee is expected to have had unique

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experiences, special stories to tell. The qualitative interviewer should arrive with a short list of issue-oriented questions. (Stake, 1995, p. 65)

All interviews were transcribed. I organized and analyzed the phenomenological data from Moustakas's modification of the Stevick-Colaizzi-Keen method (Moustakas, 1994). This process began with reading the transcribed interview several times and coding each statement that was significant in describing the organizational culture. This was done by coding comments next to the verbatim text within the electronic document.

I then created a spreadsheet for each participant interview that listed all nonrepetitive statements that correlated with a categorical code. "These are the invariant horizons or meaning units of the experience," (Moustakas, 1994, p. 122).

The next step I took was to create a document that listed the coding key and summarized chunks of text within the transcript that continued to describe the phenomena by clustering meanings into themes. This document also synthesized the themes into a description of the structures.

The last step with each participant interview consisted of constructing a textural-structural description by summarizing each interview with three to five themes, accompanied by a brief paragraph supporting the structural theme. This was the highest level of abstraction taken in the coding process for each interview participant.

The last step in this method is constructing a composite textural-structural description of the themes and essences, integrating all experiences to represent the group as a whole (Moustakas, 1994). During this process was when the songs really started to come to mind, and thus an idea was born on how best to organize these qualitative data.

Mixed Methods Analysis

In order to distinguish this as a mixed methods study and analysis, the data need to inform one another to come to conclusions. Therefore, in Chapter Six, I bring these two types of data together to answer research question four. The structure for combining and communicating this analysis was by using the Competing Values Framework.

Towards the end of the qualitative analysis, I applied the qualitative data results to the CVF. Since this had already been done, it was like both data were talking the same language in Chapter Six. The Competing Values Framework provided the context and tool that was necessary to compare these data and inform one another.

Validity

Validity, also known as "inference quality" in mixed methods studies (Teddlie & Tashakkori, 2003) is "the ability to draw meaningful and accurate conclusions from all of the data in the study" (Creswell & Plano Clark, 2006, p. 146). The design of this mixed methods study in and of itself draws evidence of validity, in that combining data sets provides more extensive results than either dataset alone, but validity of each dataset will be further examined.

Quantitative Instrumentation – OCAI

According to Cameron and Quinn (2006), "sufficient evidence has been produced regarding the reliability of the OCAI to create confidence that matches or exceeds the reliability of the most commonly used instruments in the social and organizational sciences" (p. 155). Zammuto and Krakower (1991) used the OCAI to investigate the culture of higher education institutions. More than 1,300 participants, including faculty,

administrators and trustees, rated the culture of their colleges, with reliability coefficients of .82 for Clan, .83 for Adhocracy, .78 for Market, and .67 for Hierarchy reliability.

"The empirical evidence suggests that that OCAI measures what it claims to measure, namely, key dimensions of organizational culture that have a significant impact on organizational and individual behavior" (Cameron & Quinn, 2006, p. 160). Cited are Cameron and Freeman's 1991 study of organizational culture in 334 higher education institutions, a sample they claim is representative of the entire population of four-year colleges. A total of 3,406 individuals participated in this study, with 12 to 20 individuals from each college.

This study found that culture type is the most powerful predictor of organizational effectiveness, and evidence of the validity of the OCAI was discovered by matching the culture type with the domain of effectiveness, as defined by Cameron's earlier research. The analyses produced from this study supports results that are highly consistent with the organizational values and attributes as described in the Competing Values Framework. "Strong evidence of concurrent validity was produced" (Cameron & Quinn, 2006, p. 157).

A study conducted by Quinn and Spreitzer (1991) found evidence that the OCAI demonstrates convergent and discriminant validity through a multidimensional scaling technique. Zammuto and Krakower's (1991) study found each culture type, Clan, Adhocracy, Market and Hierarchy consistently measured core values represented by each type (Cameron & Quinn, 2006). "Additional studies have also examined the validity of the OCAI, but as was the case with reliability tests, we know of no study where contradictory disconfirmatory evidence has been produced" (p. 159-160).

Qualitative Methodology – Participant Interviews

According to Stake (1995), it is the responsibility of the researcher to "get it right," referring to data accuracy and interpretation. It is the goal of the case study researcher to give a substantial, uncontestable description that anyone would have recorded as the researcher did. Clearly capturing what people share in interviews is my role as the researcher, translator and interpreter. "Because human beings are the primary instrument of data collection and analysis in qualitative research, interpretations of reality are accessed directly through observations and interviews" (Merriam, 2001, p. 203).

Merriam (2001) suggests a number of ways in which qualitative data may be validated. One of these methods is already addressed in that this mixed methods study utilizes several different approaches to create a "holistic understanding" (Mathison, 1988) of the situation.

Member checking is another method for addressing qualitative data validity. This is when the researcher transcribes her data from interviews and gives each participant the opportunity to edit what he/she said. It also provides an opportunity for the participant to react to my interpretation and analysis of the personal interview. This is another attempt at "getting it right." "All of my reports have been improved by member checking" (Stake, 1995, p. 116). Both personal interview and survey data was member checked to ensure validity and collect reactions to survey results.

Addressing personal bias is another important method to address qualitative data validity. According to Stake (1995), a considerable proportion of all data is impressionistic, picked up informally as the researcher first becomes acquainted with the case. I address some of my personal bias within the Discussion section of this study,

most of which can be found under the subheading Personal Reflections of a Researcher and Practitioner.

Ethics

Ensuring validity in qualitative research also means conducting research in an ethical manner. "In qualitative studies, ethical dilemmas are likely to emerge with regard to the collection of data and in the dissemination of findings" (Merriam, 2001, p. 213). Merriam discusses how highly personal information may come out of an interview, especially when utilizing open-ended questions. A participant may become embarrassed or have second thoughts of sharing certain information. In this study, I chose to reveal only data that answered the research questions and/or helped create an accurate interpretation of telling a participant's perceptions of campus culture.

As an ethical researcher within a qualitative case study, confidentiality can be problematic. "At the local level, it is nearly impossible to protect the identity of either the case or the people involved" (Merriam, 2001, p. 217). Kimmell (1988) recommends considering consequences of research and the impact on groups or individuals, and as these situations arise, the researcher must use his/her conscience as a guide. Pseudonyms were substituted for all college, campus and participant names.

The "do no harm" stance is true for the survey as well. No identifiers were requested other than the three descriptive variables: campus, stakeholder group, years of service. Since the satellite campuses are relatively small at Midwest Rural Community College, great care was taken to minimize the identity of these participants. This is one reason why survey participants were asked to identify their campus as either "Main" or

"Other," since the majority of employees are housed at Main Campus and fewer at North and South Campuses.

Protecting participants also includes confidential record-keeping. I used aliases in coding data and keep coding keys separate from transcriptions. Both hard copy and electronic documentation will be safely kept in my home office. This documentation also will provide a research audit trail.

Data Analysis and Results

Data analysis occurred separately for the quantitative (Chapter Four) and qualitative (Chapter Five) data sets. Convergence and merging of data occur during the results discussion (Chapter Six).

Quantitative Results – OCAI Survey

Cameron and Quinn (2006) provide the researcher with the method for scoring the OCAI results in order to create an organizational culture profile for current and preferred types, according to the Competing Values Framework. Data was tallied from an aggregate perspective to determine the overall current and preferred culture type. The mean scores for the overall current culture are first computed by adding all of responses from the A (Clan), B (Adhocracy), C (Market), and D (Hierarchy) *Now* columns and dividing by 6 (the number of questions). This is then repeated for the *Preferred* columns. The results were then plotted on Figure 4.2, and statistical analysis was conducted using a paired samples *t* test or ANOVA oneway comparison test to determine if significant differences have occurred between the *Now* and *Preferred* cultures.

Campus and Stakeholder data were also tallied to understand current and preferred culture from those perspectives. Percentages will be the primary descriptive

statistic utilized in data analysis. Statistical differences were analyzed using paired *t* tests and ANOVA One Way Analysis of Variance (Morgan, Leech, Gloeckner, & Barrett, 2007).

Qualitative Results – Participant Interviews

Each personal interview was transcribed and coded for theme development. Each of these was characterized as a song to contribute to the study theme of methods in concert. success. "In pragmatism, the approach may combine deductive and inductive thinking, as the researcher mixes both qualitative and quantitative data" (Creswell & Plano Clark, 2007, p. 23).

Summary

According to Stake (1995), "We need to pick cases which are easy to get to and hospitable to our inquiry" (p. 4). This was true for my study. Despite the fact that this college was located within a different state from where I reside, it was accessible by car travel. The Midwest Rural Community College leadership team was open to conducting the survey and looked forward to learning the results and perhaps considering recommendations for culture change.

Stake (1995) believes the case researcher has options as to the roles they will play. Since the purpose of this study was to describe current and preferred culture within a multi-campus community college, with the intent of contributing to continuous quality improvement of the college, I emphasized my role as the teacher. "The intention of research is to inform, to sophisticate, to assist the increase of competence and maturity, to socialize, and to liberate" (p. 92). My role attempted to help college leaders and all employees better understand their working cultures and how to improve upon them.

My role as a case researcher was also that of an advocate—carrying a message of importance and accuracy. Stake believes researchers should do their best to convince readers that they should believe what the researcher has learned and come to herself believe (1995). My role as advocate was to convince college stakeholders of the importance of understanding organizational culture as a tool for improving the college.

My role as a case researcher was also that of an interpreter. Stake (1995) believes the gathering of interpretations is most central to case study.

> The case researcher recognizes and substantiates new meanings. Whoever is researcher has recognized a problem, a puzzlement, and studies it, hoping to connect it better with known things. Finding new connections, the researcher finds ways to make them comprehensible to others. Research is not just the domain of scientists, it is the domain of craftspersons and artists as well, all who would study and interpret. (p. 97)

I did my very best to satisfy all these roles as a case researcher and responsibly conduct research with respect, pride and integrity.

IV – RESULTS

ORGANIZATIONAL CULTURE ASSESSMENT INSTRUMENT PERFORMANCE

Introduction

In keeping with the theme of this study representing mixed methods in concert, quantitative data are presented as an instrumental musical performance. The qualitative results of Chapter Five will introduce the reader to a vocal performance set, which represents the voices of interview participants and the qualitative interpretation of the results. Chapter Six will bring both the band and the vocalists together for a grand performance that encompasses both quantitative and qualitative findings, interpretations, conclusions and recommendations.

The deep reflection and higher level of abstraction that I experienced in developing these themes is best represented by song titles and lyrics. I simply couldn't ignore how these songs and lyrics kept popping into my mind both during data analysis and as I was simply thinking about my data, driving down the road, or exercising at the gym. I am confident that there is a close connection between the emergent themes and the songs that entered my mind.

The purpose of this study was to describe current and preferred perceptions of organizational culture in a multi-campus community college. Mixed methods were used to capture quantitative and qualitative data. The Organizational Culture Assessment Instrument was administered to all full-time college employees at Midwest Rural Community College, and the results are shared within the this chapter. Research questions one through three will specifically be addressed.

Survey Overview

Chapter Four presents results from the Organizational Culture Assessment Instrument that was conducted at Midwest Rural Community College in October 2010. This survey assesses employee perceptions as to the college culture type, strength and congruence, from both current and preferred perspectives. The OCAI " has been used in more than a thousand organizations that we know of, and it has been found to predict organizational performance" (Cameron & Quinn, 2006, p. 23).

Six content dimensions were also measured: dominant organizational characteristics; leadership style and approach; management of employees and the working environment; organizational glue or bonding mechanism; strategic emphasis that drives organizational strategy; criteria for success and how employees are rewarded for accomplishments. "Sufficient evidence has been produced regarding the reliability of the OCAI to create confidence that it matches or exceeds the reliability of the most commonly used instruments in the social and organizational sciences" (Cameron & Quinn, 2006, p. 155).

This instrument categorizes results within the Competing Values Framework. The four different organizational types are labeled *Clan, Adhocracy, Market, and Hierarchy*, listed in a clockwise format (see Figure 4.1).
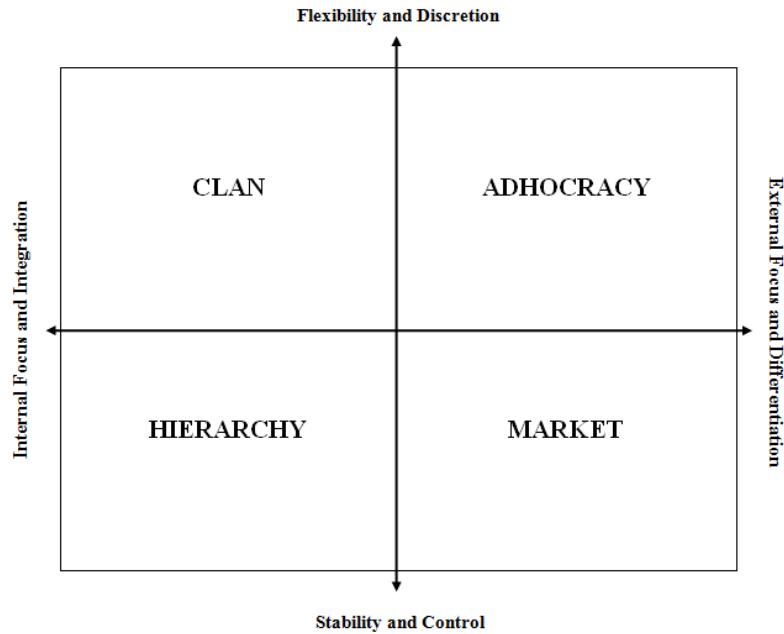
Figure 4.1. Competing Values Framework

According to Cameron and Quinn (2006), "More than 80 percent of the several thousand organizations we have studied have been characterized by one or more of the culture types identified in this framework" (pp. 46-47). Smart and St. John (1996) state that this framework describes four culture types that "are compatible with the various ways colleges and universities have been viewed by scholars" (p. 221).

Quantitative Results

Demographic data results are first presented. Research questions are then answered using descriptive and difference inferential statistics. A summary concludes this chapter.

Response Rate

The internet survey instrument was distributed to all 189 employees through an email link. Employees were given 10 days to complete the survey. A total of 82

employees responded to the survey, but four surveys were incomplete, therefore, 78 were usable (a 41% response rate).

Demographic Data

The end of the survey asked participants three demographic questions: the campus in which they primarily work, employee classification (stakeholder group), and cumulative years of college employment. Four participants skipped this question (78/82 responses). The majority of participants work at Main Campus (64/82%). The Other Campus participants (14/18%) include North and South Campus employees. It is unknown as to if those employees who reside at the Corporate Center identified themselves as Main Campus or Other employees, since the Corporate Center is not recognized as a campus by MRCC nor within this study. Table 4.1 represents response rates for primary campus results.

Table 4.1

Primary Campus Where MRCC Employees Work

	Response N	Response %
Main Campus	64	82
Other	14	18
Total	78	100

Four participants also skipped the employee classification question (78/82 responses). Faculty participation results were the highest with 23 (29%) participants. No one responded to the *Executive* employee classification. Table 4.2 represents response rates for employee classification results.

Table 4.2

MRCC Employee Classification

	Response N	Response %
Administration	18	23
Professional	20	26
Faculty	23	29
Support	17	22
Executive	0	0
Total	78	100

Nine participants skipped the question addressing years of service. The average years of service of 78 participants is 10.1 years. Those participants that indicated they work primarily at Main Campus averaged 10.2 years of service. Those participants that primarily work at Other Campus averaged 9.92 years of service. Years of service data are useful to help understand the average length of time survey respondents have been working within the organizational culture.

Research Question One

1. How do Midwest Rural Community College employees perceive the overall current and preferred organizational culture, and what differences exist?

    Pattern Dimensions. Employees perceive the current culture type as predominantly Clan ($M = 32.11$, $SD = 20.21$), then Hierarchy ($M = 30.37$, $SD = 20.48$), Market ($M = 19.44$, $SD = 16.87$), and Adhocracy ($M = 18.09$, $SD = 11.54$). Employees' preferred culture remains Clan ($M = 36.11$, $SD = 16.79$), then Hierarchy ($M = 24.32$, $SD = 17.51$), Adhocracy ($M = 23.05$, $SD = 11.37$) and Market ($M = 16.52$, $SD = 10.86$).

Figure 4.2 and Table 4.3 contain the mean results for each current and preferred culture type.

A paired samples t test indicated that there was a significant difference between all four current and preferred cultures: Clan, t (467) = -4.083, p <.001, Adhocracy, t (467) = -8.438, p < .001, Market, t (467) = 3.560, p < .001, and Hierarchy, t (467) = 6.519, p < .001. Clan and Adhocracy cultures increased in preference from current to preferred; Market and Hierarchy cultures decreased in preference from current to preferred. The differences were statistically significant for Clan, Market and Hierarchy cultures, with a small effect size ($|d|$ = .21, .21, .32 respectively), using Cohen's (1988) guidelines. The differences were statistically significant for the Adhocracy culture, with a medium to typical effect size ($|d|$ = .43). Table 4.3 contains the paired t statistics and significances for each current and preferred culture type.

Table 4.3

MRCC Current and Preferred Overall Culture Type

	Now		Preferred		Statistics			
	N = 78		N = 78					
Culture Type	*M*	*SD*	*M*	*SD*	*df*	*t*	*p*	*d*
Clan	32.11	20.21	36.11	16.79	467	-4.083	.000*	.22
Adhocracy	18.09	11.54	23.05	11.37	467	-8.438	.000*	.43
Market	19.44	16.87	16.52	10.86	467	3.560	.000*	.21
Hierarchy	30.37	20.48	24.32	17.51	467	6.519	.000*	.32

*p < .001.

Content Dimensions. Further examination of perceived current and preferred culture was performed by analyzing the six content dimensions: organizational

characteristics, leadership, management of employees, organizational glue, strategic emphasis, and criteria for success. Hierarchy had the highest scores for the perceived current culture in the dimensions of leadership ($M = 29.44$, $SD = 18.65$), strategic emphasis ($M = 34.83$, $SD = 21.22$), and criteria for success ($M = 34.74$, $SD = 18.97$). Clan had the highest scores for the perceived current culture in organizational characteristics ($M = 42.78$, $SD = 19.47$) and organizational glue ($M = 34.44$, $SD = 21.62$). If the average score is rounded up or down to whole numbers, management of employees shared Clan ($M = 32.22$, $SD = 21.32$) and Hierarchy ($M = 31.93$, $SD = 21.84$) as the highest score to describe the current culture.

The Clan Culture

An organization that focuses on internal maintenance with flexibility, concern for people, and sensitivity to customers.

The Adhocracy Culture

An organization that focuses on external positioning with a high degree of flexibility and individuality.
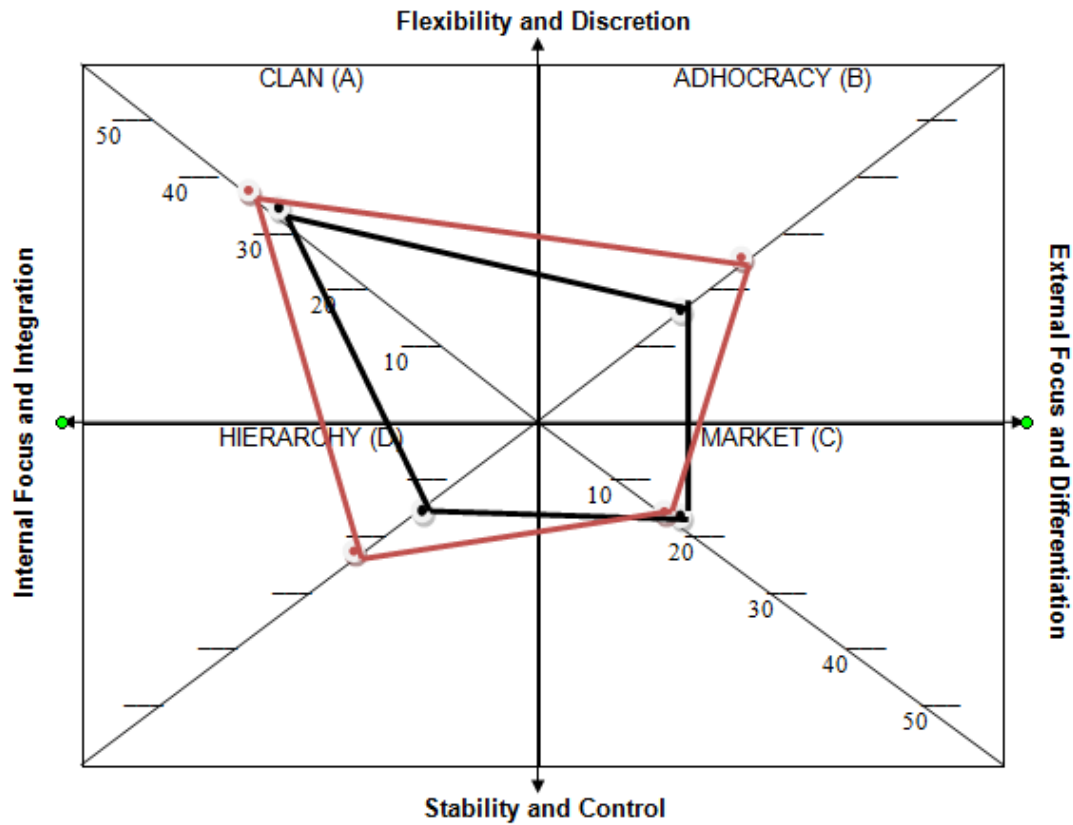
The Hierarchy Culture

An organization that focuses on internal maintenance with a need for stability and control.

The Market Culture

An organization that focuses on external positioning with a need for stability and control.

Now ——— Preferred

Figure 4.2. Current and Preferred Overall Culture Comparison for MRCC

Employees scored highest in the Clan culture in all six content dimensions to describe the preferred culture: organizational characteristics ($M = 36.47$, $SD = 16.73$), leadership ($M = 33.59$, $SD = 16.67$), management of employees ($M = 36.89$, SD 16.52),

organizational glue ($M = 37.95$, $SD = 18.72$), strategic emphasis ($M = 34.62$, $SD = 16.07$), and criteria for success ($M = 37.31$, $SD = 16.09$). Table 4.4 contains the dominant current and preferred cultures for each content dimension. Table 4.5 contains the mean scores for each current and preferred culture type. Figure 4.3 plots the mean scores for each content dimension.

Table 4.4

Dominant Current and Preferred Culture for Content Dimensions

Dimension	Now	Preferred
Organizational Characteristics	Clan	Clan
Leadership	Hierarchy	Clan
Management of Employees	Clan/Hierarchy	Clan
Organizational Glue	Clan	Clan
Strategic Emphasis	Hierarchy	Clan
Criteria for Success	Hierarchy	Clan

Further examination was performed to analyze differences of current and preferred culture within each content dimension. Figure 4.2 represents the pictorial results. Within the organizational characteristics dimension, results of a paired samples t test indicated that there was a statistical difference between the current and preferred Clan, $t\,(77) = 2.65$, $p = .010$, and Adhocracy, $t\,(77) = -4.11$, $p < .001$, cultures. Clan decreased in preference; Adhocracy increased in preference. Using Cohen's (1988)
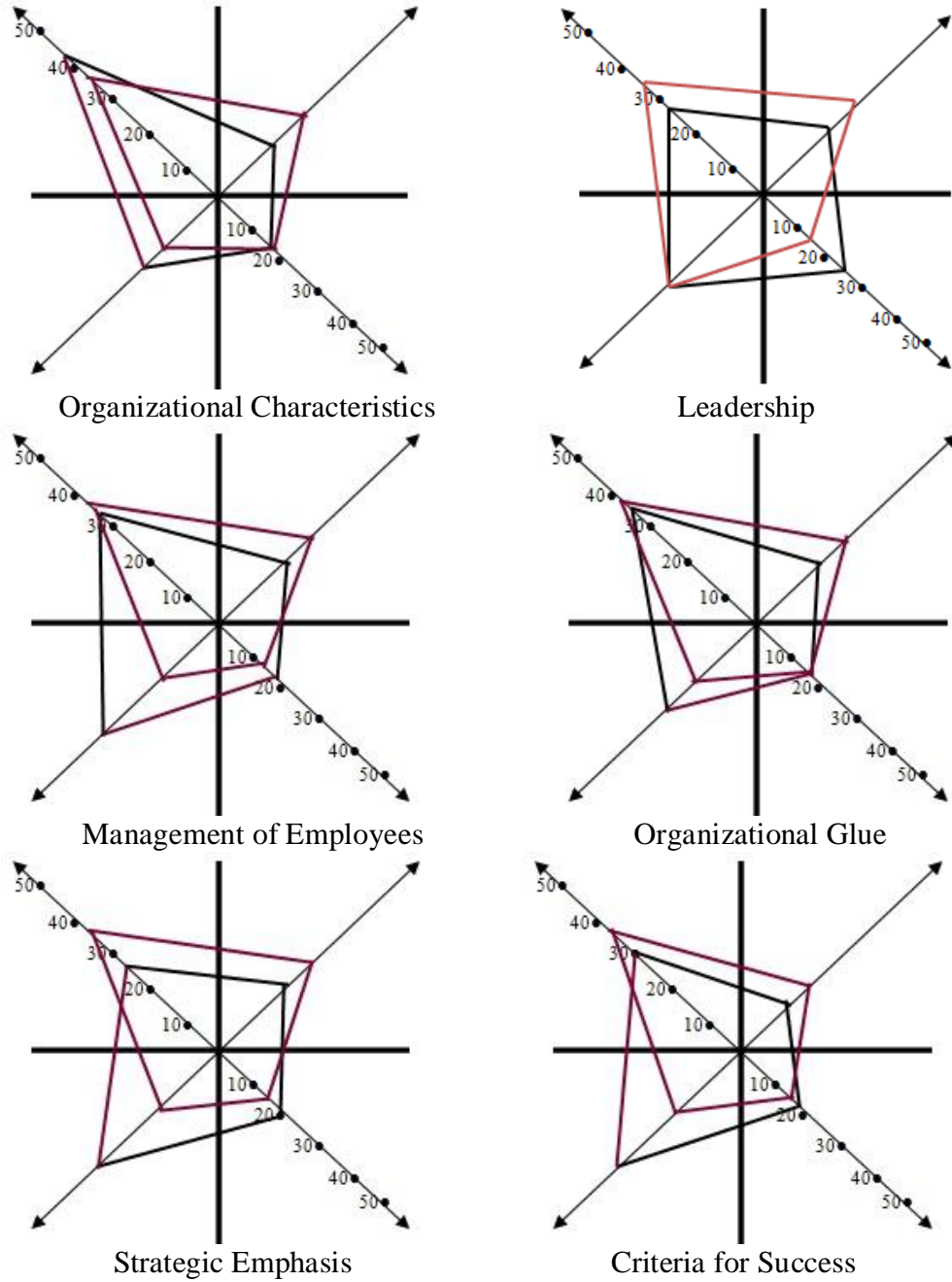
Figure 4.3. Current and Preferred Culture Comparisons for Content Dimensions

guidelines, the significance in the Clan culture difference was less than medium or typical ($|d| = .35$), and the significance between the Adhocracy culture difference was medium or typical ($|d| = .56$). Table 4.5 contains the paired t statistics and significances for current and preferred the organizational characteristics cultural dimension.

Table 4.5

Differences in Current and Preferred Culture: Organizational Characteristics Dimension

Culture Type	Now N = 78		Preferred N = 78		Statistics			
	M	*SD*	*M*	*SD*	*df*	*t*	*p*	*d*
Clan	42.78	19.47	36.47	16.73	77	2.646	.010*	.35
Adhocracy	18.35	10.99	25.01	12.89	77	-4.112	.000**	.56
Market	17.13	9.89	18.49	11.90	77	-.966	.337	.12
Hierarchy	21.87	20.30	20.03	17.99	77	.744	. 459	.10

$* p < .05; ** p < .001.$

Within the leadership dimension, there was a significant difference between the current and preferred Clan, $t (77) = -2.33$, $p = .022$, Adhocracy, $t (77) = -2.82$, $p = .006$, and Market $t (77) = 3.27$, $p = .002$, cultures. Clan and Adhocracy cultures increased in preference; Market decreased in preference. Using Cohen's (1988) guidelines, the effect size was less than medium or typical for both the Clan ($|d| = .31$) and Adhocracy ($|d| = 39$) cultures, and was medium for the Market ($|d| = .55$) culture. Table 4.6 contains these paired t test statistics and significance data for the leadership dimension.

Table 4.6

Differences in Current and Preferred Culture for Leadership Dimension

Culture Type	Now N = 78		Preferred N = 78		Statistics			
	M	*SD*	*M*	*SD*	*df*	*t*	*p*	*d*
Clan	28.09	19.24	33.59	16.67	77	-2.334	.022*	.31
Adhocracy	18.67	10.87	22.95	10.88	77	-2.820	.006**	.39
Market	23.55	21.52	14.71	10.74	77	3.270	.002**	.55
Hierarchy	29.44	18.65	28.76	18.13	77	.294	.769	.04

* $p < .05$; ** $p < .01$.

Within the management of employees dimension, there was a significant difference between the current and preferred Clan, t (76) = -1.97, p = .052, Adhocracy, t (77) = -5.03, p = .000, and Hierarchy, t (77) = -2.89, p = .005, cultures. Clan and Adhocracy cultures increased in preference; Hierarchy culture decreased in preference. Using Cohen's (1988) guidelines, the effect size was small or smaller than typical for the differences within the Clan culture (|d| =.25), medium or typical for the Adhocracy culture culture (|d| =.57), and less than medium or typical for the Hierarchy culture (|d| = 34). Table 4.7 contains these paired t test statistics and significance data for the management of employees dimension.

Table 4.7

Differences in Current and Preferred Culture for Management of Employees Dimension

Culture Type	Now N = 78		Preferred N = 78		Statistics			
	M	*SD*	*M*	*SD*	*df*	*t*	*p*	*d*
Clan	32.22	21.32	36.88	16.52	77	-1.973	.052	.25
Adhocracy	18.36	10.81	22.31	9.89	77	-5.025	.000**	.57
Market	19.27	19.09	15.53	10.90	77	1.594	.115	.25
Hierarchy	31.92	21.84	25.31	17.02	77	2.889	.005*	.34

$* p < .01; ** p < .001$.

The organizational glue dimension showed a statistical difference between the current and preferred cultures within the Adhocracy, $t(77) = -2.12$, $p = .037$, and Hierarchy, $t(77) = 23.53$, $p = .001$, cultures. Adhocracy culture increased in preference; Hierarchy culture decreased in preference. Using Cohen's (1988) guidelines, these effect sizes were smaller than typical for the Adhocracy culture ($|d| = .29$) and medium or typical for the Hierarchy culture ($|d| = .40$). Table 4.8 contains these paired *t* test statistics and significance data for the organizational glue dimension.

The strategic emphasis dimension showed a statistical difference between the current and preferred cultures within all four cultures: Clan, $t(77) = -4.57$, $p < .001$; Adhocracy, $t(77) = -3.87$, $p < .001$; Market, $t(77) = 2.57$, $p < .012$; Hierarchy, $t(77), = 4.24$, $p < .001$. Clan and Adhocracy cultures increased in preference; Market and Hierarchy cultures decreased in preference. Using Cohen's (1988) guidelines, the

Table 4.8

Differences in Current and Preferred Culture for Organizational Glue Dimension

Culture Type	Now N = 78		Preferred N = 78		Statistics			
	M	*SD*	*M*	*SD*	*df*	*t*	*p*	*d*
Clan	34.44	21.61	37.95	18.72	77	-1.324	.189	.17
Adhocracy	19.44	13.44	23.01	11.41	77	-2.120	.007*	.29
Market	17.00	15.37	17.37	11.19	77	-.203	.840	.03
Hierarchy	29.26	19.76	21.67	18.12	77	3.532	.001**	.40

* *p* < .01; ***p* = .001.

effect size in the Clan culture difference was less than large or larger than typical (|*d*| = .65), the significance between the Adhocracy and Market culture differences was less than medium or typical (|*d*| =.39 and .34, respectively), and medium or typical for the Hierarchy culture (|*d*| = 49). Table 4.9 contains these paired *t* test statistics with significance and effect size data for the strategic emphasis dimension.

Within the criteria for success dimension, there was a statistical difference between the current and preferred Clan, *t* (77) = -3.25, *p* = .002, Adhocracy, *t* (77) = -3.36, *p* = .001, and Hierarchy, *t* (77) = 4.76, *p* < .001, cultures. Clan and Adhocracy cultures increased in preference; Hierarchy culture decreased in preference. Using Cohen's (1988) guidelines, the significance in the Clan and Adhocracy culture difference was close

to medium or typical . ($|d| = 40$ and .41, respectively), and medium or typical for the Hierarchy culture ($|d| = 56$). Table 4.10 contains these paired t test statistics and effect sizes for the criteria for success dimension.

Table 4.9

Differences in Current and Preferred Culture for Strategic Emphasis Dimension

	Now		Preferred		Statistics			
	N = 78		N = 78					
Culture Type	*M*	*SD*	*M*	*SD*	*df*	*t*	*p*	*d*
Clan	24.88	16.18	34.62	16.07	77	-4.567	.000**	.60
Adhocracy	20.01	11.03	24.42	11.62	77	-3.868	.000**	.39
Market	20.27	16.04	15.96	9.33	77	2.569	.012*	.34
Hierarchy	34.83	21.22	25.26	18.17	77	4.239	.000**	.49

*$p < .05$; **$p < .001$.

Table 4.10

Differences in Current and Preferred Culture for Criteria for Success Dimension

	Now		Preferred		Statistics			
	N = 78		N = 78					
Culture Type	*M*	*SD*	*M*	*SD*	*df*	*t*	*p*	*d*
Clan	30.27	18.89	37.31	16.09	77	-3.251	.002*	.40
Adhocracy	15.85	11.56	20.45	11.02	77	-3.362	.001*	.41
Market	19.40	16.70	16.92	10.88	77	1.531	.130	.18
Hierarchy	34.74	18.97	25.32	14.87	77	4.764	.000**	.56

*$p < .01$; **$p < .001$.

Research Question Two

2. How do Main and Other Campus employees perceive the current and preferred

   organizational of Midwest Rural Community College, and what differences exist?

Perceptions of current and preferred culture were examined for Main Campus and

Other Campus employees. A dominant Clan culture type was currently perceived by the

Main Campus employees ($M = 32.87$, $SD = 20.17$). A dominant Hierarchy culture type

was currently perceived by the Other Campus employees ($M = 29.43$, $SD = 20.47$. All

campus employees prefer a Clan culture: Main Campus ($M = 36.75$, $SD = 17.29$) and

Other Campus ($M = 33.21$, $SD = 14.03$). Table 4.11 contains the dominant current and

preferred culture of each stakeholder group. Table 4.12 shows the mean scores for

current and preferred culture for Main Campus and Other Campus groups. Figure 4.4

plots mean scores to create the organizational culture profile of current culture type for

both Main Campus and Other Campuses.

Table 4.11

Dominant Current and Preferred Culture: Main and Other Campus

Campus	Now	Preferred
Main	Clan	Clan
Other	Hierarchy	Clan

Within the Main Campus group, there was a statistical difference between all four

current and preferred cultures: Clan, $t(383) = -3.534$, $p < .001$, Adhocracy, $t(383) = -$

7.099, $p < .001$, Market, $t(383) = 2.292$, $p = .022$, and Hierarchy, $t(383) = 6.690$, $p =$

$.000$. Clan and Adhocracy cultures increased in preference; Market and Hierarchy

cultures decreased in preference. The difference, although statistically significant for

Clan, Market, and Hierarchy cultures, was small ($|d| = 21$, .14, .35 respectively), using

Cohen's (1988) guidelines. However, the effect size was medium to typical between the

current and preferred Adhocracy culture ($|d| = .41$). Table 4.13 contains the paired t

statistics and significances for Main Campus current and preferred cultures.

Table 4.12

Mean Scores for Current and Preferred Culture: Main and Other Campus

Culture Type	Main Campus N = 64	Other Campuses N = 14
	M	*M*
Clan	32.87 Current	28.63 Current
	36.74 Preferred	33.21 Preferred
Adhocracy	18.44 Current	16.49 Current
	23.14 Preferred	22.62 Preferred
Market	18.12 Current	25.45 Current
	16.31 Preferred	17.46 Preferred
Hierarchy	30.57 Current	29.43 Current
	23.80 Preferred	26.70 Preferred

The Clan Culture

An organization that focuses on internal maintenance with flexibility, concern for people, and sensitivity to customers.

The Adhocracy Culture

An organization that focuses on external positioning with a high degree of flexibility and individuality.
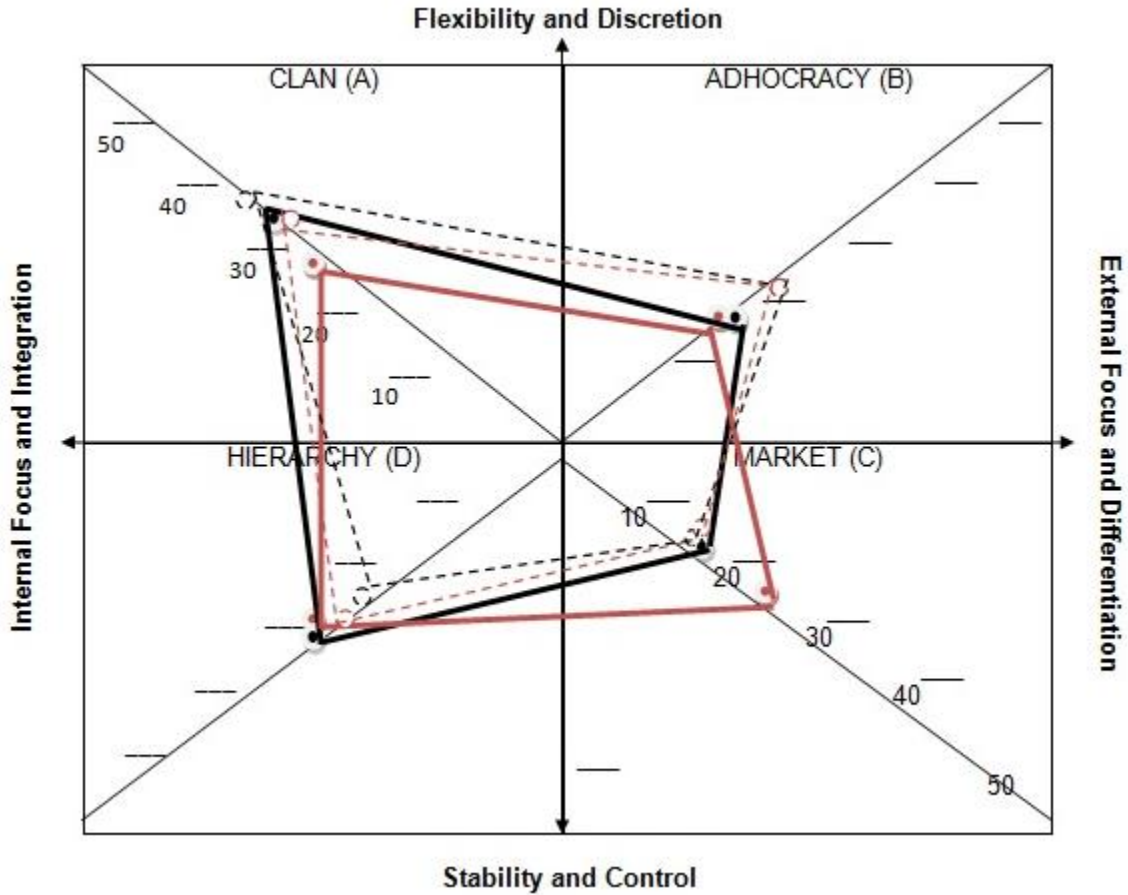
The Hierarchy Culture

An organization that focuses on internal maintenance with a need for stability and control.

The Market Culture

An organization that focuses on external positioning with a need for stability and control

Figure 4.4. Current and Preferred Culture Comparisons for Main and Other Campuses

Table 4.13

Differences in Current and Preferred Culture for Main Campus

Culture Type	Now N = 64		Preferred N = 64		Statistics			
	M	*SD*	*M*	*SD*	*df*	*t*	*p*	*d*
Clan	32.87	20.17	36.74	17.29	383	-3.534	.000**	.21
Adhocracy	18.44	11.61	23.14	11.43	383	-7.099	.000**	.41
Market	18.12	14.55	16.31	10.92	383	2.292	.022*	.14
Hierarchy	30.57	20.51	23.80	17.96	383	6.690	.000**	.35

*p < .05; **p < .001.

Within the Other Campus group, there was a statistical difference the Clan, t (83) = -2.102, p = .009, Adhocracy, t (83) = -4.922, p < .001, and Market, t (83) = 2.909, p = .005, cultures.. Clan and Adhocracy cultures increased in preference; Market culture decreased in preference. The Clan difference had a small effect size (|d|.27), using Cohen's (1988) guidelines. The effect size was medium to typical between the current and preferred Adhocracy and Market cultures (|d| = .55 and .46, respectively). Table 4.14 contains the paired t statistics and effect sizes for Other Campus current and preferred cultures.

Differences in perception of current and preferred culture type were also examined between the Main and Other Campus employee groups. Table 4.15 shows that Main and Other Campus groups did not significantly differ in their perception of current and preferred culture type, with the exception of two types. Main and Other Campus employees did show a significant different within their perception of the current Market

Table 4.14

Differences in Current and Preferred Culture for Other Campus

| | Now | | Preferred | | Statistics | | | |
| | n = 14 | | n = 14 | | | | | |
Culture Type	*M*	*SD*	*M*	*SD*	*df*	*t*	*p*	*d*
Clan	28.63	20.17	33.21	14.03	83	-2.102	.039*	.27
Adhocracy	16.49	11.13	22.62	11.18	83	-4.922	.000***	.55
Market	25.45	24.09	17.46	10.60	83	2.909	.005**	.46
Hierarchy	29.43	20.48	26.70	15.16	83	1.198	.234	.15

*p < .05; **p < .01; *** p < .001.

culture ($p = .009$). Inspection of the two group means indicates that the Other Campus

score ($M = 25.45$) is significantly higher than the Main Campus score ($M = 18.12$). The

effect size d is approximately .38, which is considered between small and typical in size.

The 95% Confident Interval of the Difference is between -12.75 and -1.91 points.

There was also a significant difference between Main and Other Campus

perceptions of the preferred Clan culture type, ($p = .048$). The Main Campus mean score

($M = 36.75$) was significantly higher than the Other Campus Mean score ($M = .33.21$).

the effect size is approximately .23, which is small in size.

Research Question Three

3. How do specific stakeholder groups perceive the current and preferred organizational

culture of Midwest Rural Community College, and what differences exist?

Perceptions of current and preferred culture were examined for stakeholder

groups categorized as administrator, professional, faculty, and support. A dominant Clan

culture type was currently perceived by the administrator ($M = 33.67$, $SD = 21.75$), and

support ($M = 35.40$, $SD = 22.34$), stakeholder groups. A dominant Hierarchy culture type

was currently perceived by the professional ($M = 33.25$, $SD = 23.25$), and faculty ($M =$

32.37, $SD = 20.63$), stakeholder groups. All four stakeholder groups prefer a Clan culture

type: administrator ($M = 40.00$, $SD = 18.62$), professional ($M = 30.79$, $SD = 12.90$),

faculty ($M = 38.84$, $SD = 16.95$), and support ($M = 34.56$, $SD = 16.99$).

 Table 4.15 contains the dominant current and preferred culture of each

stakeholder group. Table 4.16 shows the mean scores for current and preferred culture

for each stakeholder group. Figure 4.5 plots the mean scores to create the organizational

culture profile of current culture type for all four stakeholder groups. Figure 4.6 plots the

mean scores to create the organizational culture profile of preferred culture type for all

four stakeholder groups.

Table 4.15

Comparison of Main and Other Campus Current and Preferred Culture Type

Variable	M	SD	t	df	p	d
Current Clan			1.75	466	.082	.21
Main	32.87	20.17				
Other	28.63	20.17				
Current Adhocracy			1.41	466	.161	
Main	18.44	11.61				
Other	16.49	11.13				
Current Market			-2.69*	96.65*	.009***	.38
Main	18.12	14.55				
Other	25.45	24.09				
Current Hierarchy			.462	466	.644	
Main	30.57	20.51				
Other	29.43	20.48				
Preferred Clan			2.00*	143.91*	.048**	.23
Main	36.75	17.29				
Other	33.21	14.03				
Preferred Adhocracy			.38	466	.704	.05
Main	23.14	11.43				
Other	22.62	11.18				
Preferred Market			-.88	466	.378	.11
Main	16.31	10.92				
Other	17.46	10.60				
Preferred Hierarchy			-1.38	466	.170	.18
Main	23.80	17.96				
Other	26.70	15.16				

Note. Main Campus N = 64; Other Campus N = 14.
*The *t* and *df* were adjusted because variances were not equal; **p <.05; ***p <.01.

Table 4.16

Dominant Current and Preferred Culture for Stakeholder Groups

Stakeholder	Now	Preferred
Administrator	Clan	Clan
Professional	Hierarchy	Clan
Faculty	Hierarchy	Clan
Support	Clan	Clan

Table 4.17

Current and Preferred Culture Scores for Stakeholder Groups

Culture Type	Administrator N = 18	Professional N = 20	Faculty N = 23	Support N = 17
	M	*M*	*M*	*M*
Clan	33.67 Current	28.54 Current	31.56 Current	35.40 Current
	40.00 Preferred	30.79 Preferred	38.84 Preferred	34.56 Preferred
Adhocracy	17.23 Current	16.75 Current	19.60 Current	18.53 Current
	24.73 Preferred	23.54 Preferred	22.36 Preferred	21.62 Preferred
Market	20.56 Current	21.46 Current	16.47 Current	19.88 Current
	15.12 Preferred	18.00 Preferred	15.01 Preferred	18.28 Preferred
Hierarchy	28.55 Current	33.25 Current	32.37 Current	26.19 Current
	20.15 Preferred	27.67 Preferred	23.79 Preferred	25.54 Preferred

The Clan Culture

An organization that focuses on internal maintenance with flexibility, concern for
people, and sensitivity to customers.

The Adhocracy Culture

An organization that focuses on external positioning with a high degree of flexibility and individuality.
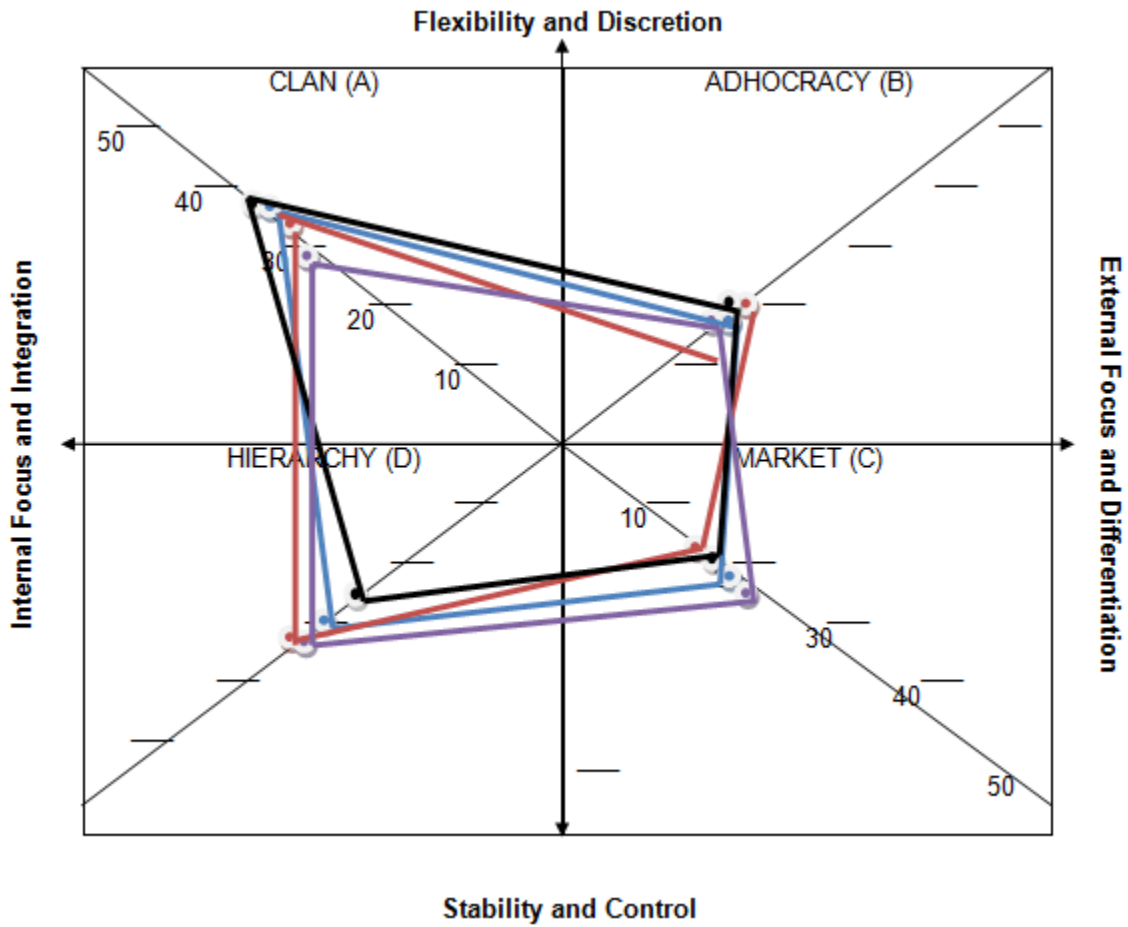
The Hierarchy Culture

An organization that focuses on internal maintenance with a need for stability and control.

The Market Culture

An organization that focuses on external positioning with a need for stability and control.

Administrator
Professional

Faculty
Support

Figure 4.5. Current Culture for All Stakeholder Groups

The Clan Culture

An organization that focuses on internal maintenance with flexibility, concern for people, and sensitivity to customers.

The Adhocracy Culture

An organization that focuses on external positioning with a high degree of flexibility and individuality.
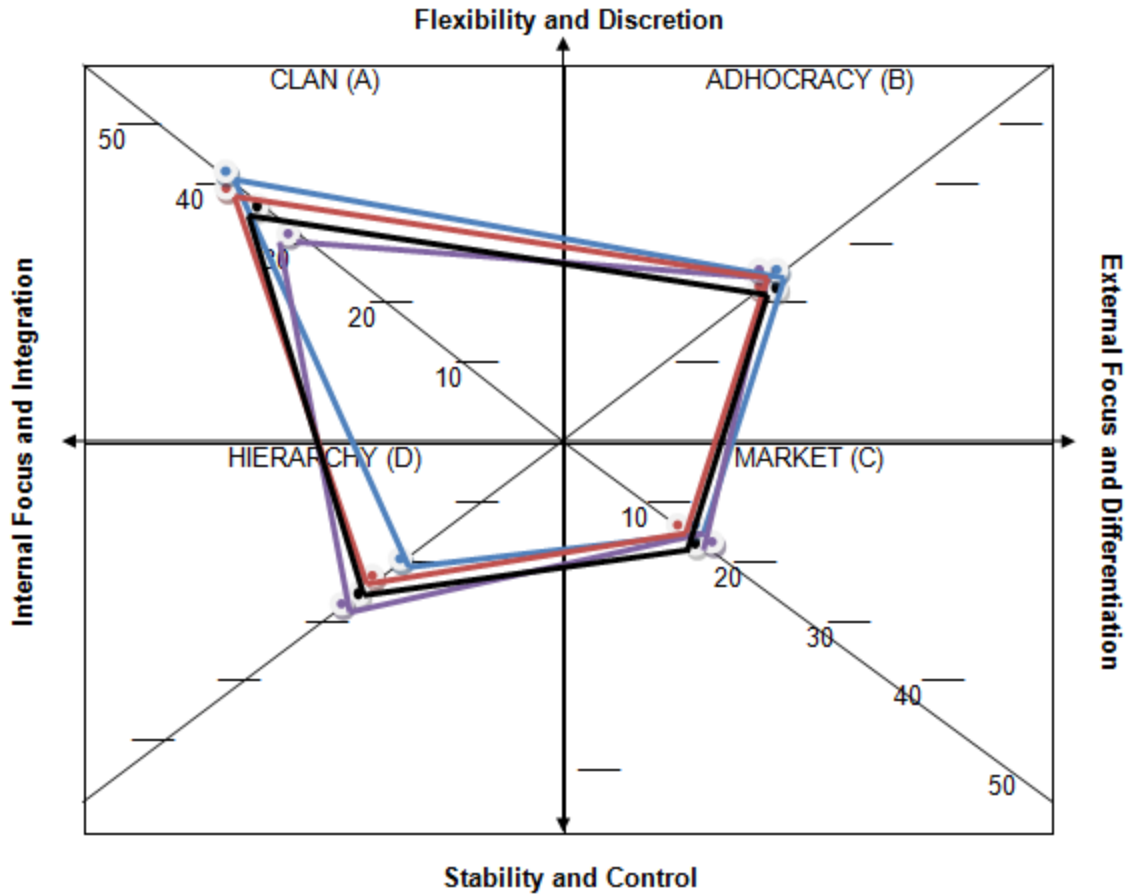
The Hierarchy Culture

An organization that focuses on internal maintenance with a need for stability and control.

The Market Culture

An organization that focuses on external positioning with a need for stability and control.

| | Administrator | | Faculty |
| | Professional | | Support |

Figure 4.6. Preferred Culture for All Stakeholder Groups

Within the administrator stakeholder group, there was a statistical difference

between the current and preferred Clan, t (107) = -3.164, p = .002, Adhocracy, t (77) = -

5.497, p <.001, Market, t (77) = 2.945, p = .004, and Hierarchy, t (77) = 4.124, p < .001,

cultures. Clan and Adhocracy cultures increased in preference; Market and Hierarchy

cultures decreased in preference. Using Cohen's (1988) guidelines, the effect size in the

Clan and Market culture difference was small ($|d|$ =.31 and .36, respectively), medium or

typical for the Adhocracy culture ($|d|$ =.68), and large or larger than typical for the

Hierarchy culture ($|d|$ =.80). Table 4.18 contains the paired t statistics and effect sizes for

current and preferred cultures for the administrator stakeholder group.

Table 4.18

Differences in Current and Preferred Culture for Administrator Stakeholder Group

Culture Type	Now N = 18		Preferred N = 18		Statistics			
	M	*SD*	*M*	*SD*	*df*	*t*	*p*	*d*
Clan	33.67	21.75	40.00	18.62	107	-3.164	.002*	.31
Adhocracy	17.23	10.12	24.73	11.80	107	-5.497	.000**	.68
Market	20.56	18.70	15.12	11.63	107	2.945	.004*	.36
Hierarchy	28.55	16.71	20.15	14.30	107	4.124	.000**	.80

p <.01; **p* <.001.

Within the professional stakeholder group, there was a statistical difference

between the current and preferred Adhocracy, t (119) = -5.511, p < .001, and Hierarchy, t

(119) = 2.880, p = .005, cultures. Adhocracy culture increased in preference; Hierarchy

culture decreased in preference. Using Cohen's (1988) guidelines, the effect size in the

Adhocracy culture difference was medium or typical ($|d|$ =.54) and small or smaller than

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typical for the Hierarchy culture ($|d| = .27$).   Table 4.19 contains the paired t statistics and

effect sizes for current and preferred cultures for the professional stakeholder group.

Table 4.19

Differences in Current and Preferred Culture for Professional Stakeholder Group

Culture Type	Now N = 20		Preferred N = 20		Statistics			
	M	*SD*	*M*	*SD*	*df*	*t*	*p*	*d*
Clan	28.54	19.64	30.79	12.90	119	-1.243	.216	.14
Adhocracy	16.75	13.51	23.54	11.71	119	-5.511	.000**	.54
Market	21.46	20.68	18.00	10.28	119	1.736	.085	.22
Hierarchy	33.25	23.25	27.67	18.52	119	2.880	.005*	.27

*$p < .01$; **$p < .001$.

Within the faculty stakeholder group, there was a statistical difference between

the current and preferred Clan, $t (137) = -3.692$, $p < .001$, Adhocracy, $t (137) = -2.822$, p

$= .005$, and Hierarchy, $t (137) = 5.512$, $p < .001$, cultures. Clan and Adhocracy cultures

increased in preference; Hierarchy culture decreased in preference. Using Cohen's

(1988) guidelines, the effect size in the Clan and Hierarchy culture difference was

medium or typical ($|d| = .43$ and .42, respectively), and small or smaller than typical for

the Adhocracy culture ($|d| = ..23$).   Table 4.20 contains the paired t statistics and effect

size for current and preferred cultures for the faculty stakeholder group.

Table 4.20

Differences in Current and Preferred Culture for Faculty Stakeholder Group

Culture Type	Now N = 23		Preferred N = 23		Statistics				
	M	*SD*	*M*	*SD*	*df*	*t*	*p*	*d*
Clan	31.56	17.29	38.84	16.95	137	-3.692	.000**	.43
Adhocracy	19.60	12.20	22.36	12.06	137	-2.822	.005*	.23
Market	16.47	11.95	15.01	11.13	137	1.249	.214	.13
Hierarchy	32.37	20.63	23.79	19.78	137	5.512	.000**	.42

*p <.01; **p <.001.

Within the support stakeholder group, there was a statistical difference between the current and preferred Adhocracy, *t* (101) = -2.849, *p* <.001 culture. The Adhocracy culture increased in preference. Using Cohen's (1988) guidelines, effect size was small or smaller than typical. (|*d*| =.34). Table 4.21 contains the paired *t* statistics and effect sizes for current and preferred cultures for the support stakeholder group.

Table 4.21

Differences in Current and Preferred Culture for Support Stakeholder Group

Culture Type	Now N = 17		Preferred N = 17		Statistics			
	M	*SD*	*M*	*SD*	*df*	*t*	*p*	*d*
Clan	35.40	22.34	34.56	16.99	101	.436	.664	.04
Adhocracy	18.53	9.16	21.62	9.26	101	-2.849	.005*	.34
Market	19.88	15.17	18.28	9.94	101	1.047	.298	.13
Hierarchy	26.19	19.86	25.54	15.25	101	.347	.729	.04

*p <.01.

Significant differences of the current and preferred culture exist between stakeholder groups as well. A statistically significant difference we found among the four stakeholder groups on the current Hierarchy culture type, $F (3, 464) = 2.97$, $p = .032$, preferred Clan culture type, $F (3, 464) = 7.77$, $p < .001$, preferred Market culture type, $F (3, 464) = 3.17$, $p = .024$, and on preferred Hierarchy culture type, $F (3, 464) = 3.78$, $p = .011$. Tables 4.22 and 4.23 summarize the one-way analysis of variance for both current and preferred culture. Post hoc testing using Tukey and Games-Howell show a significant difference in how Administrators and Professionals ($p < .001$, $d = .58$) and Professionals and Faculty ($p < .001$, $d = .45$) perceive the preferred Clan culture. Testing also showed a significant difference in how Administrators and Professionals ($p = .004$, $d = .46$) and Administrators and Support groups ($p = .044$, $d = .36$) perceive the preferred Hierarchy culture. Post hoc tests showed no significant difference in current Hierarchy

and preferred Market cultures, however Table 4.24 shows that several p values were less than .10.

Table 4.22

One Way Analysis of Variance Summary Table Comparing Stakeholder Group Perceptions of Current Culture Type

Source	*df*	SS	*MS*	*F*	*p*
Current Clan					
Between Groups	3	2937.10	979.03	2.42	.066
Within Groups	464	187858.35	404.87		
Total	467	190795.44			
Current Adhocracy					
Between Groups	3	630.03	210.01	1.58	.193
Within Groups	464	61578.20	132.71		
Total	467	62208.23			
Current Market					
Between Groups	3	1859.65	619.88	2.19	.088
Within Groups	464	131107.43	282.56		
Total	467	132967.08			
Current Hierarchy					
Between Groups	3	3691.64	1230.55	2.97	.032*
Within Groups	464	192300.88	414.44		
Total	467	195992.52			

*p <.05.

Table 4.23

One Way Analysis of Variance Summary Table Comparing Stakeholder Group Perceptions of Preferred Culture Type

Source	df	SS	MS	F	p
Preferred Clan					
Between Groups	3	6302.79	2100.93	7.77	.000**
Within Groups	464	125419.43	270.30		
Total	467	131722.22			
Preferred Adhocracy					
Between Groups	3	610.27	203.42	1.58	.194
Within Groups	464	59780.69	128.84		
Total	467	60390.97			
Preferred Market					
Between Groups	3	1104.70	368.23	3.17	.024*
Within Groups	464	5392.16	116.32		
Total	467	55076.86			
Preferred Hierarchy					
Between Groups	3	3414.09	1138.03	3.78	.011*
Within Groups	464	139776.55	301.24		
Total	467	143190.63			

*p <.05. **p <.001.

Table 4.24

Significant Difference Comparisons of Stakeholder Perceptions of Culture Type Using Tukey and Games-Howell

Culture Type	Stakeholder Group	Stakeholder Group	p	d
Current Hierarchy	Administrator	Professional	.292	.24
		Faculty	.377	.20
		Support	.789	.13
	Professional	Faculty	.989	.04
		Support	.072	.33
	Faculty	Support	.091	.31
Preferred Clan	Administrator	Professional	.000***	.58
		Faculty	.958	.20
		Support	.123	.30
	Professional	Faculty	.000***	.45
		Support	.260	.25
	Faculty	Support	.218	.25
Preferred Market	Administrator	Professional	.185	.26
		Faculty	1.000	.01
		Support	.147	.29
	Professional	Faculty	.120	.28
		Support	.997	.03
	Faculty	Support	.095	.31
Preferred Hierarchy	Administrator	Professional	.004**	.46
		Faculty	.339	.21
		Support	.044*	.36
	Professional	Faculty	.366	.20
		Support	.784	.13
	Faculty	Support	.866	.10

*p <.05. **p <.01. ***p <.001.

Summary of Quantitative Results

The Organizational Culture Assessment Instrument survey results from Midwest Rural Community College employees in Fall 2010 indicate that employees currently perceive an overall Clan culture, (M = 32.11), with Hierarchy a close second, (M = 30.37), Market third, (M = 19.44), and Adhocracy fourth, (M = 18.09). Employees would prefer the culture becoming a stronger Clan culture (M = 36.11), and Adhocracy culture (M = 23.05), reducing the focus on a Hierarchy culture (M = 24.32) and Market culture (M = 16.52). These four types of culture are considered pattern dimensions.

Within the six content dimensions, Midwest Rural Community College employees currently perceive a Clan culture to describe organizational characteristics (M = 42.78) and organizational glue (M = 34.44). They currently perceive a Hierarchy culture within the leadership (M = 29.44), strategic emphasis (M = 34.83) and criteria for success (M = 34.74) dimensions. They perceive the management of employees dimension similarly between Clan and Hierarchy cultures (M = 32.22, and 31.92, respectively). Employees would prefer that all six content dimensions of culture focus on becoming or sustaining a Clan culture (organizational characteristics, M = 36.47, leadership, M = 33.59, management of employees, M = 36.88, organizational glue, M = 37.95, strategic emphasis, M = 34.62, criteria for success, M = 37.31).

Main Campus employees perceive a current and preferred culture as Clan (M = 32.87, 36.74 respectively). Other Campus employees perceive a current Hierarchy culture (M = 29.43) and prefer a Clan culture (M = 33.21).

The administrator and support stakeholder groups view the current culture as Clan (M = 33.67, 35.40, respectively). The professional and faculty stakeholder groups view

the current culture as Hierarchy ($M = 33.25$, 32.37, respectively). All stakeholder groups would prefer a Clan culture: administrators, ($M = 40.00$), professional, ($M = 30.79$), faculty, ($M = 38.84$), support, ($M = 34.56$).

V – RESULTS

PARTICIPANT INTERVIEW CHORUS

Introduction

Chapter Five presents employee perceptions of organizational culture as described by interview participants. Participant voices are used, much like a choir, to describe their lived experience. Four structural themes emerged to describe the phenomena, and each of these themes is presented as a song title. I chose this method of presenting the findings due to my passion for music, and because song titles and lyrics came to mind during the coding process. They seemed to "pop" into my head as I was studying these data, and this phenomenon in and of itself helped determine how I wanted to present my findings and my dissertation.

Since I have been a music lover and have studied music since age four, I have chosen songs from a variety of music genres; however, most songs I have chosen here are rock. In the early 1980s, my first major in college was music. I auditioned and was chosen to sing and play keyboards for an all-female rock band called *French Dip*. We were poised to go on tour, but I gave up this opportunity to stay in college and complete my degree. This was a decision I never regretted. Staying in college was the right decision for me; yet, I still have moments that I long to perform on stage.

Each structural theme song title has an explanation as to how and why that song best describes the theme. Then I present additional song titles and stanzas that directly support the structure and use the participant voices and my interpretation of these voices to support the phenomenon. I also share some of my own personal reflections, memories, and feelings that help explain how I connect a song with the theme.

The participant interview chorus is my analogy for presenting this section and is organized as follows. I first describe the college, its campuses, and the interview participants. Then I present the four structural theme songs that emerged from the analysis: *Why Can't We Be Friends, Changes, Taking Care of Business*, and *Hello*. Then I present the essence of the phenomenon and transition into Chapter Six, The Final Performance.

About the College, Its Campuses, and Interview Participants

Midwest Rural Community College (MRCC) (a pseudonym), was established more than 80 years ago and is located in a rural, mid-west region of the United States. The college consists of three comprehensive campuses that are approximately 60 miles from one another. Its service area is over 17,000 square miles and includes 12 counties in a low-populated part of a mid-western state.

The campus identified as Main Campus is located in a small city of approximately 15,000 residents and has a strong agriculture industry. The Main Campus houses most college administrators including directors, deans, vice-presidents, and the college president. North Campus is located approximately 60 miles from Main Campus in a small town of approximately 9,000 residents and supports a strong agriculture and railroad industry. South Campus is located approximately 75 miles from Main Campus and 80 miles from North Campus in a town of approximately 6,500 residents and has a strong agriculture industry as well as being the home office of a major retailer. The college also has a center that is located in the same town as the Main Campus, which will be referred to in this study as the Corporate Center. The Corporate Center houses MRCC's noncredit programs and

offers customized training for business and industry clients. The Corporate Center is neither identified as a campus by the college nor within this study.

Ten people participated in interviews. Several participants have worked or currently work within several stakeholder groups, including administrator, professional, faculty, and support positions. Four participants currently or have in the past worked at multiple campuses. Three participants are primarily housed at either North or South Campus, one or the other. Three participants grew up in the towns in which they work and were students, including work-study students, at Midwest Rural Community College.

The following is a list of the ten pseudonyms and the stakeholder group they best represent:

Administrator: Aaron, Dorothy

Professional: Eric

Faculty: John, Priscilla, Calista, Marsha, Lauren,

Support: Candice, Elenor

Act I - Why Can't We Be Friends, by War (1975)

Introduction

The first structure that emerged is best described by a song entitled, *Why Can't We Be Friends,* by War. I remember this song being a 1970s Billboard Top-10 hit. This song, specifically the chorus line, was consistently playing around in my head as I coded and reflected upon data that supported an historical conflict between Main and South Campuses. I remember this song playing on the radio, and I also remember my kids

listening to this song in the 1990s from a Muppets or Sesame Street segment, helping to teach kids how to best deal with conflict.

Eight participants perceive historical animosity, distrust, and power struggles between Main and South Campus. These participants represent administrator, professional, faculty, and support stakeholder groups from all three campuses. One participant currently serves in both faculty and administrator roles; three participants have worked and/or have job responsibilities at both campuses and have experienced both campus cultures. According to Elenor "The South Campus did not want to play well with others." According to Candice "The relationship between the smaller campuses and the big campus have been very strained through the years." Dorothy stated that employees from each campus (Main and South) resent one another.

The theme songs for this structure include *I Took Your Name*, by R.E.M., to describe the loss of the South Campus identity, *Rebel Yell,* by Billy Idol, to describe the rebellious behavior of South Campus employees, and *Witchy Woman*, by the Eagles, to describe the negative leadership behaviors of the former South Campus Director.

I Took Your Name, by R.E.M. (2008).

I wore the clothes you wanted,

I took your name,

If there is some confusion,

Who's to blame?

This band has been a favorite of mine since the 1980s, and this is a song title that speaks to the identity crisis that the South Campus has experienced since merging with MRCC. South Campus lost its name and its autonomy after the merger. The song lyrics

speak to the perception by South Campus employees as to how they then needed to look the same as the Main and North Campuses, much like wearing a school uniform. The lyrics also speak to how South Campus employees are being blamed by Main Campus employees for being rebellious and yet there is a culpability on the part of the Main Campus as to who really is to blame.

Six participants discussed how the loss of the South Campus identity played a role in the animosity and distrust towards Main Campus. As discussed in Chapter One, more than 20 years ago South Campus began as a separate community college and later became part of Midwest Rural Community College. North Campus also began as its own separate college and merged with the two. At that time North and South Campuses were identified as "centers," not "campuses." South Campus went from being its own college to being a center of a larger college, and many programs were moved from the "South Center" to Main Campus.

According to the Higher Learning Commission (2011), the accreditation body of North Central Association that accredits community colleges, a branch campus, being independent of a main campus, must contain the following four attributes: is permanent in nature; offers courses leading to a degree or certificate program; has its own faculty and administrative organization; has its own budgetary and hiring authority. If a college location does not meet these criteria, it is not considered a "campus" (http://www.ncahlc.org/Document-Libraries/alpha-document-list.html).

Years later both the North and South Centers were renamed as the North and South Campuses of the Midwest Rural Community College. Their identity became consistent to that of the Main Campus, yet many programs moved from South Campus to

Main Campus remained at Main Campus. Candice helps us understand this history and how the South Campus when it was its own college was "huge."

> I mean, there was all kinds of programs and lots of hands on programs. What happened is the MRCC (located at Main Campus) came and bought them and then we became this little tiny center with all those programs, and they moved a lot of those programs to Main Campus, and the community was in an uproar over that and there was a lot of animosity between the instructors that were left from the time before until now, and I think that's where a lot of the feelings come from.

Candice describes for us how a small rural town had a large, thriving technical college that was preparing its students for future careers, and when it merged with a larger college, it lost many of the programs that helped feed its economy. Its name was changed, and the college was downsized from a "college" to a "center." It was then moved to a smaller facility, and many people lost their jobs or had them moved many miles away. According to Dorothy, "I was in a meeting not long ago and somebody from there said basically that, well you all took what we had." Anger and resentment still prevail by South Campus employees.

Marsha describes the tension, believes that the name change marginalized South Campus, and acknowledges that change can be difficult for people.

> South didn't like [the college merger] because they didn't have their own name. So there was this little bit of tension for a long while. I don't think there's as much now as there used to be because we all come together and we're all called campuses now." Change is always hard, you know, when you think you have lost your identity, because you didn't have your own name, but it's been I bet 15, 20 years. I think we really see each other as different now that they've decided we're all campuses rather than two centers and a main campus. It's not the center any more, it's a campus, you know, just a name change, so then they felt like they really were something.

When this name change first occurred in 1988, it had a negative ripple effect on the town, its people, and its students. This small rural town lost its college and a significant part of its own identity with the merger, and it took a number of years for the

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college to acknowledge this and recognize the status and the importance that this campus has within its community. Marsha indicates that the simple act of "just a name change" to communicate that the campus once again offers complete degree and certificate programs seems to have helped restore the status of the campus and appease members of its community. The designation of South being a campus versus a center was an important decision.

Dorothy describes how Main Campus "took over" South Campus.

> We, apparently way before I got here, and I honestly don't remember what year it is, took over South, they were their own community college, something happened and we took them over, we moved some of their programs up here and there's still a resentment.

Dorothy substantiates the cultural lore that Marsha describes. She uses language to describe the merger of the campuses much like one might describe a hostile takeover in business. One business is the aggressor and one is the victim, with the aggressor taking the thriving parts of the business and leaving the rest to try to survive on their own.

According to Eric "As I understand it, [South Campus] was a separate college, a separate organization at one time . . . and that doesn't always work real smoothly. They wanted their own culture, their own identity and they didn't really want to have to change." According to Elenor "The South Campus seems to want to just be the South Campus."

These participant voices support a campus identity crisis and also indicate that the campus still longs to be independent like the good old days when they were their own college. According to Calista "It has always been that South saw themselves as an island unto themselves, and disconnected from us [Main Campus]."

The South Campus has maintained its own student organizations including Phi Theta Kappa. The Main and North Campuses are chartered as one. Student government is run differently at the South Campus, and Dorothy wonders if it is simply because South Campus wants autonomy and independence to make independent decisions.

The fact that South Campus has separate student organizations may be due to a variety of reasons. It could be that the campus does not see a benefit in merging with the other two. It could be that the student organization charters need to be modified to incorporate all campuses, and no one has stepped up to do this. Perhaps student leaders are simply resistant to change, or campus leaders are resistant to change and are not influencing students towards inclusivity. It could be a combination of a variety of factors. It may also be that campus and community leaders still harbor resentment towards the merger. With that being said, the real reason(s) never emerged from participant descriptions, only the cultural stories and lore that have been passed along for many years. As these stories get told over and over, the truth may become distorted.

In summary, participants perceive that there is still resentment from South Campus employees and its community that the MRCC merger *Took Your (South Campus) Name,* something they did not want to do, and Main Campus is to blame. Even after over 20 years have passed, there are still hurt feelings about the loss of their identity and the taking of some of their programs and people to Main Campus. As the lyrics described, South Campus succumbed to wearing the clothes Main Campus wanted and taking the same name as Main Campus, and there really should be no confusion over who is to blame.

Rebel Yell, by Billy Idol (1983).

I don't think the lyrics to this song really help support this theme, but this song title kept coming to mind, including my memory of the artist, Billy Idol, performing it in an MTV video. When he was singing this song, he would raise his lip and grimace, like he was angry at the world. This is how I envision South Campus employees behaving towards Main Campus employees. The following data describe angry, bitter and rebellious employees at South Campus. Any dictate, thought, suggestion, even attempt at compromise from Main Campus to South Campus is met with a *Rebel Yell*. The South Campus has lost its identity, programs, power and control, and its employees are not going to let the Main Campus forget about it.

There is a perception among seven participants that South Campus has a reputation for being uncooperative and unwilling to conform with college-wide policies and procedures. Main Campus makes the policies and procedures, North Campus falls in line, and South Campus ignores them. These perceptions are from participants who work at all three campuses.

Dorothy gave several examples of how South Campus would ignore college-wide policy, including making their own business cards ignoring graphic standards, and how "We had to put a stop to it." This statement indicates that Main Campus is controlling the process, which may fuel the resentment and lack of independence felt by South Campus. Here is a perfect example of the *Rebel Yell* being screamed in Main Campus's face.

"They register students their own way, we (Main Campus) register students a different way in terms of what kind of piece of paper they get and how they get it."

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Scheduling events using Outlook has also been problematic. "We'd say, could you please put that on my calendar; it took several years to get them to." The *Rebel Yell* here was heard for two years.

Dorothy attributes the fact that South Campus employees did not follow protocol and process dictated by the Main Campus due to rebellion. She did not attribute any of these situations to a lack of training, communication or engagement in the process. She did not mention if any of North or Main Campus experienced similar resistance to change in these processes. She also did not mention whether or not there may be other reasons as to why South Campus did not follow the processes and procedures established by Main Campus. South Campus is Billy Idol screaming the *Rebel Yell*.

As I listen to Dorothy's perception of the South Campus rebellion and some of the words she uses to describe the conflict, I begin to understand why South Campus employees are suspicious and mistrust Main Campus. Dorothy uses the term "we" on a regular basis to indicate the Main Campus. "We" is not used in terms of the entire college. She also uses "they" to describe South Campus employees. This language indicates a competitive relationship and reinforces separation between campuses.

Eric is in a college-wide support role based out of Main Campus, and he travels to South Campus to "serve them" on a regular basis. Eric describes how he met resistance by employees at all levels throughout the South Campus. "From leadership on down, there was a sense of resistance to those people up there trying to make us do things, and some kind of passive-aggressiveness-sneaking-this-and-that sort of thing that happened."

Apparently Eric is viewed by South Campus employees as "one of those people up there" from the Main Campus, who is trying to get the employees at South Campus to

conform to Main Campus practices. There is lack of trust by both Main and South Campus employees, due to passive-aggressive behaviors by both "sides."

He talked about the difficulty he experienced on a regular basis when his college-wide functional unit, who is attempting to create consistency for all campuses, is met with resistance from South Campus. "We are in charge of [this unit], and they'll go ahead and do it their own way." His functional unit, including the executive in charge of this division, is housed at Main Campus. However, an employee within this functional unit was dedicated to South Campus. According to Eric this employee "worked for my boss but didn't really work for my boss; he'd kind of do his own thing with the crowd down there."

Eric describes how a college-wide employee working for a centralized functional unit was housed at the South Campus. But this individual did not necessarily follow orders or protocol that was established by Main Campus. This individual followed orders from the South Campus or made arbitrary decisions, which may have been contradictory to Main Campus procedures.

Eric's description of the Rebel Yell in this situation with "the crowd down there" implies a pejorative perception, much like a mob mentality. It conjures up an image of a group of rebels that have formed to declare war against the establishment.

Calista gave an example of how she was in charge of creating a new program to help support student success. Main and North Campuses have fully-embraced the system, recommending hundreds of students for support; South Campus has not recommended one.

> I think this is suggestive of that this 'We'll manage this, we're not going to participate even though this is a college-wide thing.' Maybe they feel that way,

maybe early on they were not embraced, I don't know, because I wasn't here at the beginning, but so maybe it's just merely a reaction to you guys are out there kind of a thing or you're different from us, but it's a very exclusive community down there. North, not so much though; I feel very connected, and I think they do too. They participate, they're always involved, but those guys down there, not so much.

Calista talks about how South Campus was not embraced by Main Campus early on in the merger. This may have led to South Campus creating a new identity for itself as the rebel. It needed a new identity since its original one had been taken away. Calista's perception that the South Campus community is "very exclusive," indicates that the campus is private and omits others from joining. She also perceives that the South Campus views itself as different from the rest, perhaps either special and/or not fitting in.

According to Elenor the South Campus "wanted to do their own thing and they were going to do it and that was the way it was going to be." This perception indicates a "my way or the highway approach" to doing business. No one is going to tell us what to do; we know best, and we will do it our way. According to Marsha "That's them and we're us, and never the tween shall meet in between." Here is the "us" versus "them" language used again. Dorothy stated that the employees at the Main Campus have coined a term to encapsulate the rebellious and non-conforming culture of the South Campus. When the South Campus ignores college-wide policies and procedures, "The word bandied around sometimes is 'South-fied'. Folks here have just been like, oh it's just those South people."

Two participants spoke about how South Campus employees feel marginalized by Main Campus employees. According to Candice, "The other employees call us [South Campus] the ugly step-child, and that's how we've always felt. Lauren, who has worked at both Main and South Campus agrees with this perception. "The feeling I got from

others working at South was kind of 'off on our own.' We've expressed it as a step-child type of feeling." Candice identifies South Campus as the "hellraisers," the North Campus as "the quiet campus," and the Main Campus as "the big heads, because that is where all the influence is."

Some South Campus faculty harbor resentment towards the college at large. Candice shared her experience. "I had a couple different teachers that had made comments about the college itself, and you got the feeling that they didn't really think too much of it."

Priscilla, who has worked in a variety of roles at a variety of campuses, perceives that faculty at the South Campus are frustrated by their reputation and that being coined as the rebellious campus is not always warranted. They may be victims of their reputation in many ways and may have good reasons for doing things differently.

> They feel a lack of communication or a lack of being able to get things done or to get their feelings through to people on this campus (Main), because they are so far away. And so they tend to try their own things, which then, you know, muddles up a bit about what happens here. So I think there's more of a frustration from their standpoint. I think it's more because they try their own processes and they want to see what works with them, and this is what works for them. But what works for them does not always co-exist with what we're doing over here.

Priscilla believes that South Campus employees should have some autonomy to make campus decisions, especially those decisions that seem to get bogged down working through Main Campus, like the registration process. However, there are campus procedures that all campuses need to adhere to. South should not be allowed to simply ignore policies because they simply do not want to follow them.

North Campus does not have a reputation for being problematic. Perhaps that is due to its size in that it is smaller than South Campus and may not yield as much power.

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Perhaps that is due to the fact that North Campus actively embraced becoming part of the college during its merger with Main. Perhaps it is due to a more conciliatory North Campus director.

The South Campus *Rebel Yell* is strong and loud. The Main Campus establishment has taken a lot away from them, and in return, they are going to resist Main Campus directives. The "crowd down there" is still full of resentment and hurt for what has been done to them. They will continue to yell so that Main Campus never forgets what has been done to them.

The *Rebel Yell* does not always help their cause, in that it seems to yell at everything Main Campus attempts, even those attempts at reconciliation. The Rebel Yell does not discern when Main Campus is reaching out for inclusivity, to create college consistencies, not for conformance but for the best interest of students. But the *Rebel Yell* continues, because it has yelled for over 20 years.

Witchy Woman, by Eagles (1972).

Whoo, Hoo, Witchy, Woman.

See how high she flies-ies-ies.

This is one of the Eagles' first hits. This song was resonating in my head as I listened to how participants described the former South Campus Director. The lyrics generate a vision of a witch on a broom, flying around over everyone, watching and waiting to see who will be the victim of her next spell. This vision translates into a vision of the South Campus Director leaving her ivory tower, walking around, watching and waiting to inflict harm upon her employees and the college at large.

Three participants out of ten described her leadership style and attitude as contributing to the conflict between South and Main Campuses. Perceptions are that she worked hard at maintaining hostility, conflict, and division between these campuses. She was the leader screaming the *Rebel Yell*.

Eric explained how he was solicited by her to come to the South Campus and "become one of them, not one of those people up there from the Main Campus."

> She approached me about wanting me to kind of be her person in trying to deal with my boss that, you know, just didn't seem too appropriate. I'm pretty friendly and open, and I was kind of taken like well maybe I'll be an ally, so I was you know they warned me that this would happen and it did; they'd try to [bring] me into their system and even trying to play me off against my boss. I wanted to not turn them off or something like that, I just wanted to let them know that I was going to do my job and be honest about it, wasn't going to play those games.

The South Campus Director was recruiting Eric to become one of them, requiring him to choose which side he was going to take, the Main or the South. If he was on her side, he would have to go against his supervisor (who was located at the Main Campus). Eric did not want to alienate either "side" and just wanted to do his job and not engage in the conflict. Eric uses the word "they," indicating there was more than one person with this agenda. This may or may not be true, but it seems like a reasonable assumption since the message was coming from the campus leader.

The South Campus Director also fueled conflict *within* South Campus culture. This includes a perception that she did not treat her employees well. According to Dorothy, "They haven't been treated kindly."

Candice, a former student and employee of South Campus, had a lot to say about her former boss. When Candice was a student work study, "[Witchy Woman] was real

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nice; then when she became my boss, as a real employee, she totally changed so it was, to say it nicely, it was Hell for me the first three or four years I worked there."

When I asked Candice what changed after four years, she told me that she stood up to her.

> I started fighting back, and that made a big difference, but it still didn't make a big enough difference. She intimidated me, very much so. She had a philosophy, she worked for another college before she came here, and she had a boss that used to beat her down, and that's the way he trained her, and he, she had the philosophy that's what she had to do to her employees to make them better employees.

The Witchy Woman negatively impacted everyone in Candice's work unit.

> Everyone would come in in the mornings and nobody would talk and we would wait until she got here, and we could tell by the look on her face what kind of mood she was in. We would all walk on eggshells, all day long, wondering who's turn it was, and it wasn't a very nice place to work.

Candice talked about how the stress that was caused by Witchy Woman caused employees to often get sick. "A lot of people got sick over and over again, and that was part of it, because the stress was so horrible; it was because of the stress that we were under because of her."

Candice was very open about sharing these perceptions and experiences with me, because Witchy Woman no longer works for the college and a new South Campus Director has been appointed. An area of further study may be to interview Candice after some period of time with the new director and compare her perceptions of culture from the past to the current time frame to see how her perceptions and experiences may have changed.

The examples given support the perception of Witchy Woman. Eric was tempted to become one of them at the South Campus. I envision the Witchy Woman offering him

a poison apple. Should he take one bite, he would be cast under her spell. Dorothy acknowledged that employees were not treated kindly, as if they had eaten from the apple and were forced to obey the Witchy Woman. Candice explains how employees were physically and mentally ill from the spell in which they were under. At one point, she felt as if she had to fight back, and yet the spell was too strong. The employees did not have the anecdote, Glenda the Good Witch to cast a cleansing spell, or Dorothy to pour water on her. They were living in Hell.

Act I Finale of Why Can't We Be Friends

Seven participants have a perception of a feud between Main and South Campus. This is due, in part, to the historical merger of the three campuses into one college. Campus names were modified, programs were moved, positions were lost, communities were changed. Resentment occurred by South Campus employees, yet North Campus employees were pleased with the merger.

South Campus participants perceive that Main Campus gained from the merger. It gained new programs and currently houses all college-wide departments that drive college-wide decision-making. North Campus gained from the merger. They were able to offer more classes and services to their students and communities. South Campus lost from the merger. They no longer were their own college; they had to start conforming to the policies and procedures and ways of doing business that were subscribed by Main Campus. They lost their identity and independence, and some of their employees are still bitter about it.

South Campus created a new identity for itself . . . the rebel. This reputation is reinforced every time South Campus employees are viewed as non-conforming to

college-wide policies and procedures. This reputation was also reinforced with a Witchy Woman in the tower. Witchy Woman's leadership style also was successful in creating a oppressive, negative work environment.

The "big heads" of Main Campus create policy and procedures and have all of the power and control.   The "hellraisers" of South Campus ignore it. The "quiet ones" of North Campus do as they are told. Why can't everyone be friends? Which leads into the better question of *how* can everyone be friends?

<center>**Act II** *(Ch-Ch-Ch-Ch-) Changes,* **by David Bowie (1971)**</center>

Introduction

The second structure that emerged is best represented by this big-hit by David Bowie. I remember this album as being one of the first I ever purchased. Or maybe I borrowed it from my big brother, who had an influence on my early years of music appreciation. He had a lot of those 1970s rock albums, and I would sneak in his room and borrow them. He was never happy about that.

Eight participants see *Ch-Ch-Ch-Ch-Changes* as a major theme that is currently affecting college and campus culture. *Money,* by Pink Floyd, describes the funding and budget cutbacks the college has experienced, including an unprecedented loss of jobs, which has created a sense of fear. *Who Are You*, by The Who, summarizes how the college has experienced tremendous change in its executive-level leadership and how the Main Campus is lacking familiarity and personal connections between employees. *Where Are You Going*, by Dave Matthews Band, represents employee perceptions that changes occurring in top leadership will cause the college to focus on new goals and directions and how employees want to know where to focus. Lastly, *We're Ready,* by

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Boston, describes how college employees are open and ready for change and appreciate being able to share new ideas and ways to continuously improve.

Money, by Pink Floyd (1973).

Money,

Get away,

You get a good job with good pay and you're okay.

This is a classic rock hit that was released on Pink Floyd's Dark Side of the Moon album. This release was a little bit before my time, but my brother had it in his collection. At the beginning of this song a cash register rings to create a beat, and this is what I kept hearing in my head as I was analyzing these data. Money, or lack thereof, has contributed to changes at MRCC.

As Pink Floyd sings, "You get a good job and you're okay," some employees were not. Funding woes and budget cutbacks were experienced at MRCC in Spring 2010, and some people lost their jobs. For those employees fortunate to stay, pay freezes were enacted. Three participants spoke specifically about the budget cuts and the ripple effect it has had on organizational culture.

Dorothy describes how budget cutbacks have impacted the college culture.

> We cut people last year, we didn't get raises last year, that was when we started talking change, the first thing is fear, and we've never had that before, because last year was the first year that most people can remember not getting raises, and having people cut, and cutting the budget. [Some people were cut for attrition, and others] "just weren't at work the next day. It was hard, really hard. So I think currently, we're seeing a little reluctance because of the climate of fear of 'if we change, will I still have a job?'

Dorothy describes a ripple effect that staff reductions in force had on the institution. Here we have a major employer in a midwest rural area of the United States that is

experiencing such significant fiscal challenges that positions are being cut. While

making a choice to not backfill vacant positions is one effective way of dealing with

downsizing, it can be traumatic for many when a person and position is here one day and

gone the next. Their first reaction may be, "Am I next?" The fear of losing one's job in a

rural town may be exacerbated by the lack of plentiful choices for new employment,

especially if one of the major area employers is laying people off. Employees may then

begin to fear any type of change, since there is uncertainty as to matters beyond their

control. They correlate change to negative events that impact people and processes;

reluctance to change grows.

Eric describes his perceptions of the need for change and acknowledging its

impact as it relates to staff downsizing.

> I think there's been an attempt to take seriously the need to change to make things
> work more effectively. I think there's been a lot of concern for cutbacks in
> money and the fact that you know if we're going to survive you can't be not
> expecting to change. And so I think there's been, especially in the leadership,
> communicating that change does need to happen. It's been kind of a hard time,
> they had to let some staff go awhile back. We lost one of our team members and
> it was kind of hard for a lot of folks.

Eric shares a business perspective regarding change and the need to be fiscally

responsible during tough economic times. If the college does not change and search for

ways to save money, it will not survive as a business. Change needs to be part of the

culture, not something to be feared. It needs to be something that is embraced and part of

continuous organizational improvement.

Dorothy and Eric both acknowledge the difficulty for employees to deal with the

loss of colleagues. This can be interpreted as grieving the loss of a family member, the

sense of vulnerability and remorse this may have on the survivors, and survivor guilt in

trying to come to terms with why and how some people and positions were spared. Employees may also show displeasure in having to absorb extra duties and increase job responsibilities from those positions that have been eliminated. As those roles and responsibilities are absorbed by others, processes and procedures may change as well, requiring survivors to put more effort into their jobs, learning new tasks and processes, increasing the time on the clock, taking time away from their families and activities they enjoy in their spare time. The ripple effect that employee downsizing has on organization culture may impact employee emotions, motivations, behaviors and the quality, effectiveness, and efficiency in employee performance.

Dorothy believes she has taken on additional responsibilities during the organizational changes.

> That's the challenge that I have right now, is that when somebody calls and says 'I need some help,' they don't understand that there's about 50 people that called today that said that I need some help. So I'm trying to help some of my staff learn [new tasks], and that is time consuming.

Dorothy characterizes herself in the interview as a motherly figure within the college, one who likes to help employees and students solve their problems. This is her personality and leadership style, and with added responsibilities due to budget cuts and open positions, her frustration increases in not being able to effectively help people as much as she would like. So she is trying to delegate certain tasks to her staff, but they need training in order to do so, which takes time. So the ripple effect continues and Dorothy, who feels she has too much work to do and not enough time, is delegating tasks to her people who also feel they have too much work and not enough time and knowledge to effectively deal with it.

Marsha believes that administration may be focusing too much on budget cutbacks and losing sight of quality. "They're worried about the numbers, which I can understand . . . I just don't think sometimes that we think 'what's the quality we want to put out?'" Marsha also has a perception that despite budget cutbacks, there seems to be money to hire administrators, while there is a greater need for faculty.

> We need to have teachers and we need to have this and then you have the administrative side that says no, we can't hire, we've got to do less and you do this and then that's where we get that little friction because a lot of times we'll see that we have so many classes and running out of room and we can't hire faculty but we can always hire administration. It does play a downer in faculty administration trust and relationships and the whole organization.

Marsha describes how the college is offering many classes with a limited amount of space and a limited amount of faculty. Marsha's message to administrators may be that fewer part-time faculty should be used. Her message may also be that the workload on full-time faculty is becoming overwhelming, which supports Dorothy and Eric's perceptions that increased workload on current employees is negatively impacting culture. She perceives that increasing the number of full-time faculty will positively impact the quality of instruction (and really the quality of non-instructional work that faculty are being required to do).

Budget cuts and the associated decisions that are being made to absorb those cuts are initiating change within the college. While most employees understand this business reality, the fact that there is not enough *Money* is negatively impacting the college culture in a variety of ways. Employees grieve the elimination of people and positions, fear that they may be next enters into their minds, and the added work to those that remain can become overwhelming and burdensome. While organizational change is inevitable, the

sound of the ringing cash register is driving many decisions that are strongly impacting the college culture.

Who Are You, by The Who (1978).

Who Are You? Who, Who, Who Who.

Well, I really want to know.

This song came out when I was in high school. Two years later my friend Kristi and I went to see The Who in concert at McNichols Arena in Denver. I remember we stood in line overnight to get tickets, they sold out in three hours, and we managed to get two of them in the nose-bleed section of the venue. While we needed binoculars to see Pete Townshend in action, we were pretty thrilled just to be there. The song made a comeback when the hit television show, CSI (Crime Scene Investigators), used it as its theme song.

This theme song represents how extensive turnover in college executives has created confusion and uncertainty as to who is responsible for which responsibilities in which roles. The lyrics describe this confusion as employees *really want to know* who these people are to better understand who's in charge of the college.

Another theme that emerged is a perception that employees no longer know one another in a familial sense, something that was commonplace in the past. Employees socialized together and knew much more about one another from a personal perspective. This is something that has been lost over the years and is desired by some participants. Once again, the lyrics describe how people *really want to know* who you are.

First I will examine changes in college executives. Later in this section, I will address the perception that employees *really want to know* each other on a personal level.

Five participants talked about the extensive change in top college leadership and how those changes have impacted the culture. The college had a former president who was in his role for 30 years, and since his departure in 2006, two people have served in that role. Vice presidents and deans have also changed to the extent that the college has all new members participating on the President's Cabinet (top decision-making college leaders), with the exception of one long-time employee. Priscilla describes executive leadership changes.

> We've had tremendous turnover in our administrative positions, especially in the last four years. When our president, Dr. Z left, he had been here 30 years and he left in '06, and when he left, then shortly after we lost our VP and then we lost our dean of student services, we lost our dean of administrative services, and so we're replacing that, also our dean of ed services also evolved during that time, and so it was huge. You brought in a new president and really, our VP of human resources was the only one that was consistent at that time. Our dean of ed services had been a faculty member but new, very new to the administrative role and so it was, it was tough for awhile.

Priscilla explains more about how "tough" this is by voicing her frustration in how the reassignment of duties and responsibilities has created confusion within the college. "Some of the responsibilities have fallen on some individuals, it's been split up to other individuals, so who takes what, who signs what receipts, who does, you know, who's responsible for what?" As the survivors absorb these duties, employees are unsure as to who is doing what. This could help explain what Priscilla finds tough to deal with.

Calista feels change has been so prevalent since the long-time president left the college that she has difficulty remembering how many individuals have been in that position.

> We've had a long-term president, and I think there was probably some stability with that, but we've been through two now since, well three, since I've been here, him, and then two others. There's been a lot of changes down here.

Calista refers to having a long-time president as providing stability, so all of the presidential changes may correlate with instability to her.

Dorothy also had difficulty listing all the people who have changed in the dean, vice president and president roles. "We've had such a change of leadership in the last four to five years that we're just unsettled. I would really like us to be able to settle." Like the lyrics of the song, Dorothy *really wants to know* who is in each chair at the executive leadership level. She would like the confusion and uncertainty to be gone and stability to return.

Elenor spoke about how the changes in executive leadership impact reporting responsibilities.

> We've been through some changes in the last five years, not only with the president, so from the top down, and we've been through changes [in other leadership positions], so it's been, it's been kind of difficult. The president that we had before had been here for 30 years and so we had that change. We seem to have done our organizational chart a couple of times, and I have the feeling that that might be changing again. I don't really think that that's been a bad thing, it's just learning to find that now you have different people that you are responsible for or different people that are responsible for you, so the supervisory things have changed a little bit and some of it I think is appropriate.

Elenor explains why executive leadership changes have been difficult. She directly addresses the change in the organizational chart and the learning curve associated with these changes. But she explains that with the changes in executive leadership, supervisory roles and responsibilities have changed. This goes beyond simply learning new names; this speaks to how new people may have an impact on reporting relationships. Elenor acknowledges how these changes are "appropriate;" Elenor has a new supervisor, so this may help explain her feelings and perceptions.

Two participants spoke about the need for developing stronger employee relationships. Employees need to get to know each other better to reduce the wondering of "Who are you?" Priscilla shares her historical perceptions.

> I have had a lot of conversations with retired faculty that worked really hard to build this building, that moved from our old building to this building in '68; they were a true culture, like it amazes me that faculty, you know, they all hung out together, they had parties at each other's houses, they knew each other's kids, they were totally connected in everything they did. You absolutely don't see that now, you know, instructors come in, they teach or they come in, they shut the door to their office, they know each other, you know each other by face, you may know their spouses, but you're not, you're not close like you used to be. I ask a lot, how do we get back to 1968?

Priscilla is sharing history and nostalgia that she has learned from retired faculty. She has been told how it used to be back in the day, and she aspires to have a "true culture" like that now. Employees knew each other well back then, much like a family. Employees liked each other so much that they enjoyed spending their free time together. Priscilla wants employees to have these close relationships again, as they had in 1968.

While John understands the need for increased college security based on the Virginia Tech shootings, he perceives wearing employee name badges so people can identify each other as chipping away of the familiar employee relationships.

> The administration a couple of years ago or so wanted us to wear name badges, and I don't, I still think we're small enough, even at Main Campus, I think we're a small enough campus that most everybody knows everybody. I don't like wearing a name badge. The people at the hospital do that. I know that's Corporate America and large businesses that's more the case, because people don't know one another.

John compares the college to the hospital, the other major employer in town. He also compares the college to that of "Corporate America," where people don't know each other. Therefore, having to wear a name badge is a symbol of people not knowing each

other in the organization, and John doesn't like that. John *really wants to know* people

and really wants people to know each other.

John also perceives that the employees at South Campus have closer relationships

with one another than at Main Campus.

> I was always impressed with South Campus, because they are much smaller and they even have more of a family atmosphere. Here (Main Campus) we would have the food service cater end of year banquets and there (South Campus) they may do some of that. But sometimes faculty down there and staff would actually prepare the meal and that even promotes more fellowship, when it's a shared thing like that. So I think they actually have even a closer knit group than we do just because they are smaller and when you work with somebody side-by-side, and you find out the differences that you have and you tolerate the ones you can't handle very well, I mean you're forced to do that, and I think they do a great job and at least from what I've seen in my experience with them.

John perceives an employee potluck event more favorably than a catered event, because

making homemade food creates camaraderie and helps others learn more about each

other. It is more than just breaking bread together; it is sharing a little bit about yourself

and your family. Perhaps family recipes are shared, and you learn that the person you sit

next to everyday is a fabulous cook. John views employee potlucks as a positive way for

people to become more familiar with each other.

John also points out how South Campus employees, because they are a smaller

campus, cannot hide from each other when conflict occurs. Employees are "forced" to

tolerate differences, because there is no place else to go, much like a family dynamic.

John would like more of this tolerance of differences to occur at Main Campus, and this

happens with knowing one another better.

MRCC is located in a small, rural town. Change in top leadership is extensive,

and employees *really want to know* who is going to be in those roles. They also *really*

want to know each other better. People are busy, they come and go, and it is important to take time to connect on a personal level. They want to know, "Who are you?" Really!

Where Are You Going, by Dave Mathews Band (2002).

Where are you going?

Where do you go?

Tell me, where are you going?

Where?

Well, let's go.

This song has been downloaded and listened to on my I-pod, especially during workouts, for over seven years. The lyrics speak to the questions that employees have of new executive leaders, especially when so much change is occurring in the organization. Employees wonder, "Now what does this new executive want to focus on and how will the way we do business be impacted?" Employees are open to new directions, but they just want someone to tell them where they are going . . . and they will go.

Two employees spoke specifically about needing leaders in place so that they can have clarity on the goals and direction in which they should be focusing. Uncertainty or anticipation of change in direction leads to their unsettled feelings.

Dorothy speaks directly about these feelings.

I want a goal, and I want direction and we're trying to do that, because we got the new strategic plan, but I don't want to start a department strategic plan if we're going to have a new VP in six or eight months. I don't want to put that on the back burner for us, because you know with a new VP, it's going to be changed anyway, because he or she will want their own direction.

Dorothy acknowledges that there is a college strategic plan, but she is wary of how a new vice president may change the plan, may impact the direction in which she is heading

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with the department. She strongly believes that someone new will come in and change

her priorities, and it is futile for her and her team to work towards a goal or direction and

have changes made after momentum is achieved towards the current goal and direction.

Once again Priscilla uses the nostalgic example of how the culture used to be in
1968.

> How do we get back to where everybody's [focused] on common goals, with
> curriculum, with professional development, with retention, with everything? How
> do you do that? I don't know how you answer that question, but that's a question
> we all ask and is definitely something that I would work towards.

There is a sense of frustration in her voice. She implies that "everyone" is asking the

question of how to get focused and find commonality and direction. She also implies that

the college used to have focus, direction, and commonality and no longer does. But it is

desired by employees. Employees want to know *where they are going*.

Employees also want to know how to get there. Changes in people can impact

changes in processes as well. New people are bringing in new ideas and ways of doing

business, and the changes are having an impact on people and their jobs. Jobs that no

longer exist due to staff reductions are being delegated to others, and this, too, is creating

confusion as to who is responsible for what tasks.

Priscilla describes the impact those position changes had on college culture.

> Now you have people coming in and some were trying to learn what the old
> processes were, some were trying to change processes and so it really took, it took
> a lot, I think, for people and people are still trying to get used to that, you know,
> because now we have a new president again that's just been hired, a new VP
> that's been in here just about a year, a year and a couple months probably. We
> don't currently have that dean of student services position filled, brand new
> business officer manager, dean of business administration been here two and a
> half years, so everything still is pretty new, still evolving, and you know, they all
> have their ideas, so we're really not set still, I don't think at this juncture.

This quote from Priscilla ties into the frustration she expressed in how budget cuts and reassignment of duties creates confusion. She wants to know where she needs to go to get tasks done.

Dorothy perceives herself as a person who likes change, and in her supervisory role, she has found some employees to be resistant to change.

> We have a lot of folks who have been here a long time and some of them may not be motivated to be creative. That's one of my challenges. To say, 'Hey, what if we did this [project] like this.' Well, that would involve moving things, so move it, so let's just try it. I like change and that scares folks. Sometimes my change gets into other people's business; I have to be careful about that.

Dorothy attributes resistance to change as a lack of motivation to be creative. In her example, she is frustrated by employee resistance. She doesn't see what the big deal is to make this change. "Let's just try it" is her way of addressing the resistance. But perhaps part of the employee resistance is attributed to a lack of understanding as to "Where are you going?" Perhaps part of the resistance may also be that employees don't see exactly what is ineffective or inefficient in the current business practice. There may be questions as what the return on investment is in making that change. Employees may need more explanation as to the reasons for change and the direction in which she would like to go.

I strongly related to Dorothy's desire for change and during the interview we shared our Myers Briggs Personality Types, and we are both "N," which indicates a personality preference for idea-generation and a strong desire for change. We conversed about how this strength can also be a weakness, because if it is not managed well, it can "scare" people into thinking that all this person wants to do is initiate change in the organization, aka chaos, which can be viewed as unnecessary, at least without a specific purpose or goal in mind.

Participants perceive top leadership changes impacting college priorities and directions. They are anxious for these people to be hired, become acclimated to the culture and decide where they are going. Participants want to know where to go. As new people are hired, roles and responsibilities may change, or ways of doing business may change. Participants also want to know how to get there. By getting people in place and knowing where they are going and how to get there, the culture will become "settled." "Tell me where you are going," they wonder, and they will respond by saying, "Let's go."

We're Ready, by Boston (1986).

We're ready now

Catchin' a wave to ride on

Steady now

headin' where we decide on

And I know that there's something that's just out of sight

And I feel like we're trying to do something right

Come on make it if we hold on tight

Hold on tight

We're Ready!

Boston was a very popular rock band in the 1980s and was one of my favorites. I think I listened to their music so much I got tired of it. Now I enjoy hearing their songs on my satellite radio station that is dedicated to classic rock.

The lyrics help me envision a surfer who is looking out at the waves. They are large and daunting, but the surfer is excited to swim out and catch and ride one. The

surfer must steady herself as she chooses where to go, not really sure where to go but trusting in herself to know she will go in the right direction. She's got to hold on tight, because it may be a bumpy ride, but she knows it will be worth it. *She's ready*.

Within this song, I interpret the water as the organizational culture, the wave as organizational change, and surfers as employees. The surfer looks out over the horizon, studies the sea, and decides whether or not the waves are too dangerous or if they will enjoy the ride. Some are willing to try, some are more reluctant and want to wait and see how well the others do.

Seven participants spoke of the need for and their openness to positive change. They also spoke of their hope in the new college leadership, as they continue to feel more encouraged to bring forward ideas for change and continuous improvement within the college. Participants feel they themselves are ready, and they feel that the new leadership is also ready to catch a ride on the waves of change.

John, a long-time faculty member, describes his perceptions.

> I think for the most part we have a fairly-progressive climate and people are willing to try things and do things differently and when you do that then people are open to say, well, I can learn from somebody else that's done something, so I don't have to start from scratch, and I think there's a pretty good climate in that arena. Somebody else may go try something new and then they'll share it, you know, especially in the teaching area. I do have a couple of grants that are used, and one of them I didn't do anything and they (administration) just said you ought to be involved. I really have enjoyed the opportunity.

John perceives both administration and faculty openness to change. Administration is open to pursuing grant opportunities to find money for continuous improvement, and faculty are open to sharing and learning new methods for teaching and learning. John speaks to how much he "enjoys" the opportunity to be involved in something new, which could mean he is looking for new ways to stay motivated and fresh in his teaching role.

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He appreciates the "freedom" to be involved in special projects, which speaks to administration supporting and valuing continuous learning. John is ready to catch a wave and ride it, and administration is encouraging him to dive in.

Calista saw a need in the college to help improve student success.

So I came up with this idea. I presented the idea and then, lo and behold, we have a task force, so I've taken the initiative to be more involved, to follow through. If I've had ideas of things I think we need to do beyond the classroom, taking the initiative to do that, and I've not had anybody go, 'No, that's a stupid idea.'

As a faculty member, Calista has experienced support by administration when she has presented new ideas for continuous improvement. She has found that administrators are willing to listen and have given her the resources needed to pilot new projects and initiatives. She anticipated that her idea may have been viewed as "stupid," but that was not the case. She was ready and willing to take that risk, much like catching a wave and falling. But her fears were unfounded, and she was successful.

Priscilla talked about the administration and the Board of Trustees being open to new ideas on three different occasions during the interview.

If you have an idea for a process, present it, you know, and we'll try it. And it's not to say those always work, a lot of those ideas obviously fall by the wayside, I think you know, we think it's a good idea, nobody keeps it up and then pretty soon you forget about it. I see that a lot. But definitely they're open to sitting down, listening, you know, what are your concerns, what's your idea to make it better, you know, and I know, our current interim president, he made this comment when he first got hired to me, 'You know, don't come to me with problems, come to me with solutions,' and they're very open with that.
I really think they've been wide open with anything I could come in and say here's the reason that I think this and here's what's going on and here's what I want to change. Would you guys be willing to try it? You know, they, anything, either come back to me and said here's the reasons that it's not going to work, here's why we can't do it at this time, or have gone on and really, really worked hard to get it done.

Priscilla refers to administration as "they," and also includes the Board of Trustees in her examples of people who are open to change. This word choice indicates she sees herself as faculty and not an administrator. She perceives leadership as reasonable when faculty and staff are proposing new ideas for change. The interim president's message about coming to him with solutions indicates his support for ideas that are generated for solving problems and continuous improvement.

Priscilla also speaks to how often many good ideas are attempted but are not sustained. So there may be support and even resources from leadership to pursue new ideas, but if the people who are impacted by this change do not buy into it, it will be very difficult to sustain. She says "I see this a lot." In this scenario the team of surfers is unwilling to swim to the waves.

She also describes her experiences when she has presented an idea to administration and it is not supported and how it is accompanied with a message as to why it cannot be supported, and when it is supported, administration works "really, really hard." So her timing might not be right to swim out to a wave, or the wave may be too large and complex, so she is coached not to dive in. But when she dives in, she not only has surfing coaches helping her ride, she often has an audience that is watching and applauding her success and supporting her when she drinks the surf.

According to Dorothy, new, younger faculty are being hired to replace retiring faculty members, and with these new people come fresh, new ideas. "We see much more of a willingness, and I don't know if it's age or what, to participate in student activities, to try new and different ways of teaching, to be partners with [other college

departments]." Dorothy perceives these new, younger faculty as more willing to catch a wave and ride it.

At the end of his interview Eric summarizes the college culture as if "There's an honesty and a sincere desire to improve and desire to find more effective ways of doing things." Eric has worked for a number of organizations in the past, and in comparing MRCC culture to that of others, he explains his perceptions of the difference.

> I really sometimes see a lot of griping about change, and [at MRCC] I don't see so much of that, I really don't. I think there's enough discussion about the realities of the funding, the realities of what we have to deal with in the politics, and with the other colleges in the state, that people kind of get it. I think there's a culture of accepting change.

Eric's experiences working within another organizational culture help ground his perspectives. He came to work at the college after working for another major town employer. He talked about how his previous organizational culture was much more fragmented and how people's work units were completely separate. Compared to his previous culture, the college culture is more communicative and open to change.

Participants perceive a college culture that not only is open to change but is willing to embrace change for continuous improvement. Faculty and administration alike see value in encouraging this type of culture and are all on the beach looking out at the waves of change. They are ready to catch a wave, hold on tight, and see where it will go.

***Getting Better*, by The Beatles (1967).**

I've got to admit it's getting better

A little better all the time

Getting so much better all the time!

This upbeat, toe-tapping song was released on the St. Pepper's Lonely Hearts Club Band album. While it was a little bit before my time in that I was a young child when it was released, I chose it because it resonates perfectly with participant perceptions that the college culture is improving with the many changes in people and structure that have occurred. Participants feel positive about how the culture is changing in that it is becoming more collaborative, at the South Campus and within the college at large. They feel that the new leadership is helping to make this transition to a more collaborative culture. Participants have to admit, the culture is *getting better, getting so much better all the time*.

Calista describes how more recent changes in administration have had a positive impact on the college culture.

> With [several people] coming in administratively, the thoughtfulness has increased, at least from their perspective, so we're getting more logical and rational thinking going on. We're being more thoughtful, I think, about people's feelings, sort of you know to use George Bush's term, 'a kinder, gentler place,' a little bit. So that has changed a lot. Thoughtfulness is being appreciated again.

Calista talks about thoughtfulness in two different contexts. First she talks about how administration is making more thoughtful decisions now than in the past. She is a long-time employee and has worked with a number of MRCC Presidential Cabinets, so she is in a good position to make this comparison. The other context she discusses is how people are becoming more thoughtful towards each other, that people are taking a "kinder and gentler approach" towards interactions, something that did occur in the past but somehow was lost along the way. People's feelings are being considered more.

Addressing the long-time president departure, Elenor states "We had the change, and I think the changes were good. I don't think sometimes you know that there was a

need for change until you have it, but I think some of the changes have been good." Elenor describes the time when the long-time president departed the college as "*the change*," much like it was something that everyone knew they had to get through. Employees saw it coming, and they were concerned about the impact of "the change." Now they realize it wasn't so bad after all, especially now that they see that the culture is *getting better all the time*.

According to Candice, "There's a lot of staff changes going on and a lot of structuring, re-structuring going on, and it's making a difference. All these changes that are going on right now, it's just now starting to bring down those walls a little bit." Candice's reference to bringing down the walls indicates that there were barriers within the culture and that there is thoughtfulness in the restructuring to enhance collaboration within the college. She perceives the creation of more college connections as a positive change.

Five participants spoke specifically about how the South Campus culture is becoming more positive due to personnel changes. This is in large part due to the replacement of Witchy Woman; the new campus director is viewed as a collaborative leader.

Elenor anticipates positive change due to a new South Campus Director, and that they will begin to "play well with others." "I know this culture's going to change because we have a new director there. [Witchy Woman] has been gone about a year and she'd been in that position before for probably ten to twelve years." Elenor's perception supports earlier perceptions that Witchy Woman cultivated a culture where South

Campus employees were not to work well with others. She anticipates the new director

quieting the *Rebel Yell* and supporting a *Why Can't We Be Friends?* philosophy.

I asked Dorothy if she believes changes are already occurring at the South

Campus culture.

> I know they will and they already have started. Talk about a culture shift . . .
> When the new director called employees into her office for an initial meeting,
> employees were prepared to talk about their job duties, and she asked, "Tell me
> about yourself, tell me what you like, tell me about your family?' They'd never
> been asked that, they were I think pretty freaked out.

Dorothy perceives a kinder and gentler approach towards people taking place at South

Campus. The new director is taking the time to learn about her employees and sending a

message that she cares about them, that they matter. She mentions how foreign this

approach is to the current employees, since they were never treated this way by Witchy

Woman. Using the term "freaked out," indicates this is a significant shock and may illicit

some caution and uncertainty.

Dorothy perceives that the new South Campus Director is looking to create more

consistencies with the college as a whole. "The new director is into this absolute

inclusiveness, we're all one school, we don't do things differently." Earlier, Dorothy had

expressed her frustration in how the South Campus would not follow college-wide

policies and procedures, like the business card example. In this context, Dorothy may be

using the term "inclusiveness" to mean that now that a new director is hired, South

Campus will fall into line with college-wide protocol.

Eric believes that with the removal of the dedicated employee from his division at

the South Campus, it will help create more college-wide consistency. He perceives that

person as also being resistant to change and unwilling to conform to college-wide

practices. According to Eric employees now are saying "'Okay, we want to change, we want to do things differently.' There were a few key [personnel] changes there and so it's now come around to integrating and really not resisting anymore." Much like Dorothy, Eric has been frustrated with South Campus's *Rebel Yell*, and personnel changes will quiet those screams.

> Eric shares his supervisor's commitment to collaborate and serve South Campus.

> My boss is really, you know, if you gotta make an extra trip down there, if you gotta make a sudden trip, you know, whatever you have to do, let's get things right for them, and so I think that's been a positive sort of change.

Eric's supervisor is housed at Main Campus, and he is sending a strong message to his employee that he needs to support that campus and that they are providing good customer service to the people "down there." His message is to make the extra effort to meet their needs, whatever it takes. He wants to contribute to the culture *getting better, getting better all the time.*

> Calista has hope for change at the South Campus, but still perceives faculty resistance.

> It has always been that South saw themselves as an island unto themselves, and disconnected from us [Main Campus]. I'm hopeful that changes because we have some new people down there and they seem very interested in, you know, having that connection back and are very easy, or at least in my experience has been very easy, to have dialogue with and work with; but the faculty there, most of them have been there for eons, and I would be surprised if they changed their ways.

Calista expresses hope for more collaborative relationships between Main and South Campus. She is coming from a perspective of improving communication and working together, creating a stronger bridge between the island and the Mainland. There are new people in place that are helping to build that stronger bridge, but she is not as optimistic

about South Campus faculty. She is afraid that the faculty who have been there "for eons" will continue to resist change, continuing to harbor resentment from the past.

According to Candice, the culture at South Campus is already improving. "Right now, they're [Main Campus] working with us instead of we're not butting heads anymore, so that improves that part of everything." "I think things are going to be better." As a South Campus employee, Candice has a perspective that Main Campus employees have been resistant to improve relationships as well. So now that there is new leadership at South Campus, Main Campus may quit "butting heads" as well.

Priscilla believes change will eventually settle down. "It's been a little bit confusing here, recently. But when you, we get things going, when things are smooth, you know, things will click." She anticipates cultural improvement once people are in place for awhile.

Participants see culture improving and have hope that it will continue to improve. New leadership is encouraging collaboration between stakeholder groups and South Campus. The *Witchy Woman* has flown off on her broom, the *Rebel Yell* is quieting, and more people are talking. The bridge between the Mainland and the South Island is being repaired. Culture continues to get better; *it's getting better all the time.*

Act II Finale of Ch-Ch-Ch-Changes

Eight out of ten participants perceive *Ch-ch-ch-ch-changes* occurring within the organizational culture at MRCC, some negative, some positive. Lack of *Money* has been a recent catalyst for change. Leaders are now more focused on business efficiencies, and for the first time in a long time, positions were eliminated and employees lost their jobs.

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Many positions remain vacant, with those surviving employees forced to pick up the slack.

Participants spoke of how "hard" this has been for everyone. While most understand downsizing can be a reality of doing business in tough financial times, they also recognize that these circumstances have created fear within the college.

Simultaneously, top leadership turnover has occurred. The presidential role has been replaced three times in the past five years. Several participants cannot even remember who has left and replaced various dean and vice president positions. Many vacant roles within the college have tasks that have been reassigned to others, and employees are unsure as to who is handling what role? With all these changes, a big question for employees has been, *"Who are you?"*

Changes in top leadership have added to the sense of fear, and participants look forward to people becoming "settled" in these roles. At the time of this study, most of these positions had been filled. But participants anticipate more change as top leaders become familiar with their roles and begin to implement their ideas and methods for doing business. Employees are left to wonder "*Where are you going?*" They want to know where they are going and are ready and willing to go.

Participants sing "*We're Ready"* for change. They want to swim out to a wave and catch a ride, holding steady while unsure of the outcome. They feel the culture is open to trying new ideas and ways of doing business, and failing is part of the experience. Top leaders are open and supportive of making attempts and looking for ways to continuously improve within the classroom and the college as a whole.

They also perceive the culture improving, *Getting Better* all the time. Many positive changes are occurring and perceive a more collaborative culture evolving. This gives them hope and optimism. The *Witchy Woman* is gone from South Campus, and a new campus director has been in place for approximately a year. She has been demonstrating a collaborative leadership style, creating a more inclusive and kinder campus culture. Participants are hopeful that she can help South and Main Campus employees create positive *Ch-Ch-Ch-Ch-Changes*.

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Act III *Believe in Me,* by Dan Fogelberg (1984)

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Introduction

> *If I could ever say it right*
>
> *And reach your hostage heart*
>
> *Despite the doubts you harbor*
>
> *Then you might*
>
> *Come to believe in me.*

Dan Fogelberg is one of my favorite artists of all time. I have been to see him in concert seven times, several at Red Rocks Amphitheatre in Golden, Colorado. It was a huge loss to the music industry when Dan lost his battle with cancer, but his music lives on, and this song is chosen to reflect the third structure that emerged from participant perceptions of culture.

Within these song verses, we hear Dan singing about an individual who pleads with another that he can, in fact, be trusted to follow-through or not repeat past mistakes. He asks for forgiveness, for a second chance, and for the other to believe in him. Four theme songs support the *Believe in Me* structure, and all ten participants described a

culture that wants to believe in people, specifically students and employees. *Teacher, Teacher*, by 38 Special, describes how the college culture is highly focused on teaching, as opposed to research, and how employees deeply care that students are successful. Employees believe in students, and students need faculty and staff to believe in them. *All By Myself*, by Eric Carmen, describes a culture that does not provide new faculty and staff training, orientation and mentorship, leaving these people to work all by themselves. When hired, the organization believes that the new employee can be successful autonomously, but employees feel isolated and afraid when they make mistakes. *The Authority Song*, by John Mellencamp, describes how Main Campus holds all the authority, and North and South Campuses have limited empowerment to make decisions that impact their campuses. *Aquarius (Let the Sunshine In),* by the 5th Dimension, describes a culture that is experiencing a division between faculty and administration. The song sings of little harmony, understanding, sympathy and trust, among these stakeholders.

Teacher, Teacher, by 38 Special (1984).

Teacher, teacher can you teach me?

Can you tell me all I need to know?

Teacher, teacher can you reach me?

Or will I fall when you let me go? Oh, no.

I picked this 1980s rock song, because it is a good representation of the importance that is placed on student learning at MRCC. I envision a student approaching a teacher for help after failing in a task or even in life. It is somewhat of a plea, in that he is also asking that the teacher go beyond teaching him what he needs to know; he also

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needs his teacher to inspire him and give him the confidence to be successful in life. He has doubt and fear in whether or not he can truly be successful. According to participants, these lyrics are a strong representation of the mindset of many of the MRCC community college students.

Eight participants perceive that the MRCC culture is committed to focusing on student teaching and support. In some cases, this is a comparison of community college and university cultures.

Dorothy compares her experiences working in university and community college cultures.

> Faculty are here to teach, and that's it. And that's a nice culture to be in. There's no other agenda, at all. There's no rank and tenure, which makes their lives easier. It makes students' lives certainly easier, because they're there to teach. They have their negotiated agreement that they have to go by, but they're there for students and the culture here I think is epitomized. It's a more open culture here for student success.

Dorothy likes the fact that faculty are focused on teaching at MRCC and are not evaluated like faculty in a university culture, where they are focused on "rank and tenure." She feels that the MRCC students really benefit within a college culture where faculty care about teaching and student success.

Priscilla compares the community college student to the university student. "Community colleges have far more student issues, I think, like individual issues [compared to] a four-year school, which is one of the reasons that they're at this institution and not at [a four-year school]. Her reference to student "issues" translates to students who need more academic preparation and support to navigate through the system. Community college students may need to stay close to home to take care of family "issues," and may struggle financially as well.

John worked at a university before coming to MRCC. His focus there was research, and his focus changed to teaching at the community college. He didn't necessarily feel prepared to teach when he first came to the college.

> I really felt like a student that first year, because I was just barely staying ahead of the students and preparing and reading, and I'd never taught before, didn't take any educational classes, so I guess what I would say is they had a lot of confidence in me. I think what they probably thought was if I'd been in school that long enough, I probably could teach it.

John compares his experience working within the university and community college cultures and what is considered important, research versus teaching, within each culture. Although effective teaching is important, he got hired at MRCC without any teaching experience. He attributes the college having confidence in him to the assumption that a good researcher can translate these skills to being a good teacher. When John was first hired in this role, in many ways he was acting as a student teacher, perhaps singing the *Teacher, Teacher* song. He refers to himself as a student his first year and felt ill-prepared because he had not taken any "educational classes," indicating that research experience is not enough education and that teaching pedagogy is important to know and understand in a college culture that emphasizes teaching and learning.

When Calista first started working at MRCC, her first impressions of the culture supported a focus on students.

> I knew that they encouraged lots of interaction, especially between faculty and students. I had also been a student here, so I knew that that was very emphasized, you know, that close student contact, knowing your students, that kind of thing, and I think that's important. I think most of the faculty care deeply about students and want to see them succeed and many of us bend over backwards to try and help that process along. I mean not by inflating grades or those kinds of things, but by trying to find ways to engage students and let them know that we notice when you're not here and that kind of thing. So I think that students have the opportunity to feel very connected and wanted. I think that works well.

Calista perceives a culture of caring for students, especially by the faculty. It goes beyond good teaching and student feedback; faculty take the time to learn who their students are, recognize when they are absent from class, and meet student needs. Faculty are continuously trying to connect with students to create a relationship or bond that communicates the fact that they care.

Lauren takes pride in knowing her students very well.

I know how many kids my students have, whether or not they have a tendency to get colds or not, if they're together with their significant other or not together, and there's some that are more reserved that I don't know all that information. But [our department] really does have this family type of thing. We know our students, know their names, that they live out of town or not out of town, to be worried when the weather's icky and should they even be trying to get here. Then on the other side when they have, when somebody has an idiosyncrasy that maybe is a little more annoying, we can't avoid it either, because we're just so much right in their face and they're in our face, because their life is just right here.

Lauren describes a culture of caring for students as well, even using the term "family" to describe the relationship she has with her students. She acknowledges that, much like a family, this includes knowing both the positive and negative traits and situations of her students. Her family analogy indicates that they are stuck with each other during the good and the bad, and no matter what they encounter, they must be there to support one another. She also describes how she cares about the safety and well-being of her students, "to be worried when the weather is icky," knowing that some need to travel long distances to attend classes. This is a motherly role, and Lauren sees herself as the caretaker and nurturer of her student family.

Candice perceives that all campuses have a culture that focuses on students.

I think they're the most important thing. It does not matter what campus you're on, the students are number one. The bottom line is the student, and I think that's the same at all three campuses. Everybody has the same goal . . . to make the

student feel important and make sure that their experience here is a wonderful one, and a productive one, and I would say that's what works so well.

Candice is responding to a question that I asked about what was working well within the college culture. Despite differences between campuses, she perceives a college-wide united focus on students. Candice works in a support role, and her description of how employees focus on students is descriptive of a support role; she does not talk about teaching and learning specifically, but she does mention that everyone has a responsibility to ensure the student has a "wonderful" and "productive" experience, which implies teaching, learning and student support.

Elenor chose to apply for a position at MRCC, because she had such a positive experience as a MRCC student and wanted the opportunity to give back to that campus and its community.

> There was opportunity to again come back and help the students in the way that I'd been helped. I felt that I wanted to do the same thing for somebody else that was scared to death to go back and do all that. I was not a good student in high school, and I was just amazed at what a good student I was when I went to college. The students are not a number. The faculty know their students, the staff know the students, and I think that's good. I think especially, for most of the time, students that are coming to a community college are not at the top of the academic scale, and so I think we all try really hard to make each of them feel important.

Elenor relates well to the MRCC student because at one time she was feeling and experiencing many of the same issues they are. She anticipates the fear some may have when first walking on campus; she understands what it is like to struggle in school and with confidence in the ability to be successful in college. Faculty and staff at MRCC helped her overcome these obstacles to achieve her academic and career goals, and she is now helping others in the same way. She also perceives that familiarity with the students is an additional support mechanism, because when faculty and staff know student names,

it is an indication that they care and *believe in the student*, which is especially important for a student who is lacking confidence much like Elenor when she first arrived at MRCC.

Marsha believes that MRCC has many long-time employees because they genuinely care about students. "I think that faculty care, I think that's why students often times will choose to come here. It's because of the faculty and the quality, that they care." Marsha perceives that employee retention is tied to the job satisfaction of caring for students. Because faculty care so much about student success, and ensure good quality instruction, students make a choice to come to MRCC.

Participants perceive a strong focus on the student at all three campuses within MRCC. Faculty and staff view their role much like that of a caretaker and in some cases describe the satisfaction they derive from helping students, including teaching and student support roles. Students often come to MRCC with doubt that they can be successful, much like the song *Teacher, Teacher* portrays. They question whether or not they can learn (*Can you teach me . . . tell me all I need to know?*), and they often lack confidence in their ability to be successful (*Can you reach me and will I fall when you let me go?*). Participants view their roles and the college culture as one to help quash student doubts through academic preparation and demonstrating genuine care about them and their success. *Teacher, Teacher*, you do teach them, and because of the commitment to student success they do not fall when they are let go.

All By Myself, by Eric Carmen (1975).

Hard to be sure

Sometimes I feel so insecure

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And love so distant and obscure

Remains the cure

All by myself

Don't wanna be, all by myself anymore.

This song is a slow, sad melody that may have been a one-hit wonder, because I really don't remember this artist for any songs other than this one. But this song was so popular in the mid 1970s that it came to mind to meaningfully describe how participants felt when they first began their jobs at MRCC all by themselves with little direction and training.

Four participants perceive a lack of orientation and training for new employees, especially faculty, as a cultural challenge. This is due to their own experience, as well as their observations within the college.

Lauren began her career with MRCC working at the South Campus. She shares some of her earliest perceptions of culture and the lack of connection and support she received from Main Campus as a South Campus employee.

> I got the feeling from others that working at South was kind of off on your own. I didn't pick that up, but then again I didn't know enough to pick that up. I think that was more ignorance on my part, since I have changed roles and I'm working at Main, I realize how much I didn't know, how much support from [my discipline] that I didn't get, that I didn't realize I should have gotten. There were two of us hired as [faculty]. Neither one of us had taught before, and so neither one of us really knew how to ask for what we didn't know. I didn't know what I didn't know, so I didn't even know to ask. I didn't have anybody guiding me into, okay, this is one resource that you could use. The problem was the stuff I didn't even know was a problem.

Lauren expresses her frustration in a lack of training and support by her repetition of the phrase that "she didn't know what she needed to know." Lauren is a faculty who also has a program located on Main Campus, and her comment that she "had no one guiding me,"

supports the perception that faculty working at South Campus were working independently and were disconnected with Main Campus faculty. She describes how another faculty at South felt the same way. Both faculty were new teachers who had never taught before and received no training or guidance on how to do their jobs. They were *all by themselves*.

Lauren gave a specific example of how she learned how to do her job by trial and error, because there was no documentation nor instruction on how to accomplish the task.

> I didn't realize that was something I should have been doing, and I did that in a different manner, but it wasn't written, and there wasn't a form, and so if I'd had somebody who was walking alongside of me, mentoring, they would have easily picked up that maybe you want to do this in writing. I still don't know what I missed. I just was left to make my way, and I didn't even know that.

Lauren continues to express frustration in having little training and support as a new faculty and identifies how her mistakes could have been avoided had she had someone "alongside of me, mentoring" her. While she had no one to help guide her, there was no process or form for her to follow either, so she really was left to figure her job out completely on her own. Her perception at the time was that she must have been doing her job correctly, because she had no one or a written procedure to refer to telling her otherwise. She may have been embarrassed by her ignorance as a new employee.

Based on Lauren's first experiences at MRCC, she has made changes to ensure new faculty don't have similar experiences. "Since I've come to [Main Campus], since we've hired a couple other faculty, we are actually working at a mentoring type of program for new faculty." Lauren wants to ensure that other faculty do not feel *all by themselves anymore*.

Calista also perceives a lack of new faculty training as problematic within the culture.

> We don't do any training with new faculty, so if they don't really have a lot of teaching experience, or their teaching experience is at the secondary level. We essentially say, here you go, have at it, and that's probably true of any place. And then when there's trouble, I think sometimes faculty are afraid to ask for help, because they're thinking, 'Well, gee, I have a master's degree, or greater, I should know what to do here,' so they don't ask for help, or they fear retaliation or retribution. I'm not sure that's a valid fear, many fears aren't, but they may have it anyway.

Calista describes how new faculty are hired as subject matter experts, or hired because they have experience teaching in the high school, and how there is an assumption that that is enough to be successful in the classroom. She refers to a reluctance on the part of new faculty to ask for help, because that may demonstrate ignorance, creating vulnerability and acknowledging their fear of failure. The autonomy that faculty have is both a positive and a negative trait in that independence and academic freedom in the classroom empowers faculty to decide how they teach, but this independence without training can get faculty into "trouble." The college needs to support new faculty in their teaching roles, addressing their fears and helping to avoid mistakes.

> We need to do something better about helping faculty on the front end, making sure they're trained and understand the systems we have in place, making sure that they know who to go to if they're having problems with this thing or that thing. We need to do a better job of that, because you can go along and teach and teach and you get one student who finds every finite flaw that may have been part of your course construction, you're going to have trouble, and it will be trouble that will haunt you day and night until that students leaves your classroom. So we need to do a better job of supporting faculty, and I know you hear that a lot, and I think it means we make sure they understand to the nth degree what their job is and who they go to when they need help doing their job.

Calista also has a perception that faculty orientation is necessary to help learn the college culture. She gives a specific example of dealing with a classroom issue, but she also

points out how faculty need to "understand the systems we have in place," the bigger

picture of how the college works and who the go-to people are when they have questions.

By providing this information, it reinforces faculty support and acknowledges that when

questions occur, because we don't assume you know everything, here is who you can talk

to. She perceives that faculty are often hired without completely understanding their job,

and how to work within MRCC, and it is important that faculty have more orientation to

address these outcomes. Faculty should not be left out their *all by themselves* when they

are first hired.

When Eric first started his job at MRCC, he was uncertain as to what he was

supposed to be doing.

> I was not sure what I was supposed to do, like I could pick up on a few things
> here and there, but I was not given a lot of orientation and direction. It wasn't
> real clear what the expectations were. So it took a little while to get accustomed
> and figure out what I was really supposed to do.

Eric acknowledges that he had a similar situation as faculty in that he was hired and sent

off to do his job with little training. He was unsure of his job outcomes and learned by

trial and error what he should or should not be doing and how to be successful.

According to Dorothy, one of the challenges she is currently facing is that a lot of

personnel changes have occurred in her department, and she is juggling a lot of jobs and

duties. She is trying to train and empower staff to take on some of these duties, but many

are new to their roles, and learning the job can be difficult and time consuming.

> Right now people don't know what I'm doing, that I'm doing lots of jobs. I have
> a brand new person [in one department], so there's a lot of hands on training
> because it [the job] is complex. The training is intense. I'm trying to help some
> of my staff learn how to do [a new task], 'cause they're time consuming.

Dorothy describes how she is trying to balance the training of new employees with ensuring that tasks get done, even if she has to do them herself. She describes a culture with a lot of job transitioning, where there is no time for formal training; people need to get into place and learn on-the-job, and how this is all very "time consuming." The impression that is given that this is not an ideal situation and that during this time where employees are learning their jobs, she is *feeling all by herself*, with a lot of different job responsibilities, because "people don't know what I'm doing," gives the impression that she is doing so many different tasks, she may struggle with keeping track of what she is doing. Dorothy also is working hard to ensure that the people who are being trained in these new positions are not feeling *all by themselves*. She is providing support and thus is helping to juggle many different duties and responsibilities as they get up to speed. When new employees have someone to go to, either through mentoring and training programs, it helps them build confidence and helps create a smoother transition into the culture.

Faculty, support, professional, and administrative participants perceive a lack of orientation and training for new employees. This isolation was experienced by several participants and shared how the uncertainty of how and what should be done within their jobs creates frustration and even "trouble" for employees. Many participants felt *all by myself, and they don't wanna be*, and don't want others to feel *all by myself, anymore*. They want more training, they want more support, they want more mentorship for new employees, because they don't want anyone else to experience the isolation, vulnerability and uncertainty that they felt when they first became part of the culture.

***Authority Song*, by John Mellencamp (1982).**

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I fight authority, authority always wins.

I recall this as one of John Cougar's first big hits. Later on he changed his last name to Mellencamp. In this song John sings about how everytime he tries to fight the rules and the system, he loses and the people in charge always win. He continues to try, but he continues to lose.

Four participants expressed frustration in how Main Campus seems to hold all the authority, power and control for college functions, and how North and South Campuses have limited power to make decisions and little input into how these decisions are made. North and South Campuses fight Main Campus authority, and Main Campus authority always wins.

One of the challenges that Aaron perceives is that those who are managing either North or South Campus are given a lot of responsibility but not a lot of authority to make decisions.

> Like faculty things that come up. They go through the division chair, then
> through the dean of instruction, and then they might come back [to the campus] or
> they might not. But if they are having to work through their division chair and
> then having to work through the dean of instruction and then vice president of
> educational services, sometimes I think as a campus those things that are working
> through the channels are not. When you do have those centralized activities, you
> feel like you do have responsibility for those decisions, but those decisions are
> affecting other people.

Aaron describes a faculty decision-making Hierarchy that resides on Main Campus and does not involve North or South Campuses until it has exhausted all levels. The faculty decision-making chain of command must go through three levels on the Main Campus before it comes to North or South Campus. There are so many levels that it is difficult for Aaron to keep track of what level the decision is currently residing. He expresses the

need for leaders to clearly understand how decisions that take place at Main Campus impact other people in the college, especially North and South Campus employees.

When Aaron was asked what he was willing to support in regard to cultural change, his response supports his perception that decision-making involvement needs to be extended to all campuses.

> We need to increase the participation from the outlying campuses in the shared governance structure. I think we do an okay job with that, like with the faculty, we have faculty representatives on a lot of committees, but one of the things we could do is get staff involved.

Aaron perceives that the concept of shared governance within the college currently works for faculty but that employees other than faculty need to be participating on committees as well. Some of these staff can come from North and South Campuses so that there is more all-campus representation at the Main Campus decision-making tables. Instead of attempting to fight the Main Campus authority, North and South Campus can become part of the authority and win more.

Aaron is not advocating for decentralization of certain college functions. "I think there's some centralized activities that are important that they be that way. If [each campus] was doing their own thing in regards to faculty, course scheduling, and instruction, that would be a nightmare for the organization." Aaron is advocating that decisions regarding these centralized functions have representatives from North and South Campus to ensure their input and experiences are considered.

Elenor is also challenged by the lack of authority she has working at a campus other than Main.

> We don't have some of the ability right now or the authority to do some things here on this campus that can be done on Main Campus. There are certain things that we can't provide our students that have to go through Main Campus, and so

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those things make me somewhat crazy, because I think if a student, if we're supposed to be a campus overall, I think that you should be able to walk into any of the three campuses and get what you need done by having it done there. I feel that [North or South Campuses] should be able to offer the same types of services there. I mean everything from A to Z. It shouldn't have to be something that has to be faxed to the other campus, it should be able to be done here with that student. Not having the authority to do certain things where I can just do it and take care of it and I'm done with it, I don't have to deal with it anymore. It's hard when you need an answer and you've got somebody sitting here and they want an answer right now and you can't help them.

Elenor first expresses frustration in her inability to operate in the same way as Main Campus to meet her students' needs. She describes a system in which she does not have the authority nor tools to help the student through the entire college business process, having to either get approval or work with Main Campus employees to accomplish her job. She refers to the fact that both North and South Campuses are "supposed to be a campus overall," and yet they do not have the ability to support the student as a campus should. When students attend college at the North and South Campus and are unable to take care of all of their college business processes, it may create a negative image for that campus, in that it does not have the power nor control to handle the business. Therefore, North and South Campuses have less importance than Main Campus.

Elenor also perceives that the lack of empowerment of North and South Campus employees corresponds to a lack of trust of Main Campus employees in North and South Campus employees.

If they are putting me into this position that I have their trust and the capabilities to do this part of the job, so why am I not able to do the other side of the job? That wasn't the case up until a few years ago, but that then, like I said, was pulled into Main. And some of that I'm sure is just with new members in that position that they need to feel they need to pull stuff in, see how it works, and then maybe slowly let things back out and give some of those responsibilities back to . . . So that's one of the things that I see as a difficult thing. I mean it may be coming back, but it hasn't come back yet, and it's very frustrating.

Elenor describes a past scenario when she was empowered to handle all student business onsite. However, a few years ago, responsibilities were "pulled into Main, and she attributes this to new employees in charge who need to know how the system works. She expresses hope that this will change and responsibilities will once again reside within all campuses. Elenor has hope that she no longer needs to fight authority but become part of the authority, so students can win.

Priscilla acknowledges the lack of empowerment of North and South Campuses and the need to have one place where students can go to get all of their questions answered.

> Those two different campuses definitely have to be a one-stop shop. Those employees have to know everything. They have to have a perception and understanding of financial aid, of student service policies, of business office policies, because they're running everything themselves. They definitely have to have an understanding of the full process . [South Campus] has a few more employees than they do at North Campus, so the are able to specialize a little bit more, but not much. It's the same thing; they really have to have a grasp of what they can do for their students. Because [specialists from Main Campus] only go [to North and South Campuses], it's very important, and you can see, that those people who work in those other places really have to know what's going on or know the right people to call to get an answer right away.

Priscilla uses the term "one-stop shop" to describe the need for both North and South Campuses to be able to offer all student services, as opposed to having some services offered through Main Campus. She describes how designated employees from Main Campus travel to North and South to provide those student services, which reinforces the need for North and South Campus employees to be knowledgeable and empowered to handle other student services. If these employees do not know the answer to student questions, they must know who to call to get an answer; however, that is out of their control.

Lauren perceives cultural differences in "ownership" between Main Campus and North and South Campuses.

> I think at both North and South Campuses, what I've picked up is more of a second thought or a minor type of thing. Sometimes at my most frustrating or someone else's most frustrating . . . we've expressed it as a step child type of feeling, that we have less feeling of control. I don't know if that's real or not, or if it's just a feeling, more than actual input. I don't know if I have more input now than I did when I was at South Campus, but I feel like I do. It's almost like, yeah, it's like the power's here and there's less control in the satellite, and I don't know how much is coming from Main and how much is coming from those same positions. Say a math instructor may have the same feeling at Main Campus that the math instructor at South Campus does, but the math instructor at South Campus puts it down to being a satellite institution instead of . . . I don't know. I've picked up that difference in accountability or feeling like what I do makes a difference within the whole institution versus my little corner of the world.

Lauren describes how as a Main Campus employee she feels like she has more power than when she was a South Campus employee, because she feels as if she has more input into decisions. She perceives that some employees at North and South Campus may be the cause of their own inferiority complex by "putting it down to being a satellite institution." North and South Campus employees do not help their own cause to become more empowered and perhaps they have given up, because authority at Main Campus always wins.

There is a perception that North and South Campuses fight Main Campus for authority, and Main Campus *always wins*. However, participants do not believe this battle for authority is in the best interest of MRCC students. All campuses should be empowered to make decisions and offer services to support students. North and South Campuses should not have to contact Main Campus in order to help students solve problems. Employees at all campuses should be knowledgeable and capable to provide good customer/student services. When students cannot get their needs met at North and

South Campuses, it tarnishes their credibility as a campus and perhaps as a college. All Campuses need authority in order to win students.

Aquarius (Let the Sunshine In), **by the 5th Dimension (1967).**

Harmony and understanding

Sympathy and trust abounding

No more falsehoods or derisions

Golden living dreams of visions

Mystic crystal revelation

And the mind's true liberation

Aquarius! Aquarius!

I was shocked that this song entered my mind when analyzing these data, because I was a very young child when it was released. But that speaks to how connected I was to music even in my young life. I specifically remembered the first two lines *Harmony and understanding, Sympathy and trust abounding* to describe this theme in that there is a lack of harmony and understanding, sympathy and trust within the MRCC culture. Participants feel it is time to *let the sunshine in*.

Six participants perceive a lack of harmony, sympathy, and trust between various stakeholder groups within the college, and especially between faculty and administration. This disconnect can sometimes be attributed to a lack of understanding of different job roles and responsibilities and unrealistic expectations each have for one another.

Early on in her career as a faculty member, Marsha had a negative experience with administration, and she reflects on her past.

> When you first get called into the president's office and it's like, 'Oh dear,' a little scar, and you really keep hearing people say 'We'll back you up,' and I really felt

at the time no, that was that culture. It's like 'You need to do it this way, because we have to protect the organization,' so I kind of at first then had that feeling of mistrust. So you had the feeling of you're telling me this, but I know we're doing it another way. So you really didn't get the feeling that they would back you as an instructor. 'I'm going to back you up,' it's words, it's not actions. You learn to pick your battles, you learn to be a little wary, and that's just with administration, not with faculty. It's a trust issue. I feel kind of bad that I have to feel that way, that I do.

A quote was used from Marsha in the *Money* section of the *Changes* structure where she shared her perception that administration was focused too much on the college finances and not enough about quality instruction. Her perceptions also fall under this theme in that she believes focusing on hiring administrators adds to distrust by faculty. "It's always easier to hire administration than it is faculty, so I don't think we're unique in that aspect of it. But it does play a downer in faculty/administration trust and relationships and the whole organization." Marsha perceives that when administrators send the message that the college is in lean times and then turn around and hire administrators instead of faculty, that builds distrust. Faculty want no more *falsehoods*.

Priscilla has been both a faculty and administrator at MRCC. She shares her perceptions from being in both roles and how part of the disconnect between administration and faculty is the fact that faculty do not have a clear understanding of all of the processes and support it takes to run a college.

When I was in administration, you hear all the time from faculty, there's this huge disconnect between faculty and administration. I spent 10 years listening to that and I'm like 'What are you talking about?' So then I jumped straight to the faculty side and started paying attention to faculty. It really has come to me that I honestly don't think there is a disconnect between faculty and administration. I really believe that faculty just doesn't understand the entire process of the institution. Like you couldn't go to a faculty member and say, 'Tell me everything that a student needs to do for financial aid, tell me the processes that everybody goes through in the business office," unless you have done the whole budget process for your next fiscal year, unless you've done all those things and you've got kid's transcripts and you've walked them through and you've advised

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them, and you've helped them with financial aid, which administration tends to have more of a handle on. I think that's because that's what they deal with everyday, problems and solutions on that standpoint. Faculty doesn't. That's the disconnect in my mind, is that they [faculty] don't understand the processes 100% that you do at an institution. They understand their teaching part, but they don't also understand what's going on on the other side.

When Priscilla was an administrator, she didn't see the disconnect between faculty and administration. So when she became faculty, she wanted to prove or disprove this claim. She describes how the role of faculty is primarily focused on teaching within their classroom, and with the focus brings a lack of understanding as to the other functions that occur to help support the student. Faculty don't understand the business and student services functions of the college and the magnitude of resources needed within those areas. Faculty do not understand other roles within the college, and therefore have a lack of *sympathy and understanding* towards those in the college who are not faculty, especially administrators.

> It comes from the administrative side down too, I mean they don't know what faculty do. I think they understand, they have a concept about what faculty does, but faculty really is in, I mean their job is to come to instruct, to become lifelong learners, to grow as a professional.

Priscilla describes how administrators don't clearly understand the role of faculty as well. It works both ways. She emphasizes how the primary responsibility of a faculty is instruction and to continue to learn and grow. She infers that administrators sometimes forget that primary role.

Priscilla summarizes the perceptions of faculty and administrators towards each other. "Faculty don't want to know what administration does every day, and administration only wishes that some days they only did what faculty does." Her statement characterizes how each feels about each other's role. Faculty is disinterested in

what administrators do and is glad they don't have to do what they do (but this does not

imply an appreciation). Administrators envy the easier job that they perceive faculty

have and wish they were in their shoes.

Aaron shares his perception of the differences between faculty and administrative

roles and responsibilities.

> When I first became a faculty member], I really didn't think a lot about how the college worked, because I was more focused [on teaching], so I really wasn't privy to how the college was operating. I think faculty are kind of isolated sometimes from that, and then when you get on the administrator's side, you get a bigger-picture understanding of what it takes to actually run a college. I think that as a faculty member, sometimes you're so busy doing your teaching and it consumes so much of what you do that you don't really think a lot about the business of the college. I think when I came into the administrator role, and was responsible for [various administrative duties], it gives you a very different perspective and things are not so black and white as maybe they are when I was a faculty member. You know, maybe you're saying you question [as a faculty member], 'Why are they making that decision?' When you're the one that actually has to make some of those decisions, then you see that it's not so black and white. I mean there are some difficult decisions that have to be made, particularly where the budget is concerned. So I think just having that perspective from 40,000 feet is much different than what you do as a faculty on a day-to-day basis.

Having been in both faculty and administrative roles, Aaron feels he is in position to

compare roles and reflect on his perceptions in each of the roles. He believes faculty

view administrators as those who make decisions all day long, with little thought towards

teaching. In some cases, this may be true, because administrators have many different

kinds of decisions to make, some more difficult than others and some that are counter to

the institution's mission towards quality teaching and student support (i.e. budget cuts).

Faculty can be critical of this role, and they do not have a clear understanding of the

challenges that administrators face in making complex decisions. They do not see the

"big picture," because they are so focused on the classroom.

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Despite the different roles and responsibilities that faculty and administrators have, and perhaps a lack of appreciation for what each role contributes to the college, Aaron believes that these stakeholder groups view culture more similarly than differently. Those who have been in both roles, like himself, are best poised to make this claim.

> I think the differences that I see are just coming from two different perspectives. But I think that the culture here is a lot more similar from a faculty perspective and administrative perspective than some of either groups might recognize. I think if you are completely a faculty member and you've always been a faculty member, you have one perspective of it. If you're always an administrator here, you have another perspectives. If you've been both, I think you see that it's a lot more similar than maybe they would individually think.

Aaron understands both faculty and administrative roles, and he implies that if more people held both roles, there would be more understanding and harmony within the culture.

Calista shared her first impressions of the college culture when she became an employee.

> The first thing that I noticed was the absolute, complete animosity between the faculty and administration. It was palpable, I mean that was apparent in the first week. Absolutely animosity, bordering in some cases depending on the individuals on what I would describe as hatred. I couldn't quite figure it out, to be honest with you, because you try to be a fair person, I try and be a fair person and not judge people until I've had an opportunity to get to know them. That works most of the time, but not all of the time. So part of me was trying to figure out what's up with this? And very quickly what I figured out was what was up with this was there was a complete and total lack of trust. They didn't trust us, we didn't trust them. And it was definitely an us versus them mentality.

Calista describes how she entered the culture with no preconceived perceptions and expectations of others, and how this approach works "most of the time, but not all of the time," implying that she learned stories from others and may have been influenced one way or the other to take a side. Despite being warned about administration, she really wanted to form her own opinions, as to why there was "hatred" between faculty and

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administrators. But "very quickly" she formed her own opinion that the lack of trust was

the cause of this chasm between these two stakeholder groups.

Calista noticed that it was rare to see and administrator in the faculty "territory,"

and faculty never ventured outside of their area(s) as well. There was geographic

separation of administration and faculty as well as an attitudinal separation between the

two.

After her own observations and experiences, she confirmed for herself that there

were two sides, us versus them, between faculty and administration and *harmony and*

understanding were no where to be found.

Describing the current culture, Calista shares the following perceptions.

> Though my inclination would be to say that it is for most of the other faculty an
> us versus them mentality, and there are trust issues, there are some things that
> have happened that broke that trust down, rightly so, and again, that sort of
> standoffish kind of thing. 'I'm not going to give you the opportunity again, so
> we're just going to have this standoff.' So I think what was going on was we
> were on one side and they were on the other side and it was like in Braveheart.
> Ahhhhhhhhhhh! Yet nobody's going to charge, but so I think somebody has to
> take the first step of marching out there and shaking a hand and saying let's try
> this, let's work together a little bit. And some faculty do that, but I don't think the
> vast majority do.

Calista acknowledges that events took place that help justify mistrust between these two

groups. Mistrust has created caution and wariness in the two groups to move towards the

middle in an attempt at reconciliation, or at least a second chance. She uses the analogy

in the movie "Braveheart" where each group is divided and waiting for the other to

charge. While there is a lot of screaming going on within each group, no one moves

forward, indicating no one really wants a war but someone has to be willing to make the

first move. She states that some faculty are willing and do come forward to shake hands,

indicating that they may be the group that is more wary than the administrators. But most

are unwilling and are still cautious and unwilling to risk.

Calista is one of the faculty who is willing to come forward and shake hands.

> I've made an extremely concerted effort to be involved in things. So I came up with this idea, I presented the idea and then, lo and behold, we have a [project] task force, so I've taken the initiative to be more involved, to follow through. I'm very involved now with administration and these activities that I'm engaged in.

She describes how she was willing to take the risk to ask for administrator support on a

project idea and she received support. She has became more involved with

administrators, follows through on her promises, which builds trust of administrators, and

is gaining a better understanding of their roles and responsibilities. She is taking the

initiative to build trust between faculty and administration.

Calista has hopes that relationships will continue to improve between these two

stakeholder groups.

> I wish that we could build a strong relationship between faculty and administration. There's still animosity. It's not as bad as it was, I don't think. But it's not good. We have to rebuild that trust relationship. It has to be repaired. But you can't rebuild trust if you don't give people chances. So I would like to see that changed, and again, you know, reaching across the divide and working with them and maybe other people saying, 'Well, okay, she's working with them; that's not so bad.' I wish that would happen.

Calista is acting as a role model for other faculty to show that administrators can be

trusted and the benefits to building better relationships. She encourages people to forgive

the past mistakes and give others the benefit of the doubt, offering people the opportunity

to repair relationships. Understanding and sympathy can help create harmony and trust.

Lauren shared a story where she did not feel supported by administration as a

faculty member.

I was called into human resources. There was a [student] complaint voiced, and I wasn't aware of the complaint until I got into that room, and I basically was asked to defend myself in this very intimidating type of environment. And I was strong enough and had the confidence in that I knew the situation had been going on, but I didn't' know that there was a complaint or anything. I felt strong enough and didn't feel threatened, but I could also see how someone else who was maybe newer at the situation or just more timid would feel threatened. That situation could have been devastating. I didn't have my division chair with me, I didn't have any type of support. I felt very attacked. Talk about feeling called on the carpet, and I didn't feel supported, but I also knew I had the strength to deal with that. But it really bothered me that our college allowed that to happen to anybody, even though I thrived in it and I was okay with it, it shouldn't have happened to anybody.

Lauren felt her situation was not handled with empathy nor sympathy by administrators. She was given no warning as to what the situation was, she was interrogated alone without any faculty witness, much like she was put on trial in the human resources court. She describes the situation as potentially "devastating," attributing to the reason why is was not to the fact that she is a strong person. But she acknowledges that this was handled very poorly by administrators and should never be tolerated by anyone. While Lauren gives an example of a situation in which she was treated poorly by administrators, she does not specifically mention that a byproduct of this event is mistrust towards administration.

Lauren shared another story where administrators initiated a program in which faculty were reluctant to support. The program became very complex and ran into challenges that were very difficult to fix.

We were stuck in this really bad situation for at least a semester, and we didn't feel, it didn't feel as a group, like we were being listened to. But I acknowledge there was no easy solution here, and really what should have happened is it shouldn't have happened until we had the program in place, that faculty input needed to happen before [the program began].

Lauren describes a situation that could exacerbate division between faculty and administration. Administrators made a decision that did not include faculty, yet the faculty were heavily impacted by the decision. Harmony, understanding, and sympathy did not seem to be present in this situation, and yet, Lauren does not articulate a lack of trust on the part of administration, just a disagreement in how it was handled.

Dorothy perceives that there was trust in administration during the years of the long-term president. "Everyone trusted administration as much as folks trust, but it was settled and there was trust in them, and faith in their integrity. And I think some of that with all the changes has to be built back up." Dorothy, as an administrator, is making a broad assumption that "everyone" trusted administration. She correlates the stability of the top leadership team with trust, when in fact the reality may be that employees knew these people and were less uncertain about their leadership. She perceives that trust was lost with the departure of these top leaders and that it needs to be "built back up," indicating that there currently is a lack of trust in administration.

Participants perceive a division between administration and faculty. Several examples were given of how faculty perceive poor treatment by administrators and how an ensuing line has been drawn in the sand. Part of the challenge is that faculty and administrators do not have a clear understanding of each other's roles. Faculty focus on teaching, administrators focus on management. Both roles are important for a college, yet each stakeholder group struggles with respecting that both roles are necessary and important. Both groups struggle to find *harmony and understanding, sympathy and trust abounding*. Both groups must begin to meet in the middle to address *no more falsehoods or derisions, golden living dreams of visions*. This is the dawning of the age of *Aquarius*.

Act III Finale of *Believe in Me*

This structural theme song is sung by many different groups of people within the college. Students come to MRCC asking for help and guidance, and in some cases, a second chance. They need and want faculty and staff to believe in them. Participants express how much job satisfaction they receive by helping students, whether it be faculty who are focused on teaching or student support professionals who counsel and guide them through the process and goal-setting. Several participants compared this culture of caring to that of the university, where they previously worked and was focused on conducting research as opposed to student teaching and learning. *Teacher, Teacher* is a very important role within MRCC's culture.

When new employees are hired, it is assumed that they will be successful with little or no orientation or mentorship. This is a case of the college completely believing in them, that their current skills, abilities, and experiences are sufficient to apply to their new role. However, a number of participants felt *All by Themselves*, abandoned and faced with situations where they made mistakes in their jobs, since no one was there to guide them. These participants want the college to believe in them, but they recognize that they need support and better connections with others who have worked in the college, peers that will help believe in them as well.

North and South Campus participants are singing the *Authority Song*, by expressing frustration in their lack of empowerment to handle certain processes on their campuses. They do not believe that the Main Campus believes that they can do the job. Main has the power and control to make decisions, and in some cases, Main is making decisions that impact North and South Campus operations without representatives from

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those campuses at the table. North and South Campus employees are asking to be included more in decision-making and be empowered to meet the needs of their students. North and South Campuses want Main to believe in them.

Faculty and administrators do not believe in each other, however they want to *Let the Sunshine* in by the dawning of the age of *Aquarius*. The division of these two groups was described as a war in which both were staring at one other on either side of a battle line drawn, waiting for a brave leader from one of the groups to make the first move towards peace. There is a lack of trust between these groups, and part of the issue is that they don't always understand each other, specifically their role within the college.

Participants believe it is time for MRCC to *Believe in Me*. If at least one group *could ever say it right*, and *reach the other's hostage heart*, *despite the doubts they harbor, then they might . . . come to believe* in each other.

Act IV - *Hello,* by SHEL (2009)

Introduction

Bluebirds will sing what's true,

I know you wish you knew.

Hello! Hello! Hello-hello-hello-hello!

SHEL is a local Fort Collins, Colorado, band that I first heard at a 2011 music festival. The band's name stands for the first initial of the first name of each of its members: Sarah, Hannah, Eva and Liza, and they are all sisters. I have become a big fan of these young women, and their song, *Hello*, is representing the fourth structural theme that emerged in this study from participant interviews.

The lyrics of this song resonate with me to best describe communication challenges within the MRCC culture. The bluebirds that are perched up high can see what is going on below them and sing to all what they as true. And the chorus line of *Hello* is harmonized by the SHEL sisters and is accentuated, almost shouting, to have someone pay attention and talk to them. The bluebirds up high know something, and the people on the ground are shouting *Hello!* with frustration of not knowing and desperately wanting to know what they know.

This song best describes participant perceptions that there is lack of communication from top leaders to employees, an abundance of miscommunication throughout the college, and dearth of personal interaction between employees. All ten participants perceive that communication has caused challenges within the MRCC culture. They *wish they knew what is true* and people will stop more often and say "*Hello*," to one another.

What's Going On, by Marvin Gaye (1971).

Oh, you know we've got to find a way,

To bring some understanding here today,

Ya, what's going on,

Tell me what's going on.

This song is a Motown hit from the 1970s, back when the Jackson 5 and the Supremes were becoming famous. Motown hits and artists in general were becoming popular.

I wasn't a huge fan of Marvin Gaye, but clearly I remember it playing on the radio, because these lyrics came to mind when analyzing these data. Six participants

express frustration in not knowing *what's going on* within the college. This includes

current events, updates on major projects and college-wide decisions that impact

operations at all campuses. This lack of knowledge not only hinders their ability to be

effective within their jobs, the lack of communication by top college leaders is perceived

as a lack of valuing employees, so this becomes a personal and a professional affront.

Elenor feels it is important to be informed of college decisions, news, events, and

activities, so that she can address questions that may be asked of her by community

members.

> I was just at a thing the other day that they brought up something that was going
> into effect, what I felt was going to affect [my campus], and it was news to me,
> and had I not been at that meeting along with all the other people in the
> community and if somebody came up to me, I would have just been
> dumbfounded. I don't like that, because in a small community, people come up to
> you, and it doesn't matter if it's good, bad or indifferent, they're going to say
> what's on their mind to you, and if you don't have any awareness of that,
> sometimes you take it as an attack on you personally.

Elenor expresses how college news and information spreads quickly in a small

community, and as a member of that community who works within the college, she

should know of news and events prior to others within the community. She explains how

simply knowing what may be coming can help her ward off any discontent or challenge

by a community member. When she is unprepared to respond to questions or comments,

she feels "personally attacked," and she does not like that. It makes her look bad in the

public eye when she is not prepared to respond; this lack of internal communication also

makes the college look bad.

Elenor gave the example of when the MRCC college president resigned, she

learned about it from community members and the local radio station.

We all found out about it before anything was ever said through the college community, and so that was tough. I mean, I had people call me at home that night. I didn't know anything about it. The next morning when I listened to the radio, it was on there. The minute it hit the public in a public forum, we should have been told. I think when things are going to be coming out in the paper or over the radio that someone should take a few minutes to send the campuses a message.

Elenor was embarrassed and perhaps insulted and marginalized to learn of this major college news bulletin from someone in the community. She had to hear the details from the local media, so she has no more details to add other than what everyone else in the community knows. College leaders did not inform its employees through its own communication systems to give them the advantage of knowing prior to the public. Elenor expresses her frustration with this tactic and suggests that employees learn of news, events and decisions at least simultaneously with the public. Elenor needs to know *what is going on* so that she can be an informed ambassador for the college.

Marsha shared an example of how it is difficult to learn about current events in the college.

A good example is we went through our accreditation visit with North Central. I think by hook or by crook that we found out that we got our accreditation. Nobody in administration let us know that we got accreditation. We have a joke around here, if we want to know what's going on at the college, we go on our local radio station's website and find out or look at the newspaper the next day. That's how the faculty find out what's going on. Even the accreditation people say communication is a problem around here, and it still is, and it always has been. It's just really hard that that's how news is passed [on].

Marsha expresses her frustration that administration did not share with faculty something as important as the fact that the college received its accreditation renewal, which is very good news to hear. Her metaphor that they learned "by hook or by crook" indicates that people had to dig, ask questions, or learn through the grapevine about this news. She indicates that faculty are so frustrated with the lack of communication by administrators

that they joke about having to learn about decisions and events through the local media outlets, which in some cases has proven to be very true. Her reference to how communication has always been a problem within the college culture expresses her perception that communication has not improved over many years. She gets acknowledgement of her perception by referencing how the accreditation body also recognizes communication as a challenge within the college.

Marsha references a university president that she is familiar with as an example of good communication to his staff and students.

> It really kind of makes me feel good when the president of [university] sends these little emails every once in awhile, 'letting me tell you what's going on.' You know, I don't know this guy, but you know it makes me feel good, well at least he wants to tell me what's going on. I mean, I may not care, but at least it seems like the perception is that he took the time to tell me what's going on, and I think if around here, if that would happen, I think people may not care and might think, they took the time to say 'Good morning,' let me tell you what I'm going to do this week or what I'm thinking about this time. I may not care but at least you took the time to do two minutes to say this is what we're thinking this week or this is the idea that we are going with. I think that would make a 100% difference around here, because somebody cared.

Marsha appreciates communication from a college president, because knowing *what's going on* makes her "feel good." She views the act of taking the time to communicate with the college community as showing value towards them. She also spoke of how employees in generald do not take the time to say hello to one another. She appreciates this simple act as it shows respect and care for one another.

Dorothy believes that top leaders need to be more deliberate in their communication within the college in an effort to keep people better informed.

> I think we take it for granted that communication works, because we're small, and it doesn't. And I think that we all think everybody knows everything, and they don't. I would support us being more deliberate in our communications with staff. We take it for granted that people know things that they don't know, and

we have to communicate because that's where fear comes in, when people hear things.

Dorothy perceives a lack of knowledge on the part of employees as contributing to a sense of fear within the college culture. By keeping people more informed, fear will be reduced, regardless of whether the news is good, bad, or indifferent. If employees learn about news, decisions and events from top college leaders, it will also reduce miscommunication, which may occur when "people hear things" through the grapevine. Learning of college news and events through the grapevine can contribute to speculation and misinterpretation, thus leading to fear.

Aaron expresses his appreciation for being communicated with, so that he can keep his employees apprised of decisions and activities as well.

> They appreciate knowing things before they come out in the newspaper. I feel like that's part of my job here, is to let them know that this is something the college is thinking about, or this is something that you're going to see in the next two weeks, and that gives me a good opportunity to know that myself and then to share that with them.

Aaron takes responsibility as a mid-level manager for communicating with his employees. However, he must be communicated with by top college leaders in order to perform this important job function. He appreciates when this occurs, because then he can be successful in his role.

> I think it would help if the outlying campuses, if it was an issue involving them, if they were involved in that loop. Just a cc on an email as it goes up the chain so that you can follow what's happening so that if somebody comes back and says, 'Why didn't you know about this?', 'Well, because I haven't been in the loop.' When you have those centralized activities, you feel like you do have responsibility for those decisions, but those decisions are affecting other people.

Aaron is asking to be included in more email communications. He describes a scenario in which he is challenged by someone as to why he doesn't know about a college

situation, decision or event. His defense is that he was never communicated with, making it impossible to know *what's going on*. His reference to centralized activities indicates the communication is generated by Main Campus, and being copied on more emails would help him to know more.

Elenor perceives that Main Campus employees often dictate changes in policies and procedures, and when changes occur, North and South Campuses are not informed of these changes yet are held accountable for knowing these changes.

> A lot of times, we don't know things that are going on. Everybody else knows, everybody else has the forms, but we don't have the forms, and they want to know why we don't have the most recent forms. Well, no if you don't send them to us, you don't provide it, we don't know. I wish they would share more.

Elenor needs to know about policy and process changes in order to be successful in her job, and she is learning about these changes by not complying with the changes. She learns by making an error, and she doesn't like that. She expresses defensiveness when scolded for not using the proper protocol, because she cannot follow protocol when she doesn't know what it is.

Candice is similarly challenged by a lack of communication between campuses when policies or procedures change.

> A big thing is when there is a policy change or some kind of way you do things change. They'll do it at Main Campus, but they won't tell the smaller campuses that they've changed it. Or they've changed a form and they don't tell the rest of us that they've changed it, so it's a big miscommunication. The policy change is a big one, because we're still doing things the old way and they're doing things a different way, and then they get mad at us for doing it the old way, but they haven't taught us the new way.

Candice supports Elenor's perception that Main Campus "gets mad" when the other campuses don't follow new policy and procedure changes. And yet North and South

Campus employees are held accountable for new ways of doing business and have not been communicated nor taught by those who are making the changes.

Faculty and administrator participants expressed frustration in not knowing *what's going on* within the college. They do not appreciate learning of current events through local news outlets and want to be informed of news by the college in a timely fashion. Several participants expressed frustration in learning that Main Campus employees have changed policies or procedures by being reprimanded for not following protocol. If procedures are changed, they would appreciate knowing changes up front, so they can follow suit. There is a communication gap between Main Campus and North and South Campuses, since news releases and policy and procedure changes are generated from Main. The college *needs to find more ways*, *to bring understanding here today*, so that everyone in the college knows *what's going on*.

Communication Breakdown, by Led Zeppelin (1969).

Communication breakdown,

It's always the same,

Havin' a nervous breakdown,

A-drive me insane.

Led Zeppelin is a band that I consider one of my all-time favorites. They were extremely popular during my teenage years. I regret that I never got to see them in concert; they quit touring within the United States before I could get a ticket to an event.

Two faculty participants view miscommunication as a problem within the MRCC culture. Miscommunication is highlighted as opposed to the earlier theme song that demonstrated a lack of communication. In this context, miscommunication is defined as

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information that has been communicated that is incorrect or retracted and changed, or

communication to the wrong people, omitting or contributing to a misunderstanding of

those who really need to know. Miscommunication also represents a style of

communication that the sender uses that does not match the receiver.

Calista believes some faculty still resent administration due to miscommunication

regarding assessment.

> It was an absolutely nightmare mess. We were told one thing one month and something different the next month, and then something entirely different down the road. People started getting pissed off, because it's not like we don't have a lot to do already, and this added another layer and then when we were told do this and then do something entirely different, so I've wasted my time doing this, it just spun out of control, and many of us were saying, 'You guys are making this too complicated; it can't possibly be this complicated.' We now have had a relatively consistent, clear message and lo and behold, it was as simple as we thought it should be on the front end. Some people don't let go of that, and so many people were still carrying around a great deal of animosity about that. It's done. They made a mistake, not like you don't. Let it go.

Calista describes one-way communication by administrators to faculty telling them what

to do for assessment. Once faculty were underway doing what they were "told,"

administrators changed the direction and message to faculty. This angered faculty,

because the change in direction created chaos, confusion and was viewed as a "waste of

time." The message from administration was not well-planned and organized. Faculty

were not included in the process, they were "told," what to do, and this direction turned

out to be the wrong direction. After this miscommunication, the improved messaging

regarding assessment is "consistent and clear," which has made the process easier. But

hard feelings still prevail, and Calista suggests that faculty forgive administrators for this

miscommunication.

Based on this scenario, Calista perceives that administration needs to be more thoughtful and organized in their communication, and view faculty more as "adults" instead of children when messaging. She recalled two top administrators who had a "top-down mentality," telling people what to do "as opposed to let's communicate in more of an adult-to-adult kind of way. It was almost a parent-to-child kind of communication style, instead of adult-to-adult."

> It wasn't organized, it wasn't thoughtful, and I think fundamentally, that is where we have gotten into trouble before. Not being thoughtful on the front end and then having to be reactive on the back end. I mean, in a college environment, if a faculty member isn't thoughtful on the front end, you're going to have problems on the back end with students, and we have that too. So to do that more calm, rational, logical thinking, how people are going to react to this, how could we present this differently versus it doesn't matter, it has to be done, so just do it, that authoritative, parent-to-child kind of thing.

Calista describes a panic mode of communication by administrators, where the rush to communicate causes miscommunication. Planning time is not being taken to think about the audience and how the message may be received. She suggests that a "calm, rational, and logical" approach to communication be taken, indicating that communication has been motivated by emotion and been "reactive" in nature. She describes a culture where administrators have taken the authoritative, parent role in communicating with faculty in the child role demonstrating a "telling" mode of delivery. Administrators need to consider that their faculty audience is of equal stature, and create adult-to-adult, two-way communication channels. Calista's suggestions will help minimize miscommunication between these two stakeholder groups.

Marsha also perceives a Hierarchy between administrators and faculty when communicating, thus leading to miscommunication and mistrust. She also perceives that

a more proactive than reactive style of communication would help create a more

collaborative culture.

> I'd be really willing to help work on this communication issue and be more proactive than reactive. It all starts with communication and how can we do it better? That's the whole thing, so when something comes up, we don't fly off the handle at somebody without knowing the facts. When somebody says something, to sit down and say, 'Okay, let's sit down together and figure out how we can do this,' rather than say, 'Well, you should have,' and that's how it happens all the time. When you say, 'I need help,' 'Well, you should have anticipated this, because we had it set.' I think we need to find a way to be really proactive around here, instead of flying off the handle and then we have to back up fifty steps every time and say 'Oops, okay, I'm sorry.' I don't think the personalities are proactive people, I think they're more fly-off-the-handle and then I'd rather take my words back.

Marsha describes an emotional, reactive approach to communication, where people "fly

off the handle," and jump to conclusions without "knowing the facts." People react

emotionally and then apologize later for overreacting. She attributes this approach to

communication to people's personalities. She also describes a culture that tends to blame

people for mistakes. When someone risks their credibility by admitting that they need

help, the authority chastises them for not knowing what to do. This reactive and

emotional approach to communication assumes people are first wrong instead of right,

and then later confirms or retracts that assumption. Marsha describes an approach to

communication that creates a sense of fear in people, fear of showing vulnerability, fear

of being reprimanded, fear of invoking an emotional response in people.

Ironically, I witnessed this type of reactive, emotional communication during

Marsha's interview. We were interrupted by someone I recognized as an administrative

assistant. She walked into the room and was clearly surprised to see us. She did not

apologize nor excuse herself for interrupting us. Her statement to us was "We have a

meeting in here." When we responded that we were conducting an interview for a

research study, her response was "Okay, we had this reserved, so apparently we've had a scheduling problem . . . ah, yeah, what time did you have it 'til?" My perception was that she was rude and disrespectful towards us and was clearly irritated that we had not scheduled the room, and yet, I was told by Human Resources that we could use that room for the interview. We were being scolded for being in there by one party, when we were told to be there by another. This was demonstration of a *communication breakdown* in action.

Marsha apologized to me and laughingly said, "That was a very interesting demonstration there. That's how things work around here."

Marsha also describes how miscommunication occurs due to people not communicating directly with others.

> Talking to the people who need to be talked to, not kind of skipping over. If people need to talk to me, come talk to me; don't talk to somebody else and tell them to come talk to me. That happens a lot.

Marsha perceives a culture that relies on either a hierarchy or grapevine to communicate with people, thus amplifying potential for miscommunication and distortion. She expresses frustration in this indirect approach, either due to passivity or hierarchy. She describes a culture that relies on this approach "a lot."

Participants perceive communication breakdowns often occurring within the college culture, especially between faculty and administrators. Misinformation is being shared, often due to haste in sharing and not taking the time to be strategic in how and what communication should be shared. Faculty participants perceive a derogatory approach to communication with faculty being taken by administrators, which is enhancing the breakdown. Emotions run high between these groups, which amplifies

miscommunication. As sung by Led Zeppelin, this communication is always the same, is *causing some nervous breakdowns* and *is driving people insane*.

Hand to Hold On To, by John Mellencamp (2005).

And then those hours when you're alone,

And there's nobody there except yourself,

I know it, you wanna pick up the phone,

And say"Talk to me, talk to me,

Somebody please talk to me!"

I chose this song to describe this theme for a variety of reasons. First of all, the title "Hand to Hold On To," describes the need for people to have someone to support them when they need help. It describes how reaching out to others can make a positive difference and is the best way to approach difficult situations. The lyrics also help support the theme in that they describe how alone a person can feel, and in their moments of desperation they beg for someone to talk to them. John Mellencamp sings this as a shouting plea.

This song resonated with me, because I could hear this plea come through loudly and clearly as I was analyzing participant data. Six participants are asking to be included in more dialogue with others within the college. They are shouting out for more human interaction and informal communication. They are also asking for top leaders to be more visible to college-wide employees, so that more personal interaction and dialogue may take place. Participants would like more *hands to hold on to* when communicating.

Dorothy has a perception that people do not communicate enough in a face-to-face manner.

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What I have found that works well is to get up from your desk and go see people. Don't email, don't call. I get some flak at times, because I'm seen out so much. 'Don't you ever stay in your office and work?' 'Nope, I'm wandering, I'm doing my rounds.' There are times I just go visit, because it has to be about building relationships, has to be. I have to know that so and so for example, one of our instructor's wives, just lost her job. That's important to that instructor; it's important that I went up and say, 'Hey, I'm really sorry about this, what can I do [to help]? What works well here is being nice and friendly to people. There are people that just don't play nice in the sandbox.

Dorothy describes the importance of human interaction when communicating. She views email as impersonal and how dialogue between two people is important for building relationships. Not only is her mode of delivery important but her messaging is important as well. She describes a message in which she communicates her empathy towards another and her willingness to lend *a hand to hold on to*. She also describes how she is criticized by others for not being at her desk, and yet she scoffs at the criticism in support of her belief that personal interactions are most important. She views informal communication with others as an important part of her job.

Candice believes email communication can negatively impact relationships within the college.

Have you ever read somebody's email and it just sounds nasty, because they don't know how to communicate? I'm a telephone person. I pick up the telephone every time. I would rather pick up the telephone than do an email any day, and I think that makes a big difference. If you talk to your counterparts, you develop a relationship. If you email them, it's a distant way, a very cold way of communicating, and I think that the people that don't get along with their counterparts at the other campuses, it's because they don't get personal. They don't pick up the telephone and call them and talk to them and express things. I even have people here coming to me and asking them to read their emails and make sure they sound okay now, because I brought this up earlier, because that may be why they're not getting along with people, is because of the way they sound in their emails. I make sure they're not sounding nasty.

Candice does not have the ability to have face-to-face conversations with Main Campus, so she uses the telephone to have those human interactions. She describes the use of

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email as "a very cold way of communicating," because it is impersonal. People are more

willing to communicate negative messages to someone within email than they are on the

phone or in a face-to-face interaction. Candice feels so strongly about building positive

relationships through effective communication that she volunteers to proofread email

communications by her colleagues, to help them build and maintain relationships as well.

Lauren feels disconnected to people and out-of-the loop with informal

communication, because she does not work at Main Campus.

> I feel more distant from that interacting type of thing. I feel very much like we
> have [my department] and then we have everybody else, because [my department
> is not housed at Main Campus.] And I know that's partially because I don't go
> over there, I don't initiate as well. I don't need to be involved with that political
> stuff, but we're not eating in the cafeteria, so we're not catching some of the
> social chit chat, banter, or whatever. When something's going on, it requires
> more formal communication to us. I do feel more disconnected, because I don't
> walk by the hall and see [Karen] and say hi. I don't catch somebody, like 'Yeah,
> I've been meaning to talk to you about . . .' It very much has to be a more formal
> type of communication.

Lauren feels at a disadvantage by not being able to engage in informal communication at

Main Campus, because top leaders are housed there and so much information is shared

informally at that campus. She must rely on "more formal" communication in order to

learn of decisions, current events, and other updates. A lot can be communicated by

"social chit chat," and hallway conversations can be valuable. She holds herself

accountable for her lack of participating in these informal conversations. She recognizes

that she needs to make an effort; it works both ways.

Aaron also feels at a disadvantage, because he does not benefit from informal

communication on Main Campus.

> On Main Campus, it's easy for one dean to walk down the hall and talk to another
> or one VP to walk down the hall and talk to a dean. Here we don't have that
> luxury, face-to-face. Sure, I can pick up the phone, and I do feel comfortable

doing that, but it's not the same. If I can walk around the corner and have a conversation with [Randy], that's very different than picking up the phone, because so much of our communication is non-verbal. It's not the same, it's just not the same.

Aaron also perceives benefit to having access to personal conversations on Main Campus. He "feels comfortable" picking up the phone and talking to people, but "it's not the same," because personal interactions are more than just verbal messaging, it is also about the value of "non-verbal" messaging.

Marsha perceives that more personal interactions and two-way communication between faculty and administrators will improve rapport and trust.

How can we communicate better to really build that trust and that camaraderie all levels down, to where nobody thinks they're better or above anybody else? We're all colleagues at different levels, and so we should respect and work that way. I mean, that's what we are, we really are no better just because you have a higher position managerial-wise. I may know some things that you don't know, you know some things that I don't know, but how can we help each other get to the same place, and that's all respect and collegiality and part of communication and working together for the same goal. We don't have a lot of that here. We have that in the faculty ranks, we don't have that coming down this way, and I wish we had more of it coming down that way. We hear it, we don't see it. Come over and sit down and talk to me. That builds a rapport. That get's trust back, so we can get this mutual respect and all get going the same direction right now.

Marsha suggests that personal interactions between stakeholder groups shows respect for one another's perspectives. She doesn't see administrators as valuing faculty perspectives, viewing knowledge as power and how administrators have more knowledge and therefore more power over faculty. Faculty amongst themselves seem to have personal interactions and camaraderie, but this is devoid between the administrative and faculty stakeholder groups. If more opportunities would exist for these two groups to have dialogue and interaction, trust, rapport and mutual respect will be earned. Marsha is

shouting the John Mellencamp song to administrators on behalf of the faculty ranks,

"Somebody please come talk to me!"

Marsha also perceives that administrators will talk about the importance of

responding to communication and yet they do not practice it. "Faculty can send emails to

administration, it doesn't get answered. We can call, leave messages, they don't come

back." Marsha also acknowledges that faculty are lax about responding to email as well,

and when there are complaints, they are responsive. "We get it, but it's not a two way

street." Marsha perceives that both faculty and administrators are guilty of not

responding to emails, and faculty acknowledge this, but administrators do not.

> Marsha would like to see administrators more often walking around the campus.

> Nobody comes to see us anymore. So now we really feel like if we didn't feel
> like we're part of anything, we really don't feel like we're part of anything. To
> me that's part of communication. This inclusiveness thing, that's a big thing. I
> just think it's important.

Marsha refers to "inclusiveness" as a "big thing." She perceives that faculty would feel

more included if administrators would get out of their offices and come talk to people.

When people don't engage in dialogue, they do not feel like they are "part of anything.

> John compares MRCC's culture to that of the university in which he previously

worked.

> Sometimes we might be the last to know the direction we're going on some things
> and decisions just get made without input, but that's what it was like in my former
> position when I was 100% research. At that location the faculty were like, 'Oh,
> we give our input, and then they'll make their decisions how they want to
> anyway,' but I don't feel that as strongly here.

John acknowledges a lack of faculty inclusiveness in decision making within both

cultures, but he felt it was much less inclusive at the university. Faculty were given the

opportunity for input but their input was not necessarily considered by administrators,

because they were going to do what "they want to anyway." There is some of this at MRCC, but not to the extent it occurred at the university.

Participants perceive the need for more talking and interaction among employees to enhance communication. Email use should be minimized, more personal collaboration should take place, and they are crying out for someone to "*Come please talk to me!*" They believe everyone *needs a hand to hold on to* within the college.

I Can See Clearly Now, by Johnny Nash (1972).

I can see clearly now, the rain is gone,

I can see all obstacles in my way,

Gone are the dark clouds that had me blind,

It's gonna be a bright (bright), bright (bright),

Sun-shiny day.

This song resonated with me when participants shared their optimism on how communication is improving within the MRCC culture. Employees are beginning to see more clearly, including the obstacles in the way, so they can navigate through miscommunication and opportunities to learn more. They feel there is opportunity to voice concerns and people are beginning to listen. The dark clouds of poor communication that were blinding are now blowing away, and seven participants are optimistic that *it's gonna be a bright, bright, sunshiny day.*

John shares his perceptions on how communication is improving within the culture.

> They've done a new thing in the last six months or year where they give us this in our internal email a lot of the news releases and things that have gone out. So I think we're better informed than we used to be, and I think that's a step in the right direction. Like this is the first year we have not had a pay raise because of

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the economy and stuff. I think they did a pretty good job of explaining some of that, saying here are the facts, here are the decisions we have to make, and they have been pretty good at saying, 'Well, do you have any suggestions?' We have a new dean who has been good at soliciting ideas for how we can save money, how we can work together, and that I do appreciate. It's an easy thing for all of us to just keep talking to the person we know, and then not somehow include the rest of the people. And know I get irritated at that when it happens, and then I feel guilty when I do it. We could all do a better job in that area.

John perceives top administration improving their internal communication with faculty and staff. By sharing news releases that are sent to the public media outlets, employees learn about college news through college sources prior to media announcements. John perceives that top leaders practiced transparency in decision-making by sharing budget circumstances in regard to pay freezes, and while the news is not good, he received the messaging more positively because of the explanations. John also holds everyone, including himself, accountable for engaging others in conversations, citing how easy it is to simply talk to those he knows and not including others. He recognizes when he does this, he feels poorly and acknowledges that all employees can help each other *see more clearly now*.

> Aaron also perceives communication improving within the college.
>
> I think we are getting better at it. We have faculty meetings, we have the president's leadership team. So I think the institution recognizes that as an issue, and they're doing some things to combat that, so I think it is an issue, but I think we're working to resolve it.

Aaron describes several teams and forums that provide opportunity for employees to collaborate. He acknowledges that both "they're" and "we're" working on improving communication, referring to top leadership as well as other employees.

Aaron perceives the new MRCC college president as helping to improve

communication by creating a mid-level management team. "I think it's going to have a

huge impact on the culture here, I really do."

> In an attempt to be more inclusive and help with the communication process, he's
> developed this team of kind of the mid-level folks where some of what gets
> communicated at the executive level gets communicated to that group too. So
> that you don't feel out of the loop, I mean you do feel like when things are
> happening in the college that you've had some, not pre-warning of things that
> happen, but you know what I'm saying. He brings things to that group where it
> might be, 'This is something that we're thinking about, what's your input on it?'
> And we have a chance to kind of voice our support or not, and I think another
> thing that helps that is that it's nonthreatening. He actually encourages you if you
> don't support it, tell us why.

Aaron describes a new college-wide team that engages mid-level managers in

conversation to not only become aware of news, events and decisions that are being

considered but also to initiate dialogue between top and mid-level college leaders. The

college president is collaborating with mid-level administrators to gain perspectives and

share ideas. Aaron describes this tactic as "nonthreatening," due to the fact that the

college president encourages and respects diverse opinions for decision-making. The

president is attempting to reduce power differential and ultimately fear and create a team-

approach to decision-making.

Eric perceives communication improving within the college due to an increase in

the use of committees and teams.

> There are lots of different committees where people are brought on to have input,
> and I see that as a positive sort of thing. There is a lot of sense of even ad hoc
> teaming going on, and as long as you kind of go with the flow with that, you can
> have more say. Things are changing by kind of a team sort of basis, and they tend
> to . . . if there's something to be done, polling a lot of people. I get the feeling
> that that isn't the way it's always been. I'm thinking it was much more top down,
> and I think that's part of the change that's happening is that people are getting
> drawn into these ad hoc committees and getting more input.

Eric describes ad hoc teams being created to engage more employees in decision-making. By referring to these teams as "ad hoc," he is indicating that they are created with a goal, project or outcome in mind, people are "brought on," and once the outcome is accomplished, they disband. He perceives this as a change in the culture, describing the past culture as more hierarchical and the changing culture as more collaborative.

> Pricilla also perceives that administration is open to improving communication.

> If somebody feels there's a lack of communication and they have an idea, like I would like to try, you put all of your meeting minutes on the internet so that any of us can pull it up at any time, they're always open to trying new things, to open those lines of communication. You know, if you have an idea for a process, present it, you know and we'll try it. They're open to sitting down, listening, what are your concerns, what's your idea to make it better.

Priscilla describes a culture that is open to exploring new ideas, how administrators are "open to sitting down, listening" to suggestions for improvements or concerns that need addressed. Priscilla has been in the role of an administrator in the past, and has success with coming forward to top leaders and making suggestions for improvement. She believes employees should learn to think for themselves and not always rely on others to solve issues for them. Employees should think outside of the box and bring those ideas forward.

> Lauren earlier shared a time when she was not treated well by top leadership. After that event, she went to her supervisor to share her perceptions and emotions and requested that no one be treated like that again.

> I don't know if anything did change, but I felt very much that the people I talked to listened to me, so anytime I have a concern, I don't necessarily feel ignored. Whether I am ignored or not, I don't know. But I don't feel that way. I feel that my input is valued. Also, I have the maturity to know which battles to pick. But I personally feel that what works best [within the culture] is I know who to go to and I don't feel like I'm being ignored. But I also have the impression that not everybody feels that way.

Lauren had confidence and conviction to voice her displeasure to her supervisor. She appreciates being able to share her concerns regardless of whether or not action is taken by her supervisor. She feels respected, because she is selective of when to bring concerns forward, is familiar with whom to take those concerns to, and is given the time and attention to share her feelings and perspectives. However, she does not believe everyone in the college shares her sentiment.

Candice believes college-wide communication training would be helpful to improving communication.

> I would have everybody in the college take communication courses, learn how to communicate. I mean, you take customer relations classes, and it's been beat down our throats over and over again and you can never have too good of customer service. But internal customer service really needs to be worked on. People need to start treating each other the way you would want to be treated. Internal customer service is very, very important in an organization, and we suck, we really suck at that, and that's what we need to work on really bad.

Candice feels that effective communication is so important with MRCC that resources should be dedicated to ensure that all employees are properly trained in this area, much like what is done with customer service training. She believes this training will enhance employees' relationships and "internal customer service." She views effective communication as a vehicle for enhancing employee relationships, something that is desperately needed within the college culture.

Participants perceive that employees are starting to see clearly now that more effective communication is taking place. Opportunities have increased for faculty and staff to participate in committees and teams which enhances dialogue and personal interaction. Employees are beginning to *see more clearly now* their own passivity towards communication, and the *dark clouds* of Hierarchy *that had them blind* are

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evaporating. Participants see expanded communication delivery and messaging as contributing to *a bright, bright, sunshiny day*.

Act IV Finale of *Hello*

All ten interview participants are shouting *"Hello!"* to get people's attention in order to send a message that communication is an issue within the college. Frustration is expressed in a lack of receiving news, updates and decisions that have been made. Participants have often had to rely on external media sources in order to find out *what's going on* within the college. If policies and procedures have been modified by centralized functional areas housed at Main Campus, those performing these functions at North and South Campus often are not informed of these new procedures and methods for conducting business and learn afterwards in the form of a reprimand for not following protocol.

Faculty participants perceive *communication breakdowns* occurring between faculty and administration. One-way communication from administration to faculty that occurs without dialogue is perceived as a derogatory approach to communication, with administrators playing the role of parent and faculty playing the role of child. Misinformation is sent, retracted, revised and resent, causing confusion, frustration and anger on the part of the faculty receiver. Faculty perceive this as a lack of planning, organization and thoughtfulness towards the faculty. The all-around frustrations with miscommunication contributes to emotional responses, which in-turn contributes to poor relationships between these stakeholder groups.

Personal interactions and dialogue between stakeholder groups is limited. The use of email is viewed as abundant, cold and ineffective. It often facilitates senders

communicating in an unprofessional manner, creating conflict among parties and diminishing collegiality. Participants who are not housed at Main Campus often feel disconnected to information sharing, since they do not have access to informal communication that occurs on that campus where top leaders are housed, many decisions are made, and news is generated. These participants encourage Main Campus leaders to become more visible to the college community at large. Participants are screaming for someone to *come talk to them* and to reach out for *a hand to hold on to*.

But participants are starting to *see more clearly now*, because communication is improving within the college culture. The new college president is helping to create more opportunities for employee interaction and enhanced communication, including the development of a mid-level management team and ad hoc project teams. Some faculty participants, but not all, are comfortable expressing their concerns and ideas for improvement directly to administrators. News releases are now being sent to all employees via email as they are distributed to external media outlets. Participants express hope and optimism for continued enhancement of communication within the culture. There is a diminished need for them to *untangle and unwind* messages, and they no longer *wish they knew what bluebirds sing what's true*, because they now are beginning to know. People are starting to listen to the collective cry or *Hello!*

Synthesis of the Voices and Their Songs

Introduction

Four structures emerged and are represented as theme songs to describe the organizational culture of Midwest Rural Community College: *Why Can't We Be Friends, Changes, Believe in Me, and Hello.* In this section, I will summarize the interpretation of

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each song and its sub-theme songs. I then present the textural structural synthesis (Moustakas, 1994) of these structures by applying them to the Competing Values Framework. This conceptual framework will help describe and communicate the meaning of the phenomenon. The phenomenon will be applied from both a *Now* and *Preferred* perspective, to illustrate how participants describe the current culture, and what they would like it to look like in the future. I conclude by describing the essence of their lived experiences.

Theme Song Structure Summaries

  Why Can't We Be Friends. Main and South Campuses employees have be feuding for a long time. Many participants believe that this stems back over 20 years ago when Main and South Campuses were individual colleges and State legislators decided that they should be merged. Main "took" many of South Campus's thriving programs and created its identity as the Main Campus of MRCC. South Campus was named a "Center," which has a marginalized meaning by the college's accreditation body (fewer programs and services offered within the community). There is a perception that Main Campus stole the heart and soul of this former college, which is best represented by the song *I Took Your Name.*

  A deep-seeded resentment lives on by South Campus employees, which has helped generate their *Rebel Yell.* These employees have a college-wide reputation for being uncooperative and unwilling to conform to college protocol. College-wide policies and procedures are typically initiated and controlled by employees at Main Campus, therefore, South Campus employees typically resist any initiatives for conformity and consistency generated by Main Campus. Main Campus employees resent the dissension

and have actually coined the term "Southfied" when the rebellious behavior occurs. The more Main Campus dictates, the more South Campus resists.

The recently-departed leader of the South Campus helped ensure the rebellion continued by marginalizing and oppressing South Campus employees, creating a subculture of fear. This *Witchy Woman* would ask employees to choose "sides" in the feud, thus ensuring the battle would carry on. Hurt feelings prevail within both campus cultures.

But there is hope. A new leader has been appointed to South Campus and new executive leaders housed at Main Campus want to end the feud, creating better relationships within South Campus and between Main and South. The "big heads" of Main Campus and the "hellraisers" of South Campus are starting to collaborate and get along with each other.   According to one participant, "All the walls are coming down, and we're starting to work on things."

Ch-Ch-Ch-Ch-Changes. Change abounds within Midwest Rural Community College, and lack of *Money* is driving some of these changes. Budget cuts and employee and position reductions in force have fueled fear and grieving within the college culture. Frustration exists among those employees who have survived the cuts as they absorb extra duties from those that are gone. This also helps mitigate survivor guilt. Uncertainty and insecurity are present as employees weather the budget storms, wondering "Am I next?" or "Can I do all that I am being asked to do?"

MRCC has recently experienced high turnover in executive leadership positions, leaving employees to wonder *Who Are You?* This adds to confusion and uncertainty within the college culture, especially since many participants had worked with a previous

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college president who led the college for over 30 years. Participants feel "unsettled," but fear did not emerge within this context. With the many changes in personnel, a yearning for getting to know one another emerged as a theme. Socialization of all employees, between all campuses, is desired within the college culture.

With leadership changes, questions emerged as to new directions that the college may take. These new directions may be strategic or process in scope. Employees recognize that new people bring new ideas to the college, and they are anxious to know *Where Are You Going?* Employees want common direction and guidance and want to know what to expect from leaders.

But employee anxiety due to uncertainty is not fueled by fear. Employees are voicing *We're Ready* and willing to know where we are going. They recognize change is coming and perceive a need for change. New faculty are being hired and bring fresh new ideas, energy, and enthusiasm for meeting student needs. New leaders have been hired, including a new president who seems to be more engaged with employees. Positive energy is starting to permeate the culture into becoming more progressive, responsive, and open to change.

Employees within various stakeholder groups and at all campuses feel the culture is shifting and the culture is *Getting Better*. College leadership is encouraging and facilitating more collaboration between stakeholder groups and campuses. People are becoming more "thoughtful" of others, embracing a more proactive than reactive approach to conducting business and thinking about how decisions may impact others within the college by engaging various stakeholder groups before making decisions. "Ad

hoc" teams are being formed to create transparency and inclusivity in decision-making. There is hope among employees that the culture is changing for the better.

Believe in Me. This structure emerged to describe the culture referencing both employees and the students in which they serve. Students often come to MRCC underprepared and in need of extra attention and support to reach their academic goals. Those participants who previously worked at a university spoke about how MRCC is focused on the student and *Teacher, Teacher*, as opposed to an emphasis on research. Faculty and staff take a caring and nurturing approach to supporting students.

Training and orientation opportunities for new employees are limited at MRCC. Participants often felt abandoned and *All By Myself* when first hired, with little direction, mentoring or clear expectations on what and how to be successful in their jobs. Several participants learned how to be successful by trial and error, making mistakes and being ridiculed by leaders. Faculty in particular expressed a reluctance to ask for help, because it shows vulnerability and acknowledges ignorance. With the recent reductions and changes in personnel, participants are handling a variety of extra duties and roles and often feel alone in learning how to do their jobs. Participants want more training and development of new and continuing employees.

Participants from all campuses do not believe that North and South Campus employees have been empowered to make decisions that impact those campuses. Main Campus has all the *Authority*, and North and South are frustrated when they are not empowered to manage operations at their campuses, especially in order to support students. They are given responsibility with little authority. Participants do not disagree with centralization of some operations at Main Campus, but decisions regarding

centralized activities do not have North and South Campus representation, and those employees from Main Campus who are making the decisions do not do a good job taking into consideration North and South Campus needs. Students must come first, and without more power and control based at North and South Campuses, those employees are limited as to how they best serve students in a timely fashion. North and South Campus employees want this culture to change.

A majority of participants perceive that faculty and administration are not living in the age of *Aquarius*, because harmony and understanding, sympathy and trust do not abound between these two stakeholder groups. Several participants who have served in both of these roles believe it is due, in part, to a lack of understanding of each of the roles. Faculty and administrators have very different roles and responsibilities, and this disconnect contributes to a lack of appreciation for each other. Faculty perceive that administrators have made several poor decisions that have negatively impacted faculty, and many faculty have not forgiven nor forgotten these past mistakes. Several faculty gave examples of how they have been treated disrespectfully by top college leaders, and it has been difficult to move past those hurt feelings. But participants have hope that the culture is changing, and people will begin to be kinder to each other.

Hello. All participants perceive communication challenges within the college culture. One of the biggest challenges is that participants struggle with knowing *What's Going On* and often learn about college news from the local radio stations. News spreads quickly within these rural communities, and participants would prefer to learn about college news from its own internal sources. Participants want more deliberate

communication to take place by college employees, because taking the time to keep people informed shows respect and thoughtfulness towards others.

Along with increased communication, participants want more clear communication, because they identified miscommunication as an issue with the college culture. Several examples of a *Communication Breakdown* were given when employees use a reactive and emotional mode to deliver messages; participants would prefer a more calm and rational approach to communicating, because emotions tend to cloud clear messaging. Faculty perceives a hierarchical approach to communication by administrators, using a demeaning and disrespectful manner when communicating, often assuming people are wrong instead of right. Ironically, I experienced this phenomenon by a support staff member when interviewing a participant. My perception was that we were being scolded for occupying a room that had been reserved for another purpose. And yet, we were told by a top college leader we could use that room. This was clearly a *Communication Breakdown*, and it was assumed we were wrong and not right. Participants also want more people to communicate directly and honestly with others, as opposed to taking a passive approach and leaking news, thoughts and feelings through the grapevine.

Participants want more opportunities to talk face-to-face with one another. They want more human interaction and informal communication. They want to reach out for a *Hand to Hold On To*. Email is overused and often can be misperceived, creating or adding to hurt feelings or even rebellion. Those not housed on Main Campus miss having the opportunities for informal communication that occurs on this campus. They feel they are at a disadvantage in having limited access to social interactions and access

to decision-makers. They would like more access to these people, whether they travel more to Main Campus or these decision-makers travel more to North and South Campuses. Participants want more social gatherings to build personal relationships with one another.

Communication is improving within the MRCC culture. Participants believe they *Can See (More) Clearly Now What is Going On* within the college. Top leaders and employees from all stakeholder groups are working on opening up lines of communication. This includes sharing news releases with college employees, ongoing communication about budget issues, creation of "ad hoc" teams to gather input for collaborative decision-making, and engaging mid-level managers in executive conversations and decision-making. Faculty feel administrators are more likely now to "sit down and listen" to innovative ideas for continuous improvement. Participants see improvements due to new college leadership, which includes a new college president, and they have hope that communication will continue to improvement.

Textural-Structural Synthesis Using the Competing Values Framework

As presented in the Literature Review, the Competing Values Framework describes organizational culture into four types: Clan, Adhocracy, Market and Hierarchy. This conceptual framework considers the level in which the organization culture values flexibility and discretion versus stability and control as well as internal focus and integration versus external focus and differentiation.

Flexibility and Discretion

Culture Type:	CLAN	**Culture Type:**	**ADHOCRACY**
Orientation:	COLLABORATIVE	**Orientation:**	CREATIVE
Leader Type:	Facilitator	**Leader Type:**	Innovator
	Mentor		Entrepreneur
	Team Builder		Visionary
Value Drivers:	Commitment	**Value Drivers:**	Innovative Outputs
	Communication		Transformation
	Development		Agility
Theory of Effectiveness:	Human development and participation produce effectiveness	**Theory of Effectiveness:**	Innovativeness, vision, and new resources produce effectiveness
Culture Type:	**HIERARCHY**	**Culture Type:**	**MARKET**
Orientation	CONTROLLING	**Orientation**	COMPETING
Leader Type:	Coordinator	**Leader Type:**	Hard Driver
	Monitor		Competitor
	Organizer		Produce
Value Drivers:	Efficiency	**Value Drivers:**	Market share
	Timeliness		Goal achievement
	Consistency and uniformity		Profitability
Theory of Effectiveness:	Control and efficiency with capable processes produce effectiveness.	**Theory of Effectiveness:**	Aggressively competing and customer focus produce effectiveness.

Internal Focus and Integration (left axis) — *External Focus and Differentiation* (right axis)

Stability and Control

Figure 5.1. The Competing Values of Leadership, Effectiveness, and Organizational Theory

The Four Culture Types. Participant voices describe a dichotomy of the dominant current culture type. On the one hand, they describe a family-oriented culture due to the fact that many family subcultures exist within the larger college culture. They often refer to their campus, stakeholder group or the department as a "family." Participants identify parent-child relationships (administration towards faculty, Main Campus towards North and South Campuses), a step-child (South Campus), and mothering roles that individuals take towards their employees and their students.

The Main Campus that houses top leaders often plays the role of the parent, organizing and making decisions for the larger family unit. The North and South

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Campuses feel treated like children, with the North Campus as the good child and the South Campus as the rebellious child. Main Campus does not recognize North and South Campuses as adults when they are not given respect, empowerment and trust to make their own decisions, thus they act out for parental attention at an adult level. Six of the ten participants referred to the college culture using a family analogy.

Clan Culture. Using the Competing Values Framework, participants describe a current dominant Clan culture type. According to Cameron and Quinn (2006), the Clan culture is summarized as follows:

> A very friendly place to work where people share a lot of themselves. It is like an extended family. The leaders, or head of the organization, are considered to be mentors and, maybe even, parent figures. The organization is held together by loyalty or tradition. Commitment is high. The organization emphasizes the long-term benefit of human resource development and attaches great importance to cohesion and morale. Success is defined in terms of sensitivity to customers and concern for people. The organization places a premium on teamwork, participation, and consensus.

Participants would prefer that the culture emphasize more Clan characteristics. While the current culture is described like a dysfunctional family, there is a family feud that is occurring between administrators and faculty and Main and South Campuses. The family is estranged from one another and relationships need to be built for people to come together to build cohesion and morale. More personal and social interactions need to take place between all college employees. Communication and human resource development within the college need to be emphasized. Participants would like subculture families to join together to become one, big, happy family.

The dichotomy exists in that participants also describe a dominant current culture type as one that focuses on power and control. Main and South Campuses have had a

battle over who has more. Faculty have felt that administrators have been micro-

managing and utilized a top-down mode of decision-making. Inclusivity of various

stakeholder groups has not been a priority; low-cost delivery and efficiency have been the

most important considerations in decision-making.

Hierarchy Culture. Using the Competing Values Framework, these

characteristics best describe a Hierarchy culture. Cameron and Quinn (2006) describe

this culture as follows:

> A very formalized and structured place to work. Procedures govern what people
> do. The leaders pride themselves on being good coordinators and organizers, who
> are efficiency-minded. Maintaining a smooth-running organization is most
> critical. Formal rules and policies hold the organization together. The long-term
> concern is on stability and performance with efficient, smooth operations.
> Success is defined in terms of dependable delivery, smooth scheduling, and low
> cost. The management of employees is concerned with secure employment and
> predictability.

Top administrative leaders are housed at Main Campus, and the majority of power and

control is coming from Main Campus. South Campus experienced its own issues with a

campus director who led with power and control. The evil step-mother (Witchy Woman)

was at the head of the table dictating what and how her dysfunctional family would

behave.

While most participants recognized that smooth-running operations are important

to the college, and several were asking for the culture to become more "settled," they

prefer people-orientation, not task-orientation, to be a key characteristic of the dominant

college culture. The participant comments to becoming more "settled" were made in

reference to top leaders being hired to fill vacancies and participants having a better

understanding of how these leaders may impact operations. Participants want less

centralization at Main Campus, less micromanagement of leaders and managers, and more trust and empowerment for campuses and their people.

Both Clan and Hierarchy cultures support internal focus and integration for organizational effectiveness (Cameron & Quinn, 2006), but they compete in that Clan focuses on flexibility and discretion and Hierarchy focuses on stability and control. Participants also would prefer the culture be more focused on flexibility to enhance student service and success. Several participants spoke of how they were supported in presenting new ideas to college leaders and how they would like to see more of these opportunities. If trust and empowerment among all stakeholder groups are more developed within the college, employees may be more willing to take risks and suggest and implement new ideas for continuous improvement.

Adhocracy Culture. Participants would prefer the college culture to become more of an Adhocracy culture type. Cameron and Quinn (2006) describe this culture as follows:

> A dynamic, entrepreneurial, and creative place to work. People stick their necks out and take risks. The leaders are considered to be innovators and risk takers. The glue that holds the organization together is commitment to experimentation and innovation. The emphasis is on being on the leading edge. The organization's long-term emphasis is on growth and acquiring new resources. Success means gaining unique and new products and services. Being a product or service leader is important. The organization encourages individual initiative and freedom.

North and South Campuses would like the freedom to serve their students as they best see fit; yet, they do not feel they can do so under the parental guidelines of Main Campus. Participants describe a core value of the MRCC culture as focusing on serving the needs of its students, both in and out of the classroom. The Adhocracy culture emphasizes external focus and differentiation for organizational effectiveness (Cameron & Quinn,

2006). North Campus employees specifically talked about having the ability to better meet the needs of their community. An Adhocracy culture type would support that as well.

Market Culture. Participants would like to de-emphasize any competitiveness that occurs between campuses and between stakeholder groups. This supports a reduction in Market culture characteristics. Cameron and Quinn (2006) describe a Market culture as follows:

> A results-oriented organization. The major concern is getting the job done. People are competitive and goal-oriented. The leaders are hard-drivers, producers, and competitors. They are tough and demanding. The glue that holds the organization together is an emphasis on winning. Reputation and success are common concerns. The long-term focus is on competitive actions and achievement of measurable goals and targets. Success is defined in terms of market share and penetration. Competitive pricing and market leadership are important. The organizational style is hard-driving competitiveness.

Several participants spoke of the importance of holding more people accountable for doing a good job and also talked about the importance of assessing student learning outcomes, which correlate with a Market culture. While these may be important goals, participants do not believe this should to be the dominant college culture type.

The Six Content Dimensions. Participants describe the dominant organizational characteristics as a combination of an extended family (Clan) and very controlled and structured (Hierarchy). This dichotomy represents strong subcultures within the college. Participants want the overall dominant college culture to become more personal, where people socialize with one another, know one another, and relationships are strong.

The current leadership is described as controlling and focused on coordination, low-cost leadership and efficiencies (Hierarchy). Success is determined by following rules and procedures and supporting smooth-running operations. Participants want

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leaders to focus more on mentoring and nurturing growth of their employees (Clan). They prefer people to become the most important aspect of the college culture, and by empowering employees, they can better serve students.

Participants describe current management as focusing on conformity and predictability of employees, and this is done by telling employees what to do (Hierarchy). Managers (administrators) micro-manage how employees do their jobs and use punishment to enforce conformity. Participants would like managers to engage employees more in planning, organizing and controlling work, which includes creation of more cross-functional teams to expand participation, enhance communication and build consensus (Clan).

The organizational glue that holds the college together, and is a common focus for all campuses, is a commitment to student success. Several participants compared this focus to that of a university that is more focused on research. The student focus is a hybrid of internal and external focus and, therefore, would best be described as both Clan and Adhocracy cultures. However, participants want more flexibility and discretion on how they serve students. This supports augmenting the Adhocracy cultures to better meet the needs of the external "customer."

Participants describe a current cultural strategic emphasis on creating efficient processes and systems and searching for cost-savings (Hierarchy). Participants would like effectiveness to become more of a strategic emphasis, focusing on development of trust, openness, and empowerment (Clan) as well as providing more opportunities for creative exploration of new ideas for continuous quality improvement (Adhocracy).

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The current criteria for success is best described as focusing on low-cost efficiencies (Hierarchy). Participants would like success to be focused on students (Adhocracy) through development of its employees (Clan). A concern for people needs to be the most important determination for success at Midwest Rural Community college.

Participants are ready for change. They shared examples of how the college culture is already changing to become more Clan- and Adhocracy-oriented. More teams are being formed to engage a variety of stakeholders and build consensus in decision-making. Participants want this momentum to continue.

Cultural Strength, Congruency, and Hope for Change.

Participant voices from all four stakeholder groups are singing loudly, strongly, and in harmony that the current culture has focused more on bureaucracy (Hierarchy) and should focus more on a concern for people (Clan). They believe that the college employs a lot of very good people and that employees should treat each other more kindly and respectfully. This requires more opportunities for people to interact, develop relationships and bond together. This also includes opportunities for employee training and development, empowerment and trust in employees. Participant voices are singing in unison that a concern for people (students and employees) is the glue that holds everyone together (Clan/Adhocracy).

There is a strong sentiment among participants that they are ready for change and optimistic for the future. This comes at a time when new college and campus leadership is taking place, including a new college president and a new South Campus Director. They have hope that the culture is changing, in that they are already seeing signs of change. This is due, in part, to new leaders that have been hired at all the campuses.

More conversations are happening between stakeholder groups and campuses employees. Cross-functional teams are being developed to increase inclusivity, openness, and transparency. Top administrators are supporting new ideas proposed by faculty and staff for continuous improvement. South Campus employees are being treated more kindly and respectfully by their new campus leader.

While strong Clan subcultures exist within the college, participants are seeing changes occurring to help create a strong and congruent core Clan culture within Midwest Rural Community College. Hope and optimism are growing within the culture, because giving employees flexibility and discretion to meet student needs is becoming "how things are around here" (Cameron & Quinn, 2006, p. 16).

Summary

While each of the quadrants in the Competing Values Framework represent competing values, all organizations have cultural phenomena that fit within each quadrant. The CVF is used to help identify the type, strength and congruence of an organization's culture (Cameron & Quinn, 2006).

According to participant voices, Midwest Rural Community College currently has strong Clan and Hierarchy culture types. Participants would like to see the culture change to become a stronger Clan culture and enhanced Adhocracy culture. The Hierarchy and Market cultures should be de-emphasized.

One participant summarized the culture change by asking for a "kinder, gentler place." The individual families need to come together as one, big, happy family by showing respect towards one another, caring for one another, talking with one another, and believing in one another.

Cultural change is progressing. While fear is an outcome of change, particularly

changes that occur due to financial challenges, participants are mostly optimistic about

changes that are occurring. New leaders have been hired and their styles seem to be more

collaborative and inclusive. Participants support these cultural changes.

<center>**The Essence: Hope for *Getting Together***</center>

***Get Together*, by The Youngbloods (1971)**

> *C'mon people now,*
>
> *Smile on your brother,*
>
> *Ev'rbody get together,*
>
> *Try and love one another right now.*

As I listened to all participant voices and the songs they have sung, this song

emerged as the essence of my study encapsulated with optimism for the future.

Therefore, I summarized the essence by adding ***hope*** to the song, ***Get Together***, by the

Youngbloods. It represents how ten participants describe their lived experience of the

organizational culture at Midwest Rural Community College.

These lyrics are an important part of the describing the essence. The first stanza

is a cry out to the college at large*: C'mon people now*. The essence of this study is about

people. It's about a college culture that has not focused on people, but more on tasks and

operations. This stanza is both a cry out to the people of MRCC to get their attention and

also a cry out for people to become the priority of the college culture.

The next stanza, *Smile on your brother*, sings to the need for people to be happy

and kind towards each other within the college culture. Participants would like for more

people to be "more thoughtful" of the feelings and perceptions of others. They want

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more time and opportunity for socialization, personal interactions, and development of

relationships and collegiality. People need to feel more supported in their roles, and

building relationships by smiling on each other as an important step towards building

rapport and support for one another.

The third stanza, *Ev'rybody get together*, continues to describe how participants

want to collaborate and communicate more with each other. They want more

opportunities to physically get together in a face-to-face environment, relying less on

electronic communication. Participants recognize the challenge involved with gathering

people together from different campuses, but they think it is an important priority for the

college, to help build and sustain collegiality and positive relationships. Knowing each

other contributes to a strong, positive college culture.

The last stanza, *Try and love one another right now*, is a call for urgency and

action towards caring for one another. Participants believe that the college culture should

truly care about its employees and the students in which it serves. Right now, people

need to respect one another, trust one another, love one another.

Hope is added because of the optimism that was shared by participants. They are

willing to embrace change, because they truly want the culture to change. They hope

employees and subcultures of stakeholder groups and campuses can join together, to

develop a complete college culture of caring.

Conclusion

Hope for Getting Together, as the essence of this study, represents how

perceptions converge to describe the lived experiences of participants. Using the

Competing Values Framework, *Hope for Getting Together* means moving from a current

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Clan/Hierarchy culture mix to a preferred Clan/Adhocracy culture mix. Power, control

and conformity need to be de-emphasized. Investment in the college's human resources

should be a primary focus for cultural change, including creating and sustaining positive

employee relationships. The core culture should integrate subcultures to create one

culture that focuses on being kinder and more thoughtful towards one another and

empowering employees to allow for more flexibility and discretion in how they

accomplish their work.

VI – ANALYSIS AND DISCUSSION

THE FINAL PERFORMANCE

Introduction

The purpose of this study was to describe current and preferred perceptions of organizational culture within a multi-campus community college district using a concurrent, mixed-methods design to data gathering and convergence.

Research Questions Four and Five

This chapter brings data results together to answer Research question four, "How do the quantitative and qualitative data converge and inform on another to describe perceptions of current and preferred culture?" Research question five, "What recommendations can be made to improve the organizational culture at Midwest Rural Community College?" will be answered in the Recommendations/Encore section. The theme of *methods in concert* will continue by bringing together the instrumental group of the survey data and the vocal group of the participant interview data for this final performance. Song titles will be used to structure the discussion, conclusions and recommendations of the study.

Discussion

According to Cameron and Quinn (2006), the first steps in initiating organizational culture change is to reach consensus on the current and preferred culture, determine what changes may or may not be needed, and identify illustrative stories to characterize these culture shifts. "The absence of large discrepancies does not mean that important changes are not needed" (p. 92). "Behavioral principles that are to characterize the new organizational culture are usually more clearly communicated through stories" (p. 93). Each of these steps will be discussed by analyzing current and preferred culture

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type, the strength of each type, and comparison of type through analysis of differences and congruency. Further discussion takes place addressing subcultures within an overall culture, organizational effectiveness within higher education, and how leadership impacts culture.

Current and Preferred Culture Types

Clan Culture - *We Are Family,* **by Sister Sledge (1979).**

We are family,

I got all my sisters with me,

We are family,

Get up ev'rybody and sing.

Ev'ryone can see we're together,

As we walk on by,

(FLY!) and we fly just like birds of a feather,

I won't tell no lie.

(ALL!) all of the people around us they say,

Can they be that close,

Just let me state for the record,

We're giving love in a family dose.

I chose these lyrics to describe how employees would prefer to work more closely together as a functional family unit. The song describes family members who are so close that their cohesion and love for one another is visible to others. A family this tight is caring, kind, supportive, and in unison.

Survey data indicate that Midwest Rural Community College employees describe their overall current dominant culture as Clan. Many of the other dimensions and college groups describe a current dominant Clan culture as well. Participant interviews also describe a current Clan culture.

Both survey and participant interview data indicate that employees want the culture to expand Clan characteristics. Table 6.1 summarizes the quantitative results from the OCAI for current and preferred culture types using the Competing Values Framework. Data highlighted in red represent the dominant culture type.

The Clan culture is also referred to as the Collaborate Quadrant, and the mantra could be described as 'human development, human empowerment, human commitment'" (Cameron, Quinn, DeGraff, & Thakor, 2006). Within this culture, the college is a personal place, it is like an extended family, and people tend to share a lot about themselves (Cameron & Quinn, 2006). Many of the interview participants have grown up in the town where each MRCC campus resides, so it is much like home to them. The people with whom they work are viewed like family members. Lauren described her first impression of the college as "our college," with a very community-supported feeling.

Priscilla spoke about stories of how in the late 1960s, faculty and their families socialized together, and relationships were strong. Today, people do not take the time to get to know one another, and she asked the hypothetical question of the college, "How do we get back to 1968?" One suggestion from John on how to enhance the college culture was for the college to organize more employee events, such as a college picnic or potluck that includes family members, which brings people closer by getting to know each other in a social setting and on a personal level.

Table 6.1

OCAI Survey Scores and Dominant Culture Type

	Clan		Adhocracy		Market		Hierarchy	
	Now	Preferred	Now	Preferred	Now	Preferred	Now	Preferred
Overall College	32	36*	16	23*	19	17*	31	24*
Organizational Characteristics	43	36*	18	25*	17	18	22	20
Leadership	28	34*	19	23*	24	15*	29	29
Management	32	37*	16	22*	19	16	32	25*
Organizational Glue	34	38	19	23*	17	17	29	22*
Strategic Emphasis	25	35*	20	24*	20	16*	35	25*
Criteria for Success	30	37*	16	20*	19	17	35	25*
Main Campus	33	37*	18	23*	18	16*	31	24*
Other Campus	29	33*	16	23*	25	17*	29	27
Administrator	34	40*	17	25*	21	15*	29	20*
Professional	29	31	17	24*	21	18	33	28*
Faculty	32	39*	20	22*	16	15	32	24*
Support	35	35	19	22*	20	18	26	26

*Denotes a significant difference at .05.

Leaders within the Clan culture are generally considered to be mentors, facilitators, and coaches (Cameron & Quinn, 2006). Leaders may also be characterized as parents (Smart & Hamm, 1993). Calista described several individuals within the college who have a "patriarchic" leadership and communication style. Both Lauren and

Dorothy described themselves as motherly figures towards students. Clan leaders value shared goals and objectives within the organization and fostering collaboration among stakeholders. According to Cameron, Quinn, DeGraff, and Thakor (2006),

> They produce working environments that are free of conflict and tension, and organization members tend to be more loyal to the organization and to the team than in organizations emphasizing other quadrants. Helping individuals develop needed skills, ensuring a fit between job requirements and skills, and fostering life balance all are key objectives (p. 39).

Management in the Clan culture focuses on teamwork, consensus, and participation among employees (Cameron & Quinn, 2006). Cross-functional work groups and decentralized decision-making are utilized within this culture (Cameron, Quinn, DeGraff & Thakor, 2006). Consensus is used to make decisions (Smart, Kuh, & Tierney, 1997). Calista spoke of a lack of shared governance within the college, and how "it feels like a lot of decisions get made that are still very much a top-down kind of thing." She believes that participation in decision-making needs expansion, because "shared governance is more in word rather than in deed." According to Cameron and Tschirhart (1992),

> Managers and administrators must consciously resist the inertia that drives decision making upward and inward. The inclusion of participants both vertically in the institution's Hierarchy (for example, administrators and students) and horizontally (for example, representatives from multiple units) in decision making can help alleviate negative environmental effects (p. 102).

The organizational glue that holds the Clan culture together is loyalty, mutual trust, and commitment to the college (Cameron & Quinn, 2006). Commitment to students is part of the organizational glue of Midwest Rural Community College, but trust to serve those students well is not given to North and South Campus employees. Elenor spoke of her frustration of not having the authority to respond to student needs in a timely fashion. "We all have to be student-centered, or none of us are going to have a job."

The strategic emphasis of a Clan culture focuses on human development, high trust, openness and participation (Cameron & Quinn, 2006). "Interpersonal skills and competent human interaction are crucial prerequisites to value creation in this quadrant, so leadership strategies emphasize the development of effective relationships" (Cameron, Quinn, DeGraff, & Thakor, 2006, p. 38). Candice suggests that everyone in the college take *internal* customer service classes so that employees start treating each other the way they would like to be treated. Cameron and Tschirhart (1992) state that taking a customer service approach to both internal and external constituents, such as employees and students, enhances participation and information sharing.

Criteria for success in Clan cultures focus on development of human resources, teamwork, employee commitment, and concern for people (Cameron & Quinn, 2006). "Human and social capital take priority over financial capital, because they are assumed to produce financial capital. Organizations succeed because they hire, develop and retain their human resource base" (Cameron, Quinn, DeGraff, Thakor, 2006, p. 38). Interview participants spoke of the need for employee orientation, training, and development. Lauren shared an example of how when she first started her job as a faculty, she "didn't know what I didn't even know to ask. I didn't have anyone guiding me." In Clan cultures, commitment is high, emphasis is placed on the long-term benefits of employee development, and success is defined in terms of high employee morale.

Developing effective relationships through human interactions helps strengthen the Clan culture (Cameron, Quinn, DeGraff, Thakor, 2006). The need for better communication was a structural theme that emerged from participant interviews. Marsha believes that trust can be enhanced with more communication between the faculty and

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administrator stakeholder groups. "Communication has always been a problem," whether

it is a lack of response to emails (by both faculty and administrators) or a lack of

visibility of leaders (faculty want to see leaders walking around, saying "Hello."). Strong

internal orientation of Clan cultures and their emphasis on internal relations, contributes

to higher levels of morale and the reduction of conflicts and friction among faculty and

professional staff members," (Smart & Hamm, 1993, p. 104).

The Clan culture is congruent with the image of a college, emphasizing

participative governance (Smart & St. John, 1996). "The academic community has

historically espoused the value of the freedom of the individual over the value of

systematic control," (p. 224).

A Clan culture provides the most value for a college when stability must be

maintained during times of uncertainty (Cameron & Quinn, 2006). As we learned from

participant interviews in the *Money* section, MRCC is currently experiencing uncertainty

with its finances and external environmental factors that are beyond its control.

"Forming effective and long-lasting partnerships across organizational boundaries—

inside and outside the organization—is often a requirement for long-term success, and

competency in the [Clan culture] is the pathway to achieve those ends" (Cameron, Quinn,

DeGraff, Thakor, 2006, p. 38).

Midwest Rural Community College employees want to be a close-knit family.

They want to know and support one another. They want to enhance their working

relationships. They want the organization to care about them and become, like Calista

phrased it, "a kinder, gentler, place." They want everybody to get up and sing, "We are

family!"

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Adhocracy Culture – *I've Got the Power*, by Snap (1991).

This song represents the Adhocracy culture in its title and first verse, "I've got the power." It refers to employees being trusted and empowered to be innovative and responsive to its customers, in this case students and its communities at Midwest Rural Community College.

Survey data indicate that there is a significant difference between what employees perceive as a current and preferred Adhocracy culture type. Participant interviews also indicate a desire to become more of an Adhocracy culture.

"The mantra of this culture could be 'Create, innovate, and envision the future,'" (Cameron, Quinn, DeGraff, Thakor, 2006, p. 36). Organizational characteristics of an Adhocracy culture demonstrate a dynamic and entrepreneurial work environment where people are willing to take risks. Leaders are entrepreneurs and encourage innovation and creativity from employees. Management gives discretion to employees and empowers them to make unique and autonomous decisions. Attempting cutting edge approaches and concepts, exploring creative ideas, and taking risks are the organizational glue. Acquiring new resources and prospecting for new opportunities is a strategic emphasis in this culture. Success is defined by being unique or a new product leader in the marketplace (Cameron & Quinn, 2006).

Adhocracy cultures focus on empowering employees and giving them tools to be responsive to their external environments and customers. They emphasize growth, innovation, and adaptability. They are more proactive in meeting the needs of their customers (Smart & Hamm, 1993). Adhocracy cultures focus more on long-term outcomes and achievement-oriented activities (Smart & St. John, 1996).

The Adhocracy culture is on the opposite side of the Hierarchy culture in the Competing Values Framework. This supports what participants were saying about how employees are feeling micro-managed and yearn to have more autonomy and empowerment to make decisions to respond to student needs, especially employees from North and South Campuses. However, this is true for stakeholder groups as well, especially administrators. Aaron spoke about his frustration with having responsibility but no authority in his role as an administrator. This is a culture that embraces and encourages change, and while some employees embrace and encourage change in the workplace, like Dorothy, she also recognizes that some are very resistant to change. College employees need to become more comfortable with change in order to move more towards an Adhocracy culture. Leaders need to be more comfortable in letting go of certain decisions and giving employees resources (including power) to create innovative ways of doing business.

Employees want and need "the power" to meet the needs of their students. Therefore, the organizational culture at Midwest Rural Community College needs to become more comfortable with flexibility and adaptability in the way it does business in order to develop more of an Adhocracy culture.

Market Culture – *Winning*, by Santana (1981).

I'm winning,

And I don't intend on losing again.

This song appropriately represents a Market culture, because winning is emphasized in this culture. But this is not what MRCC employees want for its overall

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culture. Survey data indicate that in all but one category, MRCC employees would prefer a reduction in Market culture. Interview participants agree.

The Market culture, also known as the Compete culture, can be characterized with the mantra of "'compete hard, move fast, and play to win'" (Cameron, Quinn, DeGraff, Thakor, 2006, p. 34). Dominant characteristics of the Market culture focus on results. People are competitive, achievement- and task-oriented. Leadership is no-nonsense and aggressive; management is hard-driving, high demanding and competitive. Competence is often rewarded. The organizational glue is goal and achievement accomplishment. The strategic emphasis is on winning and hitting stretch targets. The criteria for success is beating the competition, often being first to market on new products and services (Cameron & Quinn, 2006).

According to participant interview data, Midwest Rural Community College has been experiencing internal competition among its campuses, which is contributing to poor relationships. Survey data support this in that the OCAI score for Other Campus employees indicates a strong perception of a Market culture, more than any other group. This could be because there are still hurt feelings from years ago when South Campus programs were moved to Main Campus. Dorothy perceives that "South was suspicious, probably still is suspicious of us [Main Campus]." Employees want less competition (and rebellion) and more cooperation and collaboration so that trust can be built among its campuses.

Hierarchy Culture – *Don't Fence Me In*, by Roy Rogers (1945).

I want to ride to the ridge where the west commences,

And gaze at the moon till I lose my senses,

And I can't look at hobbles and I can't stand fences,

Don't fence me in.

This old, country song deviates from the other music genres used in this study, but it is the song that came to my mind to describe the Hierarchy culture. Both survey and participant interview data also describe a current dominant Hierarchy culture. "It is highly unlikely that any college will reflect only one culture" (Smart & Hamm, 1993, p. 100). Employees would like to reduce the characteristics of a Hierarchy culture and no longer wish to be so *fenced in.* "The mantra for this culture could be 'better, cheaper, and surer'" (Cameron, Quinn, DeGraff, & Thakor, 2006, p. 32).

Hierarchy cultures focus on order, uniformity, and bureaucracy. They react to the external environment by enforcing rules and regulations. Policies and procedures govern what and how people do their jobs. The leader is considered to be an efficiency-minded organizer with a focus on stability and control. Management is concerned that employees follow organizational guidelines to ensure smooth-running operations. The strategic emphasis focuses on operational efficiency and low-cost leadership. Success is ensured by minimizing risk-taking and emphasizing predictability and sustainability (Cameron & Quinn, 2006).

The Hierarchy culture tends to be very conservative, always looking for cost-cutting measures and improving efficiency (Cameron, Quinn, DeGraff, Thakor, 2006). And while employees recognize that this is important to do for the sustainability of the college, they do not want it to be the dominant culture. Marsha discussed the need for balancing cost savings while ensuring quality within college operations. "There's not a

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lot of money, so how much can we get by with? I just don't think sometimes we think about the quality we want to put out."

By moving away from a Hierarchy culture and more towards a Clan and Adhocracy culture, employees are more empowered to make decisions and respond to both internal and external environments. This is not to say that policies and procedures are not important to the college. Accountability for state- and community-funded organizations is critical for sustainability, but employees want policies and procedures to be more clearly outlined and specific roles and responsibilities of employees in relation to following those processes. Priscilla talked about how processes are cumbersome and difficult to navigate within the college. "There are so many steps involved in what you're doing [business processes], stuff gets lost, stuff gets delayed." Turnover within the organization has created confusion, and how work gets done slows down. Hierarchy cultures often require lots of checks and balances and sign-offs on paperwork, which bogs down processes.

Cultural Strength

The number of points awarded to a culture type on the OCAI is how cultural strength is determined. The higher the score, the stronger the culture type (Cameron & Quinn, 2006). "Research has revealed that strong cultures are associated with homogeneity of effort, clear focus, and higher performance in environments where unity and common vision are required, (p. 72).

Reviewing the survey data for the overall college, the current Clan and Hierarchy cultures prove to be the strongest, with scores of 32 and 31, respectively. Employees clearly prefer a strong Clan culture, with a score of 36, with Hierarchy being reduced to

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24. Adhocracy is close in preferred strength to that of Hierarchy, with a preferred score of 23, (Table 6.1). These results are supported by participant interview data as well, as a number of participants spoke about a current family-oriented culture, coupled with micro-management, lack of empowerment, and conflict among employees. Many participants spoke of improving the culture by focusing more on a concern for people (Clan), specifically students and employees.

Within the six content dimensions, employees perceive a strong current Clan culture in most categories, with the exception of Leadership and Management of Employees. In these categories, the current strength of Clan and Hierarchy cultures are virtually similar. This is supported by participant interview data, specifically from Marsha and Calista's description of a lack of shared governance within the college. They perceive a top-down administration that dictates policies and procedures to faculty without faculty participation. All six content dimension scores indicate a preferred Clan culture. Participant interview data support a preferred Clan culture with focused efforts to improve empowerment, participation, and enhanced communication within the college culture.

Main Campus employees perceive a current strong Clan culture, with a score of 33. However, a strong Hierarchy culture is also perceived, with a score of 31. Other Campus employees perceive strong Clan and Hierarchy cultures as well, with a tie score of 29. Participant interview data can help explain this by citing examples of how administration is very focused on scarcity of financial resources, due to state budget cuts and declining enrollments. All campus employees prefer a strong Clan culture.

Administrator and Support stakeholder groups perceive a strong current Clan culture. This is supported by participant interview data from administrators, as examples were given where their input had been heard and listened to by top leaders. However, the participant interview data collected from support staff did not indicate a strong Clan culture. On the contrary, there was a perception by participant support staff that the strongest culture was Hierarchy. These were some of the individuals who expressed frustration with a lack of empowerment and the need for more internal customer service. The Professional stakeholder group perceives a strong Hierarchy culture; Eric, a Professional interview participant, spoke of a need for more clear direction to be given to him in his role; however, this did not translate for a need for more micro-management, just more overall direction and guidance. The Faculty stakeholder group perceives both a strong Clan and Hierarchy culture. This mix of two strong cultures can be explained by faculty perceptions of a Clan subculture within its own stakeholder group and a Hierarchy subculture characterizing the divide between administration and faculty.

No ideal cultural strength exists for an organization. "Each organization must determine for itself the degree of cultural strength required to be successful in its environment" (Cameron & Quinn, 2006). However, according to Dennison (1990), a strong culture positively relates to organizational excellence. "Beliefs and values central to an organization must be closely aligned with actual policies and practices if the management system is to obtain a high degree of integration and coordination" (p. 10). Therefore, if Midwest Rural Community College prefers a Clan culture, then its policies and practices should facilitate participation, communication, information-sharing, empowerment of employees for decision-making, and cross-functional teaming.

Institutional practices need to support the espoused values, beliefs and norms of the college.

Cultural Differences and Congruence

It is important to consider the differences between the Now and Preferred OCAI scores for all dimensions. According to Cameron and Quinn (2006), the widest gaps are good indicators for a need for cultural change. "Discrepancy data may be the most powerful of all the data provided by your culture profile if your agenda is to initiate change," (p. 72).

Cultural congruence is when various aspects of the culture are in alignment or agreement. An incongruent culture has difference shapes when plotted on the figure. Research has found that high-performing organizations have congruent cultures (Cameron & Quinn, 2006). Much like differences in current and preferred culture perceptions, incongruent cultures can indicate a need for cultural change. "Temporary incongruence may be functional in that it can highlight aspects of the organization that are uncomfortable, or it can uncover previously acknowledged aspects of culture that are dysfunctional," (p. 74).

Discrepancies of more than 10 points can indicate a strong need for culture change. It is important to consider what needs to change in order to close this gap (Cameron & Quinn, 2006).

Overall College. The largest discrepancies for the Overall College scores were within the Adhocracy and Hierarchy cultures. Each had a difference of seven points, with a preferred increase in Adhocracy and preferred decrease in Hierarchy. These differences are easy to see in Figure 4.2. Therefore, employees are asking that the culture

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emphasize more of an external focus with flexibility and discretion in accomplishing their jobs and less of an internal, controlled culture with a focus on following rules. The inductive approach to coding and interpreting participant interview data correlates to determining congruence within the data set. Interview participants agree with increasing Adhocracy and decreasing Hierarchy culture type.

Six Content Dimensions. Significant differences exist between current and preferred cultures within each of the six content dimensions. Figure 4.3 presents visual representation of these gaps.

While there are consistent results that a Clan culture is preferred in every dimension, the Organizational Characteristics dimension experienced a decrease of seven points between current and preferred Clan culture, and Adhocracy experienced an increase of seven points. This can be interpreted as employees wanted to maintain the focus on flexibility and discretion in the organizational characteristics of culture, but focusing more on the external rather than internal environment.

The Leadership dimension saw an increase of six points from current and preferred Clan culture, but the most interesting results indicate zero change in the Hierarchy culture. This means that employees would like the college to continue to focus on coordination, organization, and smooth-running operations. These results can help be explained by the qualitative data. Priscilla spoke of the need for more clearly defined systems and processes, and Eric, Aaron, and Elenor spoke of role confusion within the college. Lauren spoke of the need for more accountability of employees. All of these outcomes are part of the role of leadership. According to Cameron and Quinn (2006), Hierarchy cultures can help create logical structure and accountability within an

organization. Another consideration is that MRCC has experienced recent turnover within its president, vice president and dean positions. Dorothy spoke of the need for people in these positions to get hired and "settled" in their roles. A Hierarchy culture has an internal focus on stability and control. This, too, can help explain why employees want no change in the leadership dimension of culture.

Within the leadership dimension, there was also a nine-point decrease in the current and preferred Market culture. This can be explained by participant perceptions surrounding the focus leadership has been placing on the reduction of external resources. Marsha recognizes the need for financial sustainability but does not believe that should be the main focus. According to Cameron and Quinn (2006), reducing a Market culture can mean reducing a focus on financial indicators and "driving for numbers at all costs," (p. 89).

Within the Management of Employees dimension, the widest gap is a decrease of seven points between the current and preferred Hierarchy culture. This means that employees want the college to be less characterized by "security of employment, conformity, predictability, and stability of relationships," (Cameron & Quinn, 2006, p. 27). This also means employees want elimination of micromanagement, lack of control and decision-making, and reduction in paperwork. Lauren, Calista, Aaron, Elenor and Candice all spoke of the need for employee empowerment. Priscilla spoke extensively about how difficult the navigation of paperwork is within the college.

Within the Organizational Glue dimension, there, too, was a seven point reduction of current and preferred Hierarchy culture scores. Therefore, employees do not want the college to be held together as a culture by formal rules and policies. They recognize that

it is important the college and for leadership to help organize and communicate processes, but this is not what should be the foundation for keeping the culture connected. Focusing on people and possibilities (Clan and Adhocracy) should be the most important features of the organization's glue. All interview participants support this change.

The Strategic Emphasis dimension experienced the two widest gaps between current and preferred culture within the Clan and Hierarchy types. Both experienced exactly a ten-point change between the two, with Clan going from 25 to 35 points , and Hierarchy going from 35 to 25 points. Therefore, employees think MRCC should strategically focus on its internal human resources, and less on its internal processes and procedures. Creating higher levels of trust and building internal relationships must become part of the college's strategic plan. A "more caring climate" must be developed (Cameron & Quinn, 2006, p. 108). Priscilla, Marsha, John, Dorothy, Calista, and Candice all talked about the importance of this strategy, and agreed to work towards creating such a culture.

The Criteria for Success dimension also experienced similar changes in current and preferred Clan and Hierarchy cultures, with a seven point increase in Clan and a 10 point decrease in Hierarchy. They do not believe *efficiency* should be the how the college measures success, they believe organizational *effectiveness* should be. More empowerment, participation, and teaming should be encouraged and acknowledged within the college culture. Training people and developing supportive and cohesive relationships among its employees and campuses will help the college be more successful. All ten participants believe these factors will help the college improve success and are willing to commit themselves to these culture changes.

Main and Other Campus. Significant difference results occur within all current and preferred culture types except one for Main and Other Campus categories. Figure 4.4 in Chapter Four helps visualize these differences and congruencies.

The largest difference within the Main Campus culture type is a seven-point reduction between the current and preferred Hierarchy culture. Main Campus employees want less bureaucracy and more empowerment of employees (preferred Clan culture). The largest gaps for Other Campus employees is within the Adhocracy (seven points) and Market (eight points) cultures. Employees at other campuses would prefer to have more creativity and encouragement to pursue innovative solutions, respond to their external environments (students and communities), and become more visionary in its approach to meeting its customer needs (Cameron & Quinn, 2006). Reducing the Market culture would help Other Campus employees to become more energized, less competitive, and focused on winning. According to Cameron and Quinn, reducing a Market culture creates a less punishing environment (p. 108).

Qualitative data support these quantitative data. Many examples have already been given to support an increased Clan and decreased Hierarchy culture for all employees. However, the difference in Market culture for Other Campus employees is supported by participant comments addressing the competitive relationship between Main and Other Campuses, especially South Campus. As I have shown, a long-standing dispute has existed between Main and South Campuses, and employees are growing weary of this feud. They don't want to compete, they want to collaborate. Priscilla, Eric, John, Dorothy, Lauren, Calista, Elenor and Candice all spoke specifically to this end. Elenor and Candice spoke specifically of how they were scolded for not following Main

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Campus rules, hence a feeling of punishment. Other Campus employees do not want to buck the system for the sake of rebellion, they simply want to be included and empowered in decision-making, supporting the desire to change to more Clan and Adhocracy cultures.

Stakeholder Groups. Significant differences between current and preferred culture type also exist within the stakeholder group survey results. Figures 4.5 and 4.6 plot the results to help visualize these differences. However, while significant differences exist between current and preferred culture, it is interesting to see the congruency of results depicted in Figures 4.5 and 4.6. For the most part, stakeholder group perceptions within current and preferred culture type are closely aligned.

Within the Administrator stakeholder group, there was an eight-point increase in the current and preferred Adhocracy culture, and a nine-point decrease within the Hierarchy culture. Therefore, Administrators want more flexibility and control in decision-making with more focus on the external environment. They want less focus on policies, procedures, and internal control measures. Aaron spoke of this in regard to the frustration that Other Campus administrators have responsibility with little authority.

The Professional stakeholder group experienced the largest gap between current and preferred culture within the Adhocracy culture type (seven points). They, too, would like the ability to experiment with new methods for meeting the needs of its customers and "tolerance for first-time mistakes," (Cameron & Quinn, 2006, p. 108). According to Eric, an Adhocracy culture is emerging. "There is a lot of sense of ad hoc teaming going on, and as long as you go with the flow with that, you can have more say."

The Faculty stakeholder group experienced the largest gaps between current and preferred Clan and Hierarchy cultures, seven points and eight points, respectively. Faculty want greater trust among employees, especially between faculty and administration. They want more empowerment, participation, and voice in decision-making, and less top-down directives and micro-management. These results are supported by data from Marsha, Lauren, and Calista. But it is important to note that out of all stakeholder groups, Administrators had the highest preferred score in the Clan culture, with 40 points. Faculty and Administrators both want the culture to change in these ways.

The Support stakeholder group experienced the least amount of change between current and preferred cultures, with zero change in both the Clan and Hierarchy cultures. They only experienced a change of two points between current and preferred Adhocracy and Market cultures, increasing Adhocracy and decreasing Market. This is inconsistent with what Candice shared in her participant interviews and her strong desire for improved interpersonal relationships and collaboration across campuses.

Statistical tests were run to see if there were significant differences between the stakeholder groups. While there were several significant differences realized, especially among the Administrator, Professional and Support groups, the plotted scores on Figures 4.5 and 4.6 show that for the most part, perceptions are congruent. What is also important to note is how while participants indicated a conflict between administrators and faculty, survey data indicate that those two groups have more common perceptions of culture than different.

Subcultures. Organizations, including colleges, may have many different subcultures based on different work units, including campuses and stakeholder groups. According to Schein (1992), discrete subunits emerge as an organization grows.

> With time, any social unit will produce subunits that wil produce subcultures as a normal process of evolution. Some of these subcultures will typically be in conflict with each other, as is often the case with higher management and unionized labor groups. (p. 15)

Faculty members may perceive a strong current Clan culture, as participant interview data indicate a strong Clan subculture within the Faculty stakeholder group. Marsha refers to her division as "a family." "We're respectful of each other, we will back each other if we can, but I don't think you go up above, and we don't get that same coming down." According to Van Maanen and Barley, (1985), a college can be host to many subcultures.

Sometimes a sub-Adhocracy culture exists within an organization that has a dominant culture of a different type (Cameron & Quinn, 2006). In community colleges this can be the case for the workforce development arm of the college. This subunit is responsible for responding quickly to the needs of business and industry and often provide customized services to clients. This requires this subunit to be flexible and adaptable to the needs of its external customers. So an Adhocracy subculture works well for this subunit.

Culture clashes can exist within the community college due to the abundance of subcultures. For instance, Fiscal Services may have a Hierarchy subculture, where Instruction may have a Clan subculture, while Student Services may have a hybrid subculture between Clan and Hierarchy, and Workforce Development has an Adhocracy culture.

This study did not analyze perceptions of subcultures, but it is important to recognize that they exist. However, in spite of conflict and culture clashes, organizations, including community colleges, have common assumptions that come into play, "when a crisis occurs or when a common enemy is found" (Schein, 1992, p. 15). This crisis event is often related to budget cuts, which is what MRCC was experiencing at the time of this study.

Culture and Organizational Effectiveness

The Competing Values Framework was developed from previous research on organizational effectiveness (Campbell, 1974; Quinn & Rohrbaugh, 1983). The effectiveness of a college or university is determined by how it responds to internal and external pressures and forces in fulfilling its educational mission (Smart, Kuh, & Tierney, 1997). The criteria for effectiveness most highly valued within a Clan culture includes high levels of employee morale and satisfaction, human resource development, teamwork, and collegiality. The operational theory that dominates this culture type is that involvement and participation of employees fosters empowerment and commitment.

According to Smart and Hamm (1993), "Two-year colleges with a dominant Clan culture are more effective in terms of smooth functioning of their internal processes and operations, (p. 104). This is mentioned as something important to Priscilla. Smart and Hamm believe that the best culture for a two-year institution is a matter of choice. If a community college wants to improve external relationships and responsiveness, such as being more proactive in meeting the needs of its community, an Adhocracy culture can help reach that goal. Institutions with more internal relationship issues, such as MRCC, should focus on developing a Clan culture.

Smart and St. John (1996) conducted a study of 334 universities to better understand organizational culture type and effectiveness. The most prevalent culture type in higher education is the Clan culture (210 of 332). "Clans are not only the most frequent culture type, but also are perceived to be the most effective," (p. 234).

Participative decision making is more effective than autocratic decision making, primarily due to the need for multiple sources of information and perspectives (Cameron & Tschirhart, 1992). Expanding opportunities for inclusion in decision-making was a theme found in Marsha, Calista, Aaron, and Elenor's interviews. This would help with expanding empowerment and improving morale. "The inclusion of participants both vertically in the institution's hierarchy (for example, administrators and students) and horizontally (for example, representatives from multiple units) in decision making can help alleviate negative environmental effects" (p. 102).

The criteria for effectiveness within an Adhocracy culture includes creativity in problem-solving, leading edge innovations, and growth in new markets (Cameron & Quinn, 2006). Midwest Rural Community College employees want the culture to focus on these criterion for organizational effectiveness. "Adhocracies are more adaptive to the needs of the marketplace," (Smart, Kuh, & Tierney, 1997, p. 272).

Numerous and consistent research findings have shown that a dominant Clan and Adhocracy culture within two- and four-year colleges and universities are the most effective, with Market a second tier, and those with a dominant Hierarchy culture as least effective (Cameron & Ettington, 1988; Cameron & Freeman, 1991; Smart & Hamm, 1993b; Smart et al., 1997; Smart and St. John, 1996). When organizations experience uncertainty or conditions that may seem threatening, their tendency is to become

inflexible, resistant, centralized and controlling, much like the Hierarchy culture. This

can lead to a lack of long-term planning, short-sightedness and crisis modis operandi

(Cameron & Tschirhart, 1992). "Organizational performance is likely to suffer," (p. 88).

Both the Clan and Adhocracy cultures value people over processes. "Strong

cultures that value the individual are more effective along most effectiveness dimensions

that value and practice control (Smart & St. John, 1996, p. 236). Cameron and Tschirhart

(1992) agree. "Participative decision processes are more effective than autocratic

centralized processes, because there is a greater need for gathering information from

multiple sources and perspectives," (p. 102).

> Organizations that value free and informed choice, valid information and internal
> commitment at both the espoused and practical levels (i.e. strong clan and
> Adhocracy culture pes) are more likely to be effective than are those with strong
> cultures that emphasize rationality and goal attainment (i.e. strong Hierarchy and
> Market cultures types. (Smart & St. John, 1996, p. 224).

Rational and collegial approaches to decision-making have a significant positive

influence on organizational effectiveness (Smart, Kuh, & Tierney, 1997). This support

Calista's request for more "thoughtful" decision-making within the college culture.

One study of 30 two-year colleges found that organizational effectiveness is a

function of how institutional culture, the external environment, and the preferred

decision-making approach of leaders and managers interact with each other. This study

found that organizational effectiveness of the colleges was negatively impacted by

deteriorating financial conditions and enrollment declines (Smart, Kuh, & Tierney, 1997).

MRCC was experiencing both a reduction in state funding and tuition revenue during the

time of this study. Their study indicates that a strong Adhocracy culture minimizes the

negative indirect effects of external conditions, such as financial and enrollment health.

"Bureaucratic and Market cultures are negatively related to effectiveness," (Smart, Kuh, & Tierney, 1997, p. 270). Hierarchy cultures are considered to be among the most difficult to respond purposefully to both external and internal forces (Birnbaum, 1988). They tend to be reactive not proactive cultures.

Culture and Leadership

Research findings have clearly shown that organizational effectiveness of colleges is powerfully influenced by both college culture and the actions of college leaders (Smart, 2003). According to Schein, "The only thing of real importance that leaders do is to create and manage culture," (1992, p. 2).

Cameron and Quinn (2006) have found that the most effective leaders within an organizational culture have a leadership style that matches the culture. Therefore, if a college has a strong Hierarchy culture, its leaders are rewarded for compliance and maintaining efficiency. "Adhocracy leaders are rule breakers, whereas Hierarchy leaders are rule reinforcers. Clan leaders are warm and supportive, whereas market leaders are tough and demanding" (p. 47). If an organization wishes to change its culture, it should positively reinforce leadership behaviors that match the preferred culture.

MRCC employees prefer a Clan culture, therefore, its leaders should be facilitators, mentors, supporters, and team-builders. This human relations model of effectiveness requires leaders to be motivators as well (Smart, 2003).

> Two key roles associates with the abilities of leaders to be successful Motivators are (1) the 'Facilitator Role' in which leaders encourage the expression of opinions, build cohesion, and manage interpersonal conflict, and (b) the 'Mentor Role' in which leaders are aware of individual needs, listen, support legitimate requests, convey appreciation, and facilitate the development of individuals. (p. 678)

MRCC employees also prefer more of an Adhocracy culture, which supports leaders to be visionaries, entrepreneurs, innovators and risk-takers.

> Two key roles associates with the abilities of leaders to e successful Vision Setters are (a) the 'Innovator Role' in which they re creative and envision, encourage, and facilitate change, and (b) the 'Broker Role' in which they must be politically astute and assure the organization's legitimacy with external constituencies. (p. 678)

However, the highest-performing leaders have developed capabilities that allow them to succeed in all four quadrants (Denison, Hooijberg, & Quinn, 1995). "They are self-contradictory leaders in the sense that they can be simultaneously hard and soft, entrepreneurial and controlled, (Cameron & Quinn, 2006, p. 47). Community college leaders who are perceived to perform all four leadership styles and contradictory roles are perceived to be more effective than leaders who focus on either one or two roles (Smart, 2003). "Successful leadership in community colleges is dependent on the ability of campus leaders to serve as Motivators, Vision Setters, Task Masters (Hierarchy), and Analyzers (Market)," (p. 696).

Member Checking

After I completed both the quantitative and qualitative results sections of this study, I forwarded them to my participants to get their feedback as to whether or not they agreed with the survey results and my interpretation of their perceptions of culture. I received feedback from eight of the ten participants. Several of the participants clarified some of my interpretations, and those modifications were made. All eight participants, including all participant administrators and faculty, agreed with the survey results. Two of the comments I received were, "The survey results were right on all the way," and "I thought to myself, 'Does she have us pegged or what!'" One faculty member stated that

one of the reasons there is a desire for more Clan and less Hierarchy in the culture is that there has been a long-standing perception by faculty that there is a true lack of shared governance in the college. But one faculty expressed hope by stating that "everyone knows that there are feelings of disconnect," but that employees are working hard to alleviate these feelings.

Conclusion: The Last Performance

In this section, I conclude with one song that summarizes employees perceptions of culture at Midwest Rural Community College. This song encapsulates what I learned through data results from both the OCAI and participant interviews.

People, by Barbra Streisand (1964)

People,

People who need people,

Are the luckiest people, in the world.

All four culture types are necessary for every organization (Cameron & Quinn, 2006), including community colleges. But Barbra sings the song that best represents MRCC employee perceptions of culture. People need to be the focus of this college culture. Internally this means employees, externally this means its students and the community members in which it serves.

MRCC employees perceive the overall current culture type as Clan, with Hierarchy second, Market third, and Adhocracy fourth. Employees would prefer the culture type to become a stronger Clan culture, increasing by four points, Hierarchy second, Adhocracy third, and Market fourth. However, the preferred Adhocracy culture increased by seven points and the Hierarchy culture decreased by seven points.

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Therefore, MRCC employees would like the culture to become a much stronger Adhocracy culture and a much weaker Hierarchy culture.

Both Clan and Adhocracy cultures focus on creating a culture that emphasizes flexibility and discretion for both internal and external constituents. It focuses more on the people aspects of business as opposed to the task aspects of business.

These results are consistent within most content dimensions, campus and stakeholder groups. Employees would like to maintain or increase Clan and Adhocracy culture characteristics, and reduce Market and Hierarchy characteristics.

Becoming a stronger Clan culture means that the college must focus more on supporting and developing its own human resources. Teamwork, inclusion, and empowerment are all important traits of a Clan culture. Employee orientation and training programs are abundant as investing in its people is a tenant for the Clan culture.

These results are also the structural themes that emerged from the participant interviews. Reducing conflict among campuses by building relationships and enhancing internal customer service was an important theme. Creating a culture that is nimble and can respond well to both internal and external changes also emerged as a strong theme. Believing in people, including students, community members, and each other, is another theme that participants spoke of. Internal communication was also mentioned by many participants as an ongoing challenge for the college culture. Most of all, interview participants have hope for coming together as one college, to support and care for each other in its quest to support and care for its students.

Both the quantitative and qualitative data confirm the need for people to become a stronger focus of this college culture. These people need to be trusted and empowered to

make decisions by giving them flexibility and discretion in getting their jobs done. MRCC employees need and want to work collaboratively to help students achieve their educational goals. These are all people who need people, and they just may be the luckiest people in the world.

Recommendations: The Encore

This section takes what I have learned from the research and answers Research Question #5, "What recommendations can be made to improve the organizational culture at Midwest Rural Community College?" I previously mentioned that my research perspective focuses on a pragmatic worldview. This means that this research study intended to present recommendations to MRCC's stakeholder groups for the purpose of continuous improvement. Once again, I have summarized the recommendations in an encore song. In this last section, I also include my personal reflections and experiences conducting this research and how I have applied some of these concepts to my own work environment at a multi-campus community college. Lastly, recommendations for further research are made for continuous culture improvement within this college and for the overall field of study.

Respect, by Aretha Franklin (1967)

R-E-S-P-E-C-T

Find out what it means to me.

MRCC's culture needs to change from one focused on the importance of following policies and procedures, ensuring people work in a regulated and controlled and competitive environment, to one that respects and honors the talents, skills, and abilities of its human resources. Giving and showing people respect, and holding people

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accountable for behaving with respect towards others, must be held in high value.

Respect for employees must become part of the core values and belief system of the

college. Developing strategic action and implementation plans are the last two steps in

initiating culture change. This includes determining what actions and behaviors the

college should do more of, what should start and what should stop as a team (Cameron &

Quinn, 2006).

> What small things can be started or stopped? What wasteful, redundant, non-value-adding, or attention-deflecting activities need to be terminated? Where should we begin? What should be recognized and celebrated to build support for change? What resources need to be garnered? What symbolic events can be initiated that signal the beginning of a new culture? What processes or systems should redesigned? How can the new cultural values be communicated clearly? What metaphors can be used to reflect the new culture (p. 98)?

It is recommended that MRCC leaders empower a team with representatives from all

stakeholder groups from all campuses to develop a strategy and implementation plan for

cultural change to be presented to the college at large. This team is charged with

methods for communicating with other employees to gather information and share

ongoing status reports of its progress. Creating a cross-functional team to make these

recommendations for change is a way of enhancing a Clan culture by empowering

employees, expanding inclusion, and enhancing relationships. By fostering involvement,

resistance is minimized by those affected (Cameron & Quinn, 2006).

After forming a College Culture Task Force, this group can reflect and analyze

what it means and does not mean to increase the Clan and Adhocracy culture

characteristics and decrease Hierarchy and Market culture characteristics. It is also

important to analyze what must remain the same. Figure 6.1 provides a tool to aid in this

analysis.

Once this task force has determined the types of actions and behaviors it would like the college to pursue towards organizational change, it may want to consider some of the following approaches to enacting change (Cameron & Quinn, 2006). The task force should start with picking the low-hanging fruit, in other words, the changes that can be made quickly and easily, to help feel some initial success. Small changes can be made and then publicized. This creates momentum and minimizes resistance.

A next step is to create social support by building coalitions for change. Opportunities for all employees to voice their feelings and suggestions should be created to enhance engagement and communicate that their opinions matter. Public forums and special meetings can be scheduled to facilitate the collection of these voices.

Timelines and accountability measures need to be developed to ensure that people follow through on their commitments. Target dates are set and reporting mechanisms are installed so tasks are completed and accomplishments are demonstrated.

Ongoing information should be broadly shared on progress to reduce rumors and speculation. Clear expectations should be communicated whenever possible. "Research in communication suggest that people tend to explain why to people they care about and hold in high esteem," (p. 100). Provide factual information and celebrate successes whenever possible.

A next step is identifying processes and outcomes and assessing results. Not all culture change is measurable, but people pay attention to what gets measured, so do your best in creating ways to measure change initiatives.

Reward systems should be instituted to focus on processes and people who demonstrate change within their work units. This may mean redesigning of new ways of

meeting student needs or rearranging reporting structures to empower employees. "For change to last, it must be reflected in the core processes in which the organization is engaged," (p. 100).

Developing Clan and Adhocracy Behaviors

An important part of the implementation phase of organizational change is identifying behaviors and actions that employees need to develop in order to support the new culture (Cameron & Quinn, 2006). "A change in culture, in the end, depends on the implementation of behaviors by individuals in the organization that reinforce the new cultural values and are consistent with them," (p. 117). This includes leadership styles of top leaders and management skills of those who carry out change within the organization. Alignment of these factors, including other cultural phenomena like symbols, systems, staff, and strategy are critical to creating organizational change (Waterman, Peters, & Phillips, 1980).

According to a study by Whetten and Cameron (2005), where over 400 individuals identified by top executives as effective managers were interviewed to identify a set of skills that characterize effective managers, three particular skills support a Clan culture. First is the ability to manage teams. When leadership helps create cross-functional teams, effective managers facilitate cohesive and smooth-functioning teamwork. Second is the ability to manage interpersonal relationships. This includes getting to know employees, listening to them, providing supportive feedback and helping to resolve challenges they are experiencing in the workplace. Third is the development of others by helping employees improve their performance and provide personal development opportunities, including training and succession planning.

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Three skills also emerged for effective managers within an Adhocracy culture. The first is managing innovation, which includes encouraging individuals to explore ideas, expand alternatives, and providing a safe environment in which to fail. Second is managing the future, which facilitates visioning for the future, creating enthusiasm for exploring the what-if question, and supporting its accomplishment. Third is managing continuous improvement, which helps create a culture of change, flexibility, and ongoing reflection of what is working and what is not.

Identifying management competencies needed is an important step for organizational change (Figure 6.2). Assessing the skills of MRCC leaders and managers by performing a 360-degree feedback is another important step in organizational change, because then skill gaps can be identified and training can be implemented to help expand competencies that support the preferred culture (Cameron & Quinn, 2006). Therefore, MRCC can assess those Clan and Adhocracy skills that its current leaders and managers possess, or do not possess, and address the enhancement of these skills by training and "personal improvement agendas," (p. 127). It can also hire leaders and managers that possess these leadership and management skills, abilities and styles.

Increasing Clan Culture

Means . . .

Survey and meet employee needs
Promote teamwork and participation
Support and recognize team players
More employee empowerment
Create higher levels of trust
More horizontal communication
Express more concern for people
Provide chances for self-management
More recognition of employees

Does Not Mean . . .

Becoming overly   permissive
Perpetuating cliques jockeying for power
An absence of tough decisions
Only fostering internal focus
Lack of standards and rigor
Tolerance for mediocrity
Freedom without responsibility

Increasing Adhocracy Culture

Means . . .

Encourage thoughtful risk taking
Foster creative alternatives
Become more forward-thinking
More employee suggestions
More process innovativeness
Tolerance for first-time mistakes
More listening to customers

Does Not Mean

Thoughtless risk taking
No coordination and sharing of ideas
Going after the latest fad
Abandoning careful analysis
No concern for financial decisions

Decreasing Market Culture

Means . . .

Stop driving for numbers at all costs
Focus on key goals
Constantly motivate employees
Adapt to human, not just market, needs
A less punishing environment
More internal focus on people
Less myopic thinking about targets
Reduction of outcomes at all cost
Employees working endless hours

Does Not Mean . . .

Ignoring the competition
Missing stretch goals and targets
Ignoring the customer
Ignoring the competition
Less pressure for performance
Lower standards
Losing the spirit of winning

Decreasing Hierarchy

Means . . .

Eliminate useless rules and procedures
Eliminate unneeded paperwork
Eliminate micromanagement
Push decision-making down
Fewer sign-offs for decisions
Less red tape for employees/customers
Encouraging new ideas for change

Does Not Mean . . .

Loss of structure
Elimination of measurement
Lack of responsiveness to deadlines
Empowering employees with no
guidelines
Not holding people accountable
Not following rules and processes

Figure 6.1. Culture Means—Does Not Mean

Clan Culture Leadership Roles	**Adhocracy Culture Leadership Roles**
The Facilitator is people- and process-oriented. This person manages conflict and seeks consensus. His or her influence is based on getting people involved in the decision making and problem solving. Participation and openness are actively pursued.	The Innovator is clever and creative. This person envisions change. His or her influence is based on anticipation of a better future and generates hope in others. Innovation and adaptation are actively pursued.
The Mentor is caring and empathic. This person is aware of others and cares for the needs of individuals. His or her influence is based on mutual respect and trust. Morale and commitment are actively pursued.	The Visionary is future-oriented in thinking. This person focuses on where the organization is going and emphasizes possibilities as well as probabilities. Strategic direction and continuous improvement of current activities are hallmarks of this style.
Hierarchy Culture Leadership Roles	**Market Culture Leadership Roles**
The Monitor is technically expert and well-informed. This person keeps track of all details and contributes expertise. His or her influence is based on information control. Documentation and information management are actively pursued.	The Competitor is aggressive and decisive. This person actively pursues goals and targets and is energized by competitive situations. Winning is a dominant object, and the focus is on external competitors and marketplace position.
The Coordinator is dependable and reliable. This person maintains the structure and flow of the work. His or her influence is based on situational engineering, managing schedules, giving assignments, physical layout, etc. Stability and control are actively pursued.	The Producer is task-oriented and work-focused. This person gets things done through hard work. His or her influence is based on intensity and rational arguments around accomplishing things. Productivity is actively pursued.

Figure 6.2. Management Skills Profile

Personal Reflections of a Research and Practitioner

I have been drawn to conduct this type of research since the early stages of my role as a college business faculty member. The topic of organizational culture was part of the management, organizational behavior and development classes that I taught. I

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became fascinated by the subject matter and began to immerse myself in the topic. That is when I learned of Cameron and Quinn's Competing Values Framework. I began to teach the framework to my students and soon decided that if I were to pursue a Ph.D., I would do dissertation research on organizational culture using this framework.

This framework actually influenced my choice to pursue a career pathway in community college leadership as opposed to a university tenure track position. I began to see how leadership and personality styles best fit within certain cultures, and how when those styles match the culture, it seems a best fit for the individual and the organization. I used myself as primary research.

As a part-time faculty, I was teaching simultaneously at a community college and a university. I also volunteered to do an extra project for each college to get a sense of what the organizational culture was like. And this is what I learned.

The community college I was working for was very people-oriented. The community college was extremely teaching and student centered. Faculty doors were open during office hours, faculty talked and problem-solved with students and peers, and full-time faculty showed concern for the part-time faculty in keeping them connected and fulfilling their needs in order to be successful. It was a warm, caring environment, and people generally were cohesive and collegial.

The university culture was different. Because I was teaching an overload assignment as a part-time faculty, I was given the luxury of having my own dedicated office on campus. Therefore, I got a better snapshot of the culture than most part-timers. Many of the faculty were rarely in their offices, and when they were, their doors were

closed, which I perceived as a reluctance to speak with other faculty and students. I assumed most were focused on their research and writing. People rarely smiled when you walked down the hallway. I often got the feeling as if they looked at me like, "Who let her in here?" No one talked to one another. It was a very quiet, serious, and reserved place. Faculty stuck to themselves.

While I was only exposed to both cultures for a short time, I got a feel for the culture, specifically the organizational characteristics, glue, and criteria for success content dimensions of culture. I am a very outgoing and engaged leader. I thrive working in teams, especially the ability to problem-solve by talking through issues with others. I value people, both internal and external, and realized that helping students, and also employees, be successful is a core value and reason why I chose education as my general career pathway. I am not a competitive person, and while I do like to write, it is secondary to the need to express myself through oral communication. I felt I would be steamrolled in a university setting where there was little personal interaction and concern for people. However, the conundrum was that I enjoyed the autonomy of the university setting, where my creativity could flourish with few restrictions. The university had very few guidelines, and when offered a class to teach, the support and guidance given was limited. I often picked my own textbooks, which I had no problem with. So I loved the freedom and trust given to me to get the job done, and the expectation that I would do it well.

After learning about the Competing Values Framework, I realized that my leadership style thrives within a Clan and Adhocracy culture. I need to participate in teams, build relationships and cohesion with people, work for the betterment of

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employees and students, and seek consensus in decision-making. I also need to work within a culture that doesn't "Fence Me In," with rules and procedures that stymie creativity, discretion and flexibility in decision-making. While there are some aspects of the Market culture that I do enjoy, like expecting outcomes and results for my work, I am not a competitive person. I'd rather work with others to help them grow and succeed in their jobs and in their lives. Just like MRCC employees, I prefer to work and lead within a Clan/Adhocracy college culture. I knew that this was my bias, and I worked very hard to mitigate my bias in order to conduct and report my research from an objective frame of mind.

During the writing of my dissertation literature review, I had the chance to research published articles and dissertations on organization culture. Many quantitative studies use the Competing Values Framework, but few used a mixed methods approach to capturing perceptions of culture. I began to question how organizational culture could be assessed in an organization without hearing stories and using words as data. Cameron and Quinn (2006) acknowledge the importance of bringing key employees together after the CVF is conducted to discuss the findings and reach consensus, but I thought it was important in my study to collect all data concurrently. Therefore, I would have both quantitative and qualitative data collected within a snapshot of time to describe perceptions of organizational culture. I felt very strongly about mixing methods, despite the warnings I was given on how time consuming and laborious the process was going to be, similar to that of conducting two studies in one. However, never being one to shy away from hard work, I was convinced that in order to truly understand organizational culture, you must use a valid and reliable survey instrument to get to as many people as

possible, and conduct one-on-one interviews with individuals to hear their perceptions and stories.

Working in a cohort Ph.D. model has had the benefit of introducing me to community college leaders from other states and colleges, and I had met a few colleagues from a neighboring state who worked at a multi-campus community college. I remember listening to them in class talk about how "different" each campus culture was at their college. So they introduced me to their president, who agreed to my study of the organizational culture of their college. Unfortunately, he left his position, and a new president was appointed who thought the timing of my study would disrupt their strategic planning process. This was just after I defended my proposal.

I called upon my community college connections and found another multi-campus community college that was very interested and excited about the opportunity for me to conduct a study at their college. I would have the opportunity to conduct a concurrent, mixed methods study during fall semester 2010 at Midwest Rural Community College.

Interestingly, as I was in the midst of collecting my data, I accepted a new position as an administrator in a multi-campus community college. Over the past year and a half, I have been conducting primary research through my own personal experiences working within a new and complex culture. I have had the opportunity to apply my own research to my own organizational culture as a practitioner, and it has been fascinating. As I listen to my peers and subordinates, and as I reflect on my own perceptions, I have concluded that the multi-campus college I work within has a core Clan/Hierarchy culture. What I have seen and experienced is that the core culture truly wants to expand its Clan characteristics, with more of a focus on developing its human

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resources, creating more cross-functional teams, empowering subunits to make more decisions, and create more cohesion among its campuses. However, its past leadership and in some cases current leadership, has defined success as complying to policies and procedures and following the direction given by top leaders.

I believe some of the Hierarchy culture characteristics are very important within this large multi-campus system, as some are important to MRCC, because coordination, organization and consistency among campuses, especially in regard to business practices, is important when communicating with employees and students. Having different policies and procedures at different campuses can contribute to chaos and confusion for internal and external constituents. However, the organization and coordination of these policies can and should be done in a collaborative fashion, having representation from each of the campuses in developing these policies and practices. At my college, this is happening more often through organized college-wide committees and task forces.

Another similarity that my college has with MRCC is that most of the college-wide employees are housed at one of our campuses, so it has a reputation of being a "Main Campus." Much like MRCC, there is a perception that many decisions are dictated to the other campuses from this one, and this has created mistrust and discontent from employees at the other campuses. However, our current president has begun to house college-wide staff at each of the campuses, to help dissuade these perceptions and expose more campus employees to college-wide decision-makers.

At my current college, the word "innovation" is bantered around, but college leadership is going to have to be extremely purposeful and bold in moving towards an Adhocracy culture, because in my experience, the overall college culture is extremely

resistant to change. I believe that there are leaders and employees who are open to change, however, they are not the majority, and change masters within the college will need resources and permission to explore new ideas and push people outside of their comfort areas. The agenda towards innovation must be strongly communicated in a variety of ways to employees by top leadership. I recommend MRCC consider these suggestions as well.

Positive reinforcement through public recognition, financial bonuses or other rewards would help send a message that reinventing the culture is a high priority. Connecting college culture change to a strategic plan would also help reinforce the importance of change. This is true for both my current employer and MRCC.

Concern for People

Both MRCC and my current employer have a lot in common. Operating within a multi-campus system is very dynamic and complex. However, the biggest common denominator for the two colleges is the need to expand their concern for people. This includes students, employees and community members. Many behavioral leadership models analyze how leadership styles focus on task versus people orientation. The University of Michigan Leadership Model focuses on job-centered versus employee-centered behaviors. The Ohio State Leadership Model focuses on initiating task structure versus consideration for people. The Blake and Mouton Managerial/Leadership Grid Model focuses on concern for production versus concern for people (Kinicki & Williams, 2003). According to Edgar Schein (1992), "Organizational cultures are created in part by leaders, and one of the most decisive functions of leadership is the creation, the management, and sometimes even the destruction of culture," (p. 5).

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Thank You MRCC

I have considered it a privilege to conduct this research. I would like to take this opportunity to thank MRCC's leadership team for agreeing to the study and recognizing the importance of understanding and improving its college culture. I would also like to thank the eighty-two employees who participated in the OCAI, but especially the ten interview participants. Priscilla, Marsha, Eric, John, Dorothy, Lauren, Calista, Aaron, Elenor and Candice were all confident and willing enough to come forward to share their perceptions and stories. I appreciate their candidness and respect the fact that they ignored any fear they may have had and took the risk in an attempt to help improve their college culture. This also speaks to the hope that they shared within the study for culture change. They hope the culture will change and were willing to contribute to those changes. I applaud them and greatly appreciate their contributions to this study.

It is my hope that my research can help MRCC improve its college culture. This research has also benefited me as a practitioner, as I take what I have learned back to my own multi-campus institution and apply the concepts. As I continue my career pathway, perhaps to become a community college president, I will reflect on what it takes as a leader to influence the development of a college culture that has traits from all four quadrants to increase effectiveness, which to me is ultimately, helping meet the educational needs of our students and communities. I have also reflected during my research that I am a leader with a strong concern for people. This does not mean I do not have an extremely strong work ethic and don't accomplish tasks in a timely fashion. What it means is that I view tasks as the means to the outcome . . . that of helping people reach their full potential. And that is a fundamental reason why I have chosen this

research topic and study. I believe analyzing and improving organizational culture ultimately improves the lives of others in many, many ways.

Recommendations for Future Research

This mixed methods study examined the perceptions of organizational culture within Midwest Rural Community College. This research is a phenomenology within a case study, analyzing current and preferred organizational culture dimensions to help provide suggestions for improving culture and organizational effectiveness. "Insights gleaned from case studies can directly influence policy, practice, and future research (Merriam, 2001, p. 19).

Midwest Rural Community College leaders may use these data and wish to expand upon culture change by implementing the Management Skills Assessment Instrument (MSAI), in order to measure the skill of its current leaders and managers. These skills are then compared to the current and preferred culture data from the OCAI, and development plans are created to help leaders and managers acquire or enhance those skills that fit, in this case, Clan and Adhocracy culture types.

MRCC leaders may choose to implement suggestions for becoming more Clan and Adhocracy-type cultures and repeat the OCAI several years after the changes are made to measure progress. This Fall 2010 study can be used as a benchmark study in which to compare future results. If college continuous improvement is part of MRCC's strategic plan or accreditation requirement, this tool may help with assessing outcomes.

This study only scratched the service on the topics of leadership and culture and culture and change management. Additional research could be conducted to help MRCC

expand its understanding on how these areas can apply to their strategic and implementation plans for organizational culture change.

As mentioned earlier, very little research in organizational culture has been conducted using this mixed methods format. While many culture assessment instruments exist, very little has been done combining quantitative and qualitative research methods to better understand perceptions of organizational culture. Perhaps that is because mixed methods research is relatively new to scholars, and controversies and debate still occur on its use in the social and behavioral sciences (Tashakkori & Teddlie, 2003). Since organizational culture is derived from understanding the shared basic assumptions of people, to me, it is important for the researcher to combine the musical instruments with the vocalists for a performance of *methods in concert*, and that is what I have done my best to do. And what a wonderful performance it has been.

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APPENDIX A

From:	Cameron, Kim [cameronk@bus.umich.edu]
Sent:	Thursday, January 22, 2009 8:24 AM
To:	Kuster, Kim; requinn@umich.edu
Cc:	gloeck@cahs.colostate.edu
Subject:	RE: Organizational Culture Assessment Instrument

Dear Kim:

Thank you very much for your note and description of your very interesting research project. I would be delighted if you would share your results with me when you finish your study. You certainly have permission to use the OCAI in your research, and you may be interested to know that there is a revised version of the 1999 book published by Jossey Bass in 2006. The instrument is exactly the same, but a few revisions have been made to up-date examples and explanations. Don't go to the expense of purchasing another copy, but if you will send me a mailing address, I'll be happy to send one to you.

Best wishes in your project!

Kim

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William Russell Kelly Professor
Ross School of Business
and Professor
School of Education
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Organizational Culture Assessment Instrument - Current Culture

This survey is organized in two parts. The first 6 questions focus on your perceptions as to the CURRENT college culture. The second 6 questions focus on your perceptions as to the PREFERRED college culture.

You are to assess the culture of your college at large, i.e. the entire college, not just your campus or work unit.

Each question has four alternatives. You are to assign a total number of 100 points among each alternative. Divide the 100 points among each alternative depending on the extent to which each alternative is SIMILAR to your college. Give a higher number of points to an alternative that is VERY SIMILAR to your college, a lesser number to other alternatives.

The total of all alternatives must equal 100.

✸

1. Rate the following four choices on how you best describe the CURRENT dominant characteristics of Midwest Rural Community College. Divide 100 points among each of the four alternatives.

The college is a very personal place. It is like an extended family. People seem to share a lot of themselves. ☐

The college is a very dynamic and entrepreneurial place. People are willing to stick their necks out and take risks. ☐

The college is very results-oriented. A major concern is with getting the job done. People are very competitive and achievement-oriented. ☐

The college is a very controlled and structured place. Formal procedures generally govern what people do. ☐

✸

2. Rate the following four choices on how you best describe the CURRENT college leadership of Midwest Rural Community College. Divide 100 points among each of the four alternatives.

The leadership in the college is generally considered to exemplify mentoring, facilitating, or nurturing. ⬜

The leadership in the college is generally considered to exemplify entrepreneurship, innovating or risk-taking. ⬜

The leadership in the college is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus. ⬜

The leadership in the college is generally considered to exemplify coordinating, organizing, or smooth-running efficiency. ⬜

✳

3. Rate the following four choices on how you best describe the CURRENT management of employees at Midwest Rural Community College. Divide 100 points among each of the four alternatives.

The management style in the college is characterized by teamwork, consensus, and participation. ⬜

The management style in the college is characterized by individual risk-taking, innovation, freedom, and uniqueness. ⬜

The management style in the college is characterized by hard-driving competitiveness, high demands, and achievement. ⬜

The management style in the college is characterized by security of employment, conformity, predictability, and stability in relationships. ⬜

✳

4. Rate the following four choices on how you best describe the CURRENT "organizational glue" of Midwest Rural Community College. Divide 100 points among each of the four alternatives.

The glue that holds the college together is loyalty and mutual trust. Commitment to this college runs high. ⬜

The glue that holds the college together is commitment to innovation and development. There is an emphasis on being on the cutting edge. ⬜

The glue that holds the college together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes. ⬜

The glue that holds the college together is formal rules and policies. Maintaining a smooth-running organization is important. ⬜

✳

5. Rate the following four choices on how you best describe the CURRENT strategic emphasis of Midwest Rural Community College. Divide 100 points among each of the four alternatives.

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

The college emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities is valued.

The college emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.

The college emphasizes permanence and stability. Efficiency, control and smooth operations are important.

✳

6. Rate the following four choices on how you best describe the CURRENT criteria of success of Midwest Rural Community College. Divide 100 points among each of the four alternatives.

The college defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.

The college defines success on the basis of having the most unique or newest products. It is a product leader and innovator.

The college defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.

The college defines success on the basis of efficiency. Dependable delivery, smooth scheduling, and low-cost production are critical.

Organizational Culture Assessment Instrument - Preferred Culture

The following six questions will focus on how you perceive a preferred college culture. The same guidelines apply for awarding points. Each question must total 100.

✳

1. Rate the following four choices on how you best describe the PREFERRED dominant characteristics of Midwest Rural Community College. Divide 100 points among each of the four alternatives.

The college is a very personal place. It is like an extended family. People seem to share a lot of themselves.

The college is a very dynamic and entrepreneurial place. People are willing to stick their necks out and take risks.

The college is very results-oriented. A major concern is with getting the job done. People are very competitive and achievement-oriented.

The college is a very controlled and structured place. Formal procedures generally govern what people do.

✶

2. Rate the following four choices on how you best describe the PREFERRED college leadership of Midwest Rural Community College. Divide 100 points among each of the four alternatives.

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

The leadership in the college is generally considered to exemplify entrepreneurship, innovating, or risk-taking.

The leadership in the college is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.

The leadership in the college is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.

✶

3. Rate the following four choices on how you best describe the PREFERRED management of employees of Midwest Rural Community College. Divide 100 points among each of the four alternatives.

The management style in the college is characterized by teamwork, consensus, and participation.

The management style in the college is characterized by individual risk-taking, innovation, freedom, and uniqueness.

The management style in the college is characterized by hard-driving competitiveness, high demands, and achievement.

The management style in the college is characterized by security of employment, conformity, predictability, and stability in relationships.

251

✱

4. Rate the following four choices on how you best describe the PREFERRED "organizational glue" of Midwest Rural Community College. Divide 100 points among each of the four alternatives.

The glue that holds the college together is loyalty and mutual trust. Commitment to this college runs high.

The glue that holds the college together is commitment to innovation and development. There is an emphasis on being on the cutting edge.

The glue that holds the college together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.

The glue that holds the college together is formal rules and policies. Maintaining a smooth-running organization is important.

✱

5. Rate the following four choices on how you best describe the PREFERRED strategic emphasis of Midwest Rural Community College. Divide 100 points among each of the four alternatives.

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

The college emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.

The college emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.

The college emphasizes permanence and stability. Efficiency, control and smooth operations are important.

✱

6. Rate the following four choices on how you best describe the PREFERRED criteria for success of Midwest Rural Community College. Divide 100 points among each of the four alternatives.

The college defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.

The college defines success on the basis of having the most unique or newest products. It is a product leader and innovator.

The college defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market

leadership is key.

The college defines success on the basis of efficiency. Dependable delivery, smooth scheduling and low-cost production are critical.

Demographic Questions

*

1. At which campus do you primarily work? Please pick one.

○ At which campus do you primarily work? Please pick one. Main

○ Other

*

2. In which employee classification does your job best fit? Please pick one.

○ In which employee classification does your job best fit? Please pick one. Administration

○ Professional

○ Faculty

○ Support

○ Executive

3. How long have you worked for Midwest Rural Community College?

How long have you worked for Midwest Rural Community College? Years

Months

Are you willing to participate in an interview?

This survey is part one of a two-part study. The next phase will include one-on-one interviews that will require about two hours of your time. If you are interested in participating in an interview, please email me at kusterkid@msn.com with your name and contact information.
Thank you for participating in this research project.

APPENDIX C

Cover Letter for Survey Instrument – Kim Kuster Dale Dissertation Study

Colleagues,
As you know from Dr. President's email, I am a Ph.D. student at Colorado State
University, conducting my dissertation research here at Midwest Rural Community
College. This study is focused on organizational culture in a community college,
specifically with multiple campuses.

Under the guidance of my Advisor, Dr. Tim Davies, I'll be collecting, comparing and
contrasting your perceptions of campus cultures. Part of the data collection is asking you
to participate in a survey.

<u>Survey</u>
The survey will be **administered to all full-time employees via the Survey Monkey
online tool (line below)**. There are also hard copy surveys available in the Human
Resources office.

We anticipate the survey taking no more than *15 minutes* to complete, and the survey will
be open for ten days, ***Monday, October 11 – Wednesday, October 20, 2010.*** Responses
will be COMPLETELY ANONYMOUS and in no way traceable to a specific individual.
The results of the survey will be tallied and categorized as the *current and preferred
culture* and will be shared with the college at large.

When you complete the survey, please consider the college as a whole, not your
individual campus nor your work unit.

Interview
If you are interested in participating in an interview, please contact me at
kusterkid@msn.com or 303-913-9821. A two-hour time commitment is needed.

Your participation is voluntary and there are no direct benefits or risks in participating. It
is my hope that this study will benefit your college by providing employee feedback on
how each campus culture is characterized and suggestions for change and alignment.

If you have any questions, please contact me at kusterkid@msn.com , 303-913-9821, or
Dr. Tim Davies, davies@cahs.colostate.edu, 970-491-5199. If you have any questions
about your rights as a volunteer in this research, contact Janell Barker, Human Research
Administrator, at 970-591-1655.

***** Click here to take survey: http://www.surveymonkey.com/s/7XXP9XN
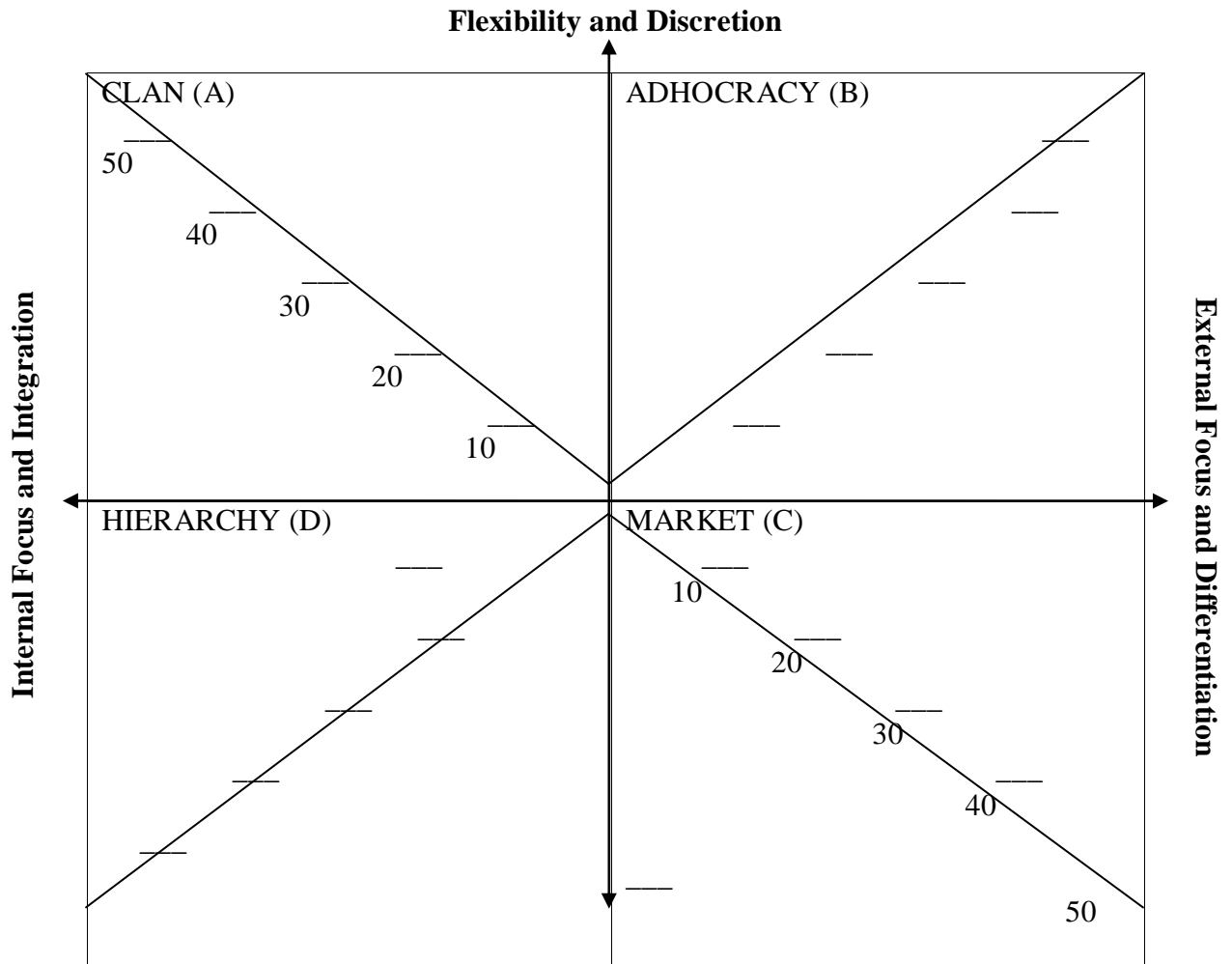
Thank you! Kim Dale

The Organizational Culture Profile

The Clan Culture

An organization that focuses on internal maintenance with flexibility, concern for people, and sensitivity to customers.

The Adhocracy Culture

An organization that focuses on external positioning with a high degree of flexibility and individuality.

Flexibility and Discretion

CLAN (A)

ADHOCRACY (B)

50

40

30

20

10

HIERARCHY (D)

MARKET (C)

10

20

30

40

50

Internal Focus and Integration

External Focus and Differentiation

Stability and Control

The Hierarchy Culture

An organization that focuses on internal maintenance with a need for stability and control.

The Market Culture

An organization that focuses on external positioning with a need for stability and control.

255

Colorado State University

Consent to Participate in a Research Study
Colorado State University

TITLE OF STUDY: Perceptions of Organizational Culture of a Multi-Campus Community College: Methods in Concert.

PRINCIPAL INVESTIGATOR: Dr. Tim Davies, 970-491-5199, davies@cahs.colostate.edu

CO-PRINCIPAL INVESTIGATOR: Kim Kuster Dale, 303-913-9821, kusterkid@msn.com

WHY AM I BEING INVITED TO TAKE PART IN THIS RESEARCH? You have volunteered to participate in this study as a full-time employee of Midwest Rural Community College.

WHO IS DOING THE STUDY? My name is Kim Kuster Dale and I am a Ph.D. student at Colorado State University in the Educational Leadership program. My specialization area is Community College Leadership. I am currently a dean of a community college in Colorado and used to be a management/organizational development faculty member. This helps explain my passion for the topic of organizational culture in a community college.

WHAT IS THE PURPOSE OF THIS STUDY? The purpose of this study is to first describe the organizational culture Midwest Rural Community College. The study will also compare employee perceptions as to current and preferred culture, examine differences between campus culture, and make recommendations for college improvement.

WHERE IS THE STUDY GOING TO TAKE PLACE AND HOW LONG WILL IT LAST? The first personal interview will take place on your campus or some other convenient place for us to meet. We will schedule 1.5 hours for the first interview and time for any subsequent interviews that will be conducted over the telephone. I do not anticipate any more than two subsequent telephone interviews. These will be to clarify anything that may be said during the initial interview.

WHAT WILL I BE ASKED TO DO? You will be asked to answer questions how you describe the college culture, specifically your first and current perceptions, any perceived differences in campus cultures, benefits and challenges of the culture and any recommendations you would support for changing the organizational culture.

ARE THERE REASONS WHY I SHOULD NOT TAKE PART IN THIS STUDY?
I do not anticipate participating in this study taking more than three hours of your time. However, if you feel that this is a burden, you may decide differently.

WHAT ARE THE POSSIBLE RISKS AND DISCOMFORTS?
While the identity of the participants will remain confidential, and aliases will be utilized in reporting responses, those that are familiar with the organization may be able to decipher who is participating based on their responses or criteria for participation.
 It is not possible to identify all potential risks in research procedures, but the researcher(s) have taken reasonable safeguards to minimize any known and potential, but unknown, risks.

ARE THERE ANY BENEFITS FROM TAKING PART IN THIS STUDY? There are no direct benefits to the participant, however you may feel satisfaction in knowing you are helping a graduate student complete her doctoral dissertation. You may also gain benefit in providing

thoughtful description of your campus culture, as gaining a better understanding of organizational culture can prove to enhance effectiveness within an organization.

DO I HAVE TO TAKE PART IN THE STUDY? Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participating at any time without penalty or loss of benefits to which you are otherwise entitled.

WHO WILL SEE THE INFORMATION THAT I GIVE?
We will keep private all research records that identify you, to the extent allowed by law.

Your information will be combined with information from other people taking part in the study. When we write about the study to share it with other researchers, we will write about the combined information we have gathered. You will not be identified in these written materials. We may publish the results of this study; however, we will keep you name and other identifying information private.

We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information, or what that information is. For example, your name will be kept separate from your research records and these two things will be stored in different places under lock and key.

WHAT HAPPENS IF I AM INJURED BECAUSE OF THE RESEARCH: The Colorado Governmental Immunity Act determines and may limit Colorado State University's legal responsibility if an injury happens because of this study. Claims against the University must be filed within 180 days of the injury.

WHAT IF I HAVE QUESTIONS? Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions about the study, you can contact the investigator, Kim Kuster Dale at 303-913-9821 or kusterkid@msn.com. If you have any questions about your rights as a volunteer in this research, contact Janell Barker, Human Research Administrator at 970-491-1655. We will give you a copy of this consent form to take with you.

 This consent form was approved by the CSU Institutional Review Board for the protection of human subjects in research on (Approval Date).

WHAT ELSE DO I NEED TO KNOW?

Personal interviews will be audiotaped to help ensure accurate participant descriptions and to allow the researcher to focus on the participant during the interview process.

Your signature acknowledges that you have read the information stated and willingly sign this consent form. Your signature also acknowledges that you have received, on the date signed, a copy of this document containing ___ pages.

_____   _____
Signature of person agreeing to take part in the study   Date

_____
Printed name of person agreeing to take part in the study

_____   _____
Name of person providing information to participant   Date

_____
Signature of Research Staff

APPENDIX F

Kim Kuster Dale Dissertation
Participant Interview Questions

At what campus location do you primarily work?

How long have you worked for the college?

How would you best categorize your position at the college? Faculty, Administrator, Professional, Support, Executive?

When you first heard there was a job opening at WNCC, what were some of your initial thoughts and impressions as to the culture of the college?

Probing question: What were your thoughts on how well you would work within this culture?

So you start your new job, and in the first days, weeks and months working here, describe for me your first impressions of the college culture.

Now that you have been here awhile, what are your impressions of the college culture?

Probing question: Are there differences between your first impressions and your current impressions? What has changed between now and then?

Do you perceive differences in culture between campuses?

Probing question: Can you describe those differences to me?

What works well working within the college culture?

What challenges do you experience working within the college culture?

What changes would you be willing to support and even work for to improve the college culture?